



**Gifu**

**2018 – 2019**

## Table of Contents

<b>Elementary School / ES</b>	Page
Add 'em	3
Missing Game	4
21 is Out!	5
<b>Junior High School / JHS</b>	
Articulate	6
Conversation Race	7 – 8
Explain the Drawing	9
Pictionary	10
Telephone... but not!	11
Vertical Word Game	12 – 13
<b>Senior High School / SHS</b>	
(insert name here) says...	14
Hot Seat	15
Sorts & Mingle	16
<b>Games for Multiple Grade Levels</b>	
Battleship	17
Criss-Cross / Directions / Columns & Rows	18
Four Corners	19
Gokuburi (Cockroach)	20
Jeopardy!	21
Karuta	22
Mark My Colo(u)r	23
One Minute Challenge	24
Pictionary / Charades / Catchphrase	25 – 26
Shiritori / Categories	27
Spelling Game	28
Super Janken!	29
Timer Game	30
Red light/Green light	31
Infection	32
Vocab Races	33-34

**Title:** Add 'em

**Grade:** Elementary School

**Materials / Prep:** None!

**Time:** 5 minutes

**Skills:** Speaking

**Directions:**

- Split the class in half; have them line up single file for each team and first person facing each other.
- The first students from each team must stand back to back and on your count will turn around to face each other, display any number of digits on one hand, add the digits of their hand and their opponents together, and the first student to say the correct answer wins.
- Repeat and keep a tally of points on the board to see which team wins!

**Variation:**

- You can level them up by having them use both hands instead of just one hand.
- You can split the class into three or four teams instead and have a three-way or four-way face off!
- If only using one hand, then you can make a clenched fist = 0 and putting out both thumb and pinky = 6, so you can have the students practicing the months of the year instead. For example, 1 = January, 2 = February, etc.

**Notes / Tips:**

- It's definitely a reward game and can even be used for the younger levels at ES when you're just teaching them numbers.

**Title:** Missing Game

**Grade:** Elementary School

**Materials / Prep:** Flashcards & Magnets

**Time:** 5 minutes

**Skills:** Reading, Speaking

**Directions:**

- Review the lesson's vocab over and over and put each flashcard on the board as they learn them.
- After they've learned and mastered them, tell them to put their heads down on their desks and close their eyes. The mystery of this part will get them excited!
- Whilst their heads are down, you and the homeroom teacher take flashcards off the board and hide them around the room.
- Once you're done, have the kids look up, and they'll be surprised to see an empty board.
- Have them stand up and search the room for the missing flashcards.
- The kids who find the flashcards first come to the front while the rest sit down. The kids holding their found flashcards say the word in front of the class.
- Have the class repeat after them and then clap for them! Continue until every student standing at the front is finished.

**Variation:**

- When the students' heads are down, instead of hiding the flashcards around the room, hide some of them in the teacher's desk.
- When the students open their eyes, they'll see some flashcards missing and some still on the board.
- They then raise their hands and one student at a time says one word that's missing.
- This is a better method of practicing and reinforcing the vocab.

**Notes / Tips:**

- It's not the best form of practice, but the kids enjoy it. It's good as a quick reward game.

**Title:** 21 is Out!

**Grade:** Elementary School

**Materials / Prep:** None!

**Time:**

**Skills:** Listening, Speaking

**Directions:**

- Stand in a giant circle.
- A student starts counting from 1, and each individual student says one number each, in order, up to 21. Doesn't matter which direction.
- The student who says 21 must sit in the middle of the circle.
- The student who would've said 22 simply starts over again at 1. The game continues until only one student is left standing.

**Variation:**

- Add rules such as when students make a mistake they've got to sit down or "say "buzz" instead of any number that has 7 in it" or "say "buzz" instead of any number that is a multiple of 5".
- The student who has to say 21 could also have to say a target vocab word that the ALT points to, in order to avoid being "out".

**Notes / Tips:**

- It's a great game for really young kids and practicing counting because they don't know whether it's better to be standing in the circle or hugging the "losers" in the middle.
- They'll get really excited and start shouting numbers in unison so be prepared for sound control!
- Some kids might not be able to handle being "out" at first, so there could be some tears but once they have their friends join them they'll come around!

**Title:** Articulate

**Grade:** JHS & up

**Materials / Prep:** Target list of vocab, small whiteboards, markers, & erasers

**Time:** 15 – 20 minutes

**Skills:** Communication, Listening, Speaking

**Directions:**

- Split the class into groups of 3-4 students.
- Give each group and the ALT a small whiteboard, marker, and eraser.
- Starting with the first group, the teacher secretly tells the group a target vocab word.
- The group then has 30 seconds to explain the word to the class and the ALT without saying the word.
- At the end of 30 seconds, every other group and the ALT writes a guess of what the word is on their whiteboard.
- Everyone reveals their whiteboard at once and teams are awarded points as follows: correctly guessed = 1 point; ALT correctly guessed your word = 2 points.

**Notes / Tips:**

- Target vocab can be altered to reflect the ability of the class or to focus on specific words.
- If students are struggling, the ALT can ask questions to assist, e.g. “Is it a person?” or “Is it a building?” etc.
- The emphasis is on communication, not grammar or spelling so no points are deducted for incorrect answers.
- Often the ALT will guess a word that is a synonym or dialect word, e.g. “crosswalk” vs. “pedestrian crossing”. This can provide a good opportunity for discussion.

**Title:** Conversation Race (found in AJET Planet Eigo, p.84)

**Grade:** JHS & up

**Materials / Prep:** Worksheet & Prize

**Time:** 10 – 15 minutes

**Skills:** Speaking

**Directions:**

- Give each student a worksheet. The included worksheet uses the question pattern, “Do you...?” However you can tailor this for any previously learned pattern.
- Students stand up and interview each other. After they first greet each other, students then do rock / paper / scissors, and the winner asks the first question on the worksheet.
- If the loser answers, “Yes, I do,” (or the affirmative of whatever pattern you use), then the winner can circle that question and move on to ask a new student the next question.
- If the loser answers, “No, I don’t,” (or the negative of whatever pattern you use), then the winner must repeat the question to another student until they can find someone who answers in the affirmative.
- The first student to circle all the questions on their worksheet is the winner.

**Notes / Tips:**

- Set a 5-minute time limit to encourage competition. At the end of the 5 minutes, the student with the most circled questions wins. Include questions that only the teacher or ALT can answer, such as, “Do you drive a car?” to encourage student-teacher interaction.

Worksheet

## Conversation Race

<div style="border: 2px solid black; padding: 5px; display: inline-block;"> <b>START</b>  </div>	18. Do you speak English? 	17. Do you like cats? 	16. Do you like umeboshi? 	
1. Do you play baseball? 	19. Do you play basketball? 	15. Do you play the piano? 		
2. Do you like natto? 	20. Do you like skiing? 	14. Do you walk to school? 		
3. Do you come to school by bike? 	<div style="border: 2px solid black; padding: 10px; display: inline-block;"> <b>FINISH</b>  </div>		13. Do you play tennis? 	
4. Do you like coffee? 	Yes, I do.		12. Do you drive a car? 	
5. Do you play soccer? 	No, I don't.		11. Do you like swimming? 	
6. Do you like music? 	7. Do you like manga? 	8. Do you play the guitar? 	9. Do you speak Japanese? 	10. Do you like Math? 

Name (名前) Class (クラス) Number (出席番号)

**Title:** Explain the Drawing

**Grade:** JHS & up

**Materials / Prep:** Stockpile of very basic, simple drawings & scrap paper for the students to doodle on

**Time:** 10 minutes

**Skills:** Listening & Speaking

**Directions:**

- Students are split into pairs, one is the drawer, and one is the explainer.
- Hand one of the images to each pair.
- The explainer then has to explain exactly what the picture looks like (location on the page, size or each shape/object) for the drawer to try and copy.
- After 2 minutes, the drawer can show the explainer and they compare both drawings. Then they swap roles.

**Variation:**

- If there's no time to draw, then you can hand each student a picture and they have 30 seconds each to explain to each other in pairs, what's happening in the picture. Scenario-type pictures are much better for this variation.

**Notes / Tips:**

- There's no winners but it's fun!

**Title:** Pictionary

**Grade:** JHS

**Materials / Prep:** Roughly one printed page filled with phrases, sentences, and words, lots of scrap paper, and markers. Cut out each word/phrase and place in an envelope. There should be one envelope for each group.

**Time:** 5+ minutes

**Skills:** Reading, Speaking & Review

**Directions:**

- Divide the class into their groups, or “han.” Distribute one marker, some scrap paper, and one envelope of words per group.
- Within their groups, the students will decide the order in which they’ll draw.
- Set the timer for the round length – 5 minutes is good, but you can make it shorter or longer as needed.
- At the “GO!”, the first student draws a phrase randomly, which is kept secret from the other group members. When someone in the group guesses correctly, they pass the marker and paper to the next person. What is considered “correct” is up to the drawer.
- The groups stop when the timer sounds. Tally up the points of correct guesses.
- Repeat for round 2 or 3 if there's time.

**Notes / Tips:**

- NO letters and NO numbers!
- Make sure all the words or phrases are things that the students have learned already. Otherwise they’ll waste time fishing for words/phrases if they don’t understand. Copy from the textbook if all else fails.
- To encourage them to use longer sentences add a point system. Single word answers = 1 point, longer sentences can be 2 or 3.
- It’s impossible to police 5-8 groups at once, but make sure they’re answering in English, as close as possible to the phrase. Don’t be afraid to correct them.

**Title:** Telephone... but not!

**Grade:** JHS

**Materials / Prep:** Knowledge of vocab your students know how to write.  
Optional – printed words from an envelope to draw randomly.

**Time:** 5 – 10 minutes

**Skills:** Writing

**Directions:**

- Keep your students sitting in their columns.
- The student sitting at the front of each row nearest to the blackboard should have scrap paper and a pencil ready.
- Gather the students sitting in the back row at the back of the classroom or out in the hallway. Give them a word, either whispered or drawn randomly.
- Now, the students go back to their respective columns and must write the word on the back of the person in front of them.
- The next person writes what they think was written on them, on the back of the person in front of them, and so on until they reach the front.
- The person in the front row writes the word down, and brings it to the teacher or ALT to check.
- Distribute points or note which column came first.
- Rinse and repeat!

**Notes / Tips:**

- You can gauge success by speed or accuracy.
- The latter can be used with younger students when they're learning their letters to make the distinction between lowercase and capital letters, and with physically drawn words, such as "TOKYO" or "thank you".
- Otherwise count on speed because it may take a while but make sure it's spelt correctly.
- Girls and boys may get squeamish about making contact with each other. If that's the case then have them use the back end of a pencil or pen to write with instead of their finger.

**Title:** Vertical Word Game

**Grade:** JHS & up

**Materials / Prep:** Blackboard, chalk, and a vocab list (optional)

**Time:** 5 – 20 minutes

**Skills:** Reading, Writing

**Directions:**

- Keep students sitting in their columns. Make sure their numbers are as even as possible.
- Write 1 word vertically on the board. This is your base word. In this example, we'll be using "TODAY".
- Section off the board into columns to correspond to the number of teams you have. If you had 4 teams, it'd look like this:

	Team 1	Team 2	Team 3	Team 4	
T					T
O					O
D					D
A					A
Y					Y

- In a relay style, the student sitting at the front of each column goes first to the board and writes a word that starts with a letter from the base word.

	Team 1	Team 2	Team 3	Team 4	
T	tiger	table	open		T
O					O
D					D
A					A
Y				yes	Y

- When the first team member is finished, they hurry back to their seat and the next team member goes up. This relay continues until one team fills a word in every space. Therefore, your base word can be as long as you want!
- When one team fills a word in every space, the round ends.
- For every correctly spelt word at the end of a round, a team is awarded 1 point.
- Writing the same word as another team isn't allowed. No points given for duplicate words.
- The ALT checks for duplicates. If any teams have written the same word, that word is crossed out from every team's list.

	Team 1	Team 2	Team 3	Team 4	
T	tiger	table		tissue	T
O	off	orange	open		O
D	x dog		x dog	desk	D
A	apple		air		A
Y	year		yellow	yes	Y

- Next, the ALT reads aloud the remaining words team-by-team, circles the correctly spelt ones, and crosses off the incorrect ones. Awards points to each team.
- The team with the most points wins.

### Notes / Tips:

- You can level up by using base words with duplicate letters. It makes it much harder for students to think of words. For example, "apple", "sunny", "extremely".
- You can stop at one round for a quick warm-up or have multiple rounds for a longer activity.
- If there's one group that's really bad at English or one that's ridiculously good, you can alter the rules so that one round lasts a specific time, e.g. 1 minute, in order to make it fair.
- You can also level up by requiring words to be at a specific length, such as 4 or more letters, or requiring students to choose words within a specific theme, e.g. Unit 4 vocab, Christmas vocab or seasons.

**Title:** (insert name here) says...

**Grade:** SHS (could be tailored for JHS)

**Materials / Prep:** None!

**Time:** 5 minutes

**Skills:** Listening, Reading, Speaking

**Directions:**

- Basically like "Simon says...", but with more of a focus on listening.
- The last person to do each action is eliminated to encourage speed and not copying.
- Trick your students by making your verbal directions and actions different. This forces them to listen, rather than just copy.
- Add in harder requests to incorporate speaking practice, e.g. find someone born in the same month, swap shoes with someone with the same size feet.
- If you have a lot of English on your walls, you can also incorporate reading practice, e.g. touch the word "the" on one of the walls.

**Notes / Tips:**

- Have the eliminated students help you by calling out their own instructions!

**Title:** Hot Seat

**Grade:** SHS (could be tailored for JHS)

**Materials / Prep:** A timer, a vocab list (tailored to grade or lesson), black/white board, and chalk/markers.

**Time:** 5 minutes

**Skills:** Critical Thinking, Listening, Reading, Speaking

**Directions:**

- One student stands in front of the class with his/her back to the board.
- The teacher or ALT will then write a word from the vocab list on the board.
- Start the timer.
- The students have to do their best to describe the word on the board to the student standing in front of the black board WITHOUT saying the word.
- Once the student guesses the word correctly, you repeat the process until the timer rings.

**Notes / Tips:**

- Mainly used as a warm-up game but can be lengthened to suit your needs.
- Demonstrate how to play with your JTE with an example word.
- If the student standing at the front knows the word in Japanese but not English, they can pass and challenge the next word.
- You can adjust the difficulty by allowing or banning gestures. For groups that use gestures, encourage them to also use words that they know.
- Make sure to decide on a way to proceed through the class.
- Keep track of the number of words guessed correctly and try to challenge the record each time you play!

**Title:** Sorts & Mingle

**Grade:** SHS (could be tailored for JHS)

**Materials / Prep:** Prep some topics for “Sorts”, and questions for “Mingle”

**Time:** 15 – 45 minutes

**Skills:** Listening, Speaking

**Directions:**

- For **Sorts**, first you say, “Which do you prefer, X or Y?” People who like X go to the front of the class, people who like Y go to the back. Then on more time you go, “Which do you prefer, A or B?” Students stay at the opposite ends of the room, then break again. People who like A go left, people who like B go right. Then in these groups, make them do a very simple conversation with each other. For example, “Why do you prefer X?” or “What’s the best thing about Y?” etc.
- For **Mingle**, you just yell out an easy question like “What’s your favourite subject?” and then students find other students who have the same answer as them. Again, once they’re in these groups, make them do a simple conversation.

**Notes / Tips:**

- This is difficult to explain so the ALT and teacher should demonstrate and do a little diagram on the board.
- There’s many topics you can talk about and the students enjoy it because they can tease each other about their choices.
- Wrap up the conversation parts quickly though because it’s difficult to monitor 4 or more groups, so if they’re not disciplined, they’ll revert back to Japanese really quickly.

**Title:** Battleship

**Grade:** JHS & up

**Materials / Prep:** Battleship grid, pencils, and a chalk board

**Skills:** Listening, Speaking

**Directions:**

- This is the classic game modified to use in conversation classes.
- The **rules:**
  1. Choose 3 squares, anywhere on "my grid" and colour them in. **\*\*DO NOT show your partner\*\***
  2. You have to find all 3 of your partner's squares to win. Ask each other yes or no questions, like the examples under the grid.
  3. If the answer is "yes", you can guess a spot on the grid. For example, "B2." If guessed correctly, your partner will say, "hit." If incorrect, your partner will say, "miss" and the, will ask the next question.
  4. If the answer is "no", then your partner will ask a question.

**Notes / Tips:**

- Explain to the students what a grid is by drawing it on the board.
- Draw two grids on the board just like on this sheet. Play with your JTE in front of the class. It is easier for the students to see a demonstration.
- For more advanced students, you can change the grid from letters/numbers to days of week/classes, words with similar pronunciations, etc. You can also alter the questions that students ask.

**My Grid**

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

Do you have a brother?  
Did you \_\_\_\_\_?  
Do you like to play baseball?

**Partner's Grid**

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

Do you have \_\_\_\_\_?  
Do you like \_\_\_\_\_?  
Did you eat breakfast?

**Title:** Criss-Cross / Directions / Columns & Rows

**Grade:** Any

**Materials / Prep:** Questions or review items to work on

**Time:** 5 minutes (Criss-Cross) – 15 minutes (Columns & Rows)

**Skills:** Listening, Review, Speaking

**Directions:**

- All students stand up.
- Explain that to answer, students have to raise their hand.
- Ask the question or review item.
- Students that answer correctly may sit down and can get others to sit down too.
  - For **Criss-Cross**, the column and row that the student is in all get to sit down .
  - For **Directions**, student may choose forward, backward, right, or left, and all students in that direction may sit down OR one person in that direction can sit down if you want to extend the game.
- For **Columns & Rows**:
  - Students in one row stand up.
  - Ask the question or review item.
  - If they answer correctly, students sit until there's only one left in that row.
  - That last student's column stands up and then the process is repeated.

**Notes / Tips:**

- Great for warm-up and review at the beginning of the class.
- Students like to save their friends or mess with each other.
- Difficulty is based on the questions or review items you select.
- Can have the last student or two left standing do a “batsu” activity, e.g. writing something on the board, do a dance, do a dialogue, read a passage, etc.)

**Title:** Four Corners

**Grade:** Any

**Materials / Prep:** Piece of A4 or B4 paper for each student and four topics

**Time:** 15 – 25 minutes

**Skills:** Drawing, Speaking

**Directions:**

- Give each student a piece of paper.
- They must divide it into four rectangles with lines through the middle of the page.
- In each rectangle, they're gonna draw out their answer to a topic of your choice, e.g. favorite animal, what do you want to eat right now, etc.
- Students have to draw their answers in each rectangle.
- They can share them with a partner or in their group afterwards.

**Title:** Gokiburi / Cockroach

**Grade:** Any

**Materials / Prep:** Chalk or markers for teacher to draw pictures on the board, have a set back and forth phrase to practice, knowledge of Rock / Paper / Scissors

**Skills:** Speaking

**Directions:**

- Draw anywhere from 4 – 8 pictures on the board in a line from left to right. The pictures should “evolve” or “get better” in some way. Start with cockroach, e.g. cockroach -> Anpanman -> cat -> dog -> king's crown.
- Point to the cockroach on the board and tell the kids that they are all cockroaches. They'll gasp in horror but tell them, “WAIT! Every time you win at Rock / Paper / Scissors, you evolve to the next character!”
- They stand up and mill about the room.
- A and B greet with “Hi.”
- A asks set question, e.g. “How are you?” or “What's your favourite food?” etc. and B answers.
- Then B asks set question and A answers.
- They both then play Rock / Paper / Scissors and the winner evolves into the next character while the loser devolves or stays the same (you choose).

**Notes / Tips:**

- The number of pictures you draw affects the amount of time the game takes. You can end the game when the first person reaches the final evolutionary stage.
- The last level can be “Super Sensei”; if a student reaches it, they have to play against you. If they win, then they become the champion!

**Title:** Jeopardy

**Grade:** Any

**Materials / Prep:** Computer, projector, screen, whiteboards, pens, erasers, and rewards (optional)

**Time:** 20+ minutes

**Skills:** Listening, Reading, Review, Speaking

**Directions:**

- Prep by downloading a Jeopardy powerpoint template onto your computer. Edit it using your own review questions.
- In class, split the class into teams and hand out whiteboards, pens, and erasers.
- Each group takes a turn at calling a category and point value.
- All groups answer on the whiteboards.
- Deal out points accordingly.

**Variation:**

- 

**Notes / Tips:**

- Can be done low-tech with cards on a blackboard, noting the point value of the questions or have your own list of questions.
- Using whiteboards means that all the groups get a chance to answer.
- Can also have team names assigned.
- Usually having a random category with cultural things, and other tidbits of information mentioned prior in class or during ALT time is a good refresher too.
- Double and Final Jeopardy are options too where some questions are worth double or they can wager points on the last question.
- If a group is pulling ahead, start doubling and tripling points to make things interesting.
- To keep the highest point questions from being chosen at the beginning, tell students they must work their way down the column, e.g. before the 50 point question can be selected, the class must have gone through 10, 20, 30, and 40 point questions.

**Title:** Karuta

**Grade:** Any

**Materials / Prep:** Vocab words (either in the book, written on the board, or flashcards on the board), and a set of cards (each card representing a vocab word) for each pair/trio of students

**Skills:** Listening / Reading

**Directions:**

- Have students from pairs, depending on numbers there may also be a trio.
- Each pair will get a set of cards, which need to be spread across the top of the student's desk. All cards should be facing up so that students can clearly see the image on them.
- Students then place their hands on their head and listen to the ALT.
- The ALT says one of the vocab words; students must quickly search for the card representing that word, and they try to grab it faster than their partner. The student that grabs the card gets to keep it.
- Repeat.
- At the end, the student with the most cards within each pair wins!

**Variation:**

- Instead of forming pairs, this could be played individually so that students can practice more difficult vocab and they can help each other when they struggle.
- Could be played in groups of 3 – 4 students with more than one set of cards to increase competitiveness.
- If using a set of alphabet letters, the ALT could say a word and the students have to grab the letter card that the word begins with.
- If using months of the year, the ALT could talk about holidays or weather.
- If using countries, the ALT could describe things about that country.

**Notes / Tips:**

- This is a directly competitive game, so students with a lower skill level may get completely shut out by their partner causing them to become discouraged.
- If running low on time, say two or three words at a time. Or just end the game without saying all of the vocab – that's fine.
- Towards the end, when there's only two or three words left for the students to grab from, repeating words is a good way to trick them!

**Title:** Mark My Colo(u)r

**Grade:** Any

**Materials / Prep:** 6 different coloured objects for as many students you have e.g. 30 students = 5 groups of 6 colours; sweets like M&M's/Skittles, marbles, counters, pieces of paper, and a colour question chart (either on paper, or on the blackboard)

**Time:** 10 – 50 minutes

**Directions:**

\*put the sweets in a little bag so they don't get all sticky and touched by everyone\*

- Students split into groups and take the question chart.
- Students take a number of coloured objects. Each colour refers to a special topic or question that the students need to talk about.
- First, demonstrate the activity with your JTE, then start. If appropriate, get the students to write out their own opinions after.
- This can last 10 – 50 minutes with variations and you can change the difficulty to suit your students. For example, taking out example sentences or removing example vocab.
- Also add in conjunctions so that they can give their reasons for their opinions.

**Introduction Topic: What colour do you have?**

Object Colour	Topic	Example Sentence
Green	Tell us about your hobby.	My hobby is ... because ...  Reading / watching movies / cooking / playing sports / fishing / etc.
Red	Tell us about a place you want to visit.	I want to visit... because...
Yellow	Tell us what your favourite food is.	My favourite food is ... because...
Blue	Tell us what your favourite sport is.	My favourite sport is... because...
Brown	Tell us what you want to be in the future.	I want to be ... because... I don't what I want to be yet but I'm interested in ...
Orange	Tell us your favourite subject in school.	My favourite subject is ... because...  Maths / English / Japanese / Art / etc.

Write your introduction : "Hello, my name is ... + (colour sentence)"

**Title:** One-Minute Challenge

**Grade:** Any

**Materials / Prep:** Flashcards of target vocab, timer, and designated point tally person

**Time:** 15 – 20 minutes

**Skills:** Listening, Speaking

**Directions:**

- Students form groups.
- Put your flashcards on the blackboard.
- Have one group come up to the front for a demonstration. Make them line up in front of the blackboard. Set the timer for one minute.
- When the timer starts, the student at the front of the line asks the teacher or ALT a question that can be answered by the flashcards. For example, if using the emotions flashcards, (happy / sad / sleepy etc.), the student asks, "How are you?"
- The teacher or ALT answers and the student must then touch the corresponding flashcard. After touching the correct flashcard, the student then moves to the back of the line. Each correct answer = one point.
- If the student doesn't know or answers incorrectly, they may get help from their friends or from the class. However, they cannot move to the back of the line until they've touched the correct flashcard.
- The next student repeats the process. Keep going until the timer goes off.
- When the timer goes off, the game stops. The number of times the group was able to touch the correct flashcard is their score.

**Notes / Tips:**

- It's good to let the demo group have one more chance to play the game because the first group is always the slowest. They'll slowly realize that the faster they can ask / answer the question, the more points they'll get.
- This can also be done without a question, and just have the ALT say the vocab aloud.

**Title:** Pictionary / Charades / Catch Phrase

**Grade:** Any

**Materials / Prep:** 3 slips of paper (1 with “Pictionary” or “Drawing Only”, 1 with “Charades” or “Gestures Only”, and the last one with “Catch Phrase” or “English Description Only.”)

**Time:** Dependent on the number of vocab/phrases being reviewed

**Skills:** Speaking

**Directions:**

- Have a selection of words / phrases / expressions that students need to review. Let them know that everyone will be playing a game, where those target items are highlighted.
- Review the target item using any of the following (optional):
  - Read and repeat – you read, the students repeat.
  - Japanese to English recall – the JTE says Japanese, the students answer in English
  - 5 minute individual study time – students can do self-review using their textbooks and notebooks.
- Have 3 students come up to the front of the class. Then have each student take one slip and that’ll be the activity they’ll have to do, or they can decide amongst themselves.
- The teacher shows the three students the target word / expression / phrase.
- 3 students will then simultaneously express the target item via the method named on their slip.
  - For example, target item = “An apple a day keeps the doctor away.”
    - ✧ Student 1, 2, and 3 get the Pictionary, Charades, and Catch Phrase slips respectively.
    - ✧ Student 1 draws a happy stick figure eating an apple while the doctor is watching them. Then next to it, the happy stick figure is strong and the doctor isn’t watching anymore.
    - ✧ Student 2 is pretending to be sick and then miraculously gets better when they eat a pretend apple.
    - ✧ Student 3 says something along the lines of “If I eat one everyday, I won’t get sick.”
    - ✧ The class then guesses what the target item is and once they’ve guessed correctly, they move onto the next target item.

**Variation:**

- There are many variations to this game. For example, the students can only draw, or only do gestures, or only describe with English.

- The class could be split into teams to make it a competition.

**Notes / Tips:**

- The more students up at the front, the less embarrassed they'll feel.
- If the class isn't keen on volunteering then go down the row and Rock / Paper / Scissors them. If the student wins they can choose if they want to play or want the ALT to move onto the next student.
- The game is effective for those who chat or tend to be more disruptive as the game's chaotic. That's the whole point, to have so much going on that students attention is drawn in while they're watching their fellow classmates do something amusing.
- For those with low English ability, a Pictionary and Charades combination may work best as it's less intimidating.
- For those with high English ability, it could be made closed book.

**Title:** Shiritori / Categories

**Grade:** Any

**Materials / Prep:** None!

**Time:** 5 – 15 minutes

**Skills:** Writing

**Directions:**

- This can be used as a brainstorming activity or to create a word bank before the main activity of the lesson. It gets the students energetic and thinking. It's also hilarious to see the students running back and forth between the board and desks.
- First choose which game to use, explain the rules to the students, and then split them into their columns. Draw a chart on the blackboard, give the students a time limit, and watch them go!
  1. **Shiritori** – you have to begin the next word with the same letter as the last. Award different points for difficulty of words, e.g. 2 syllables = 2 points, 3 syllables = 3 points, repeated words = -1 point. Don't take off points for spelling mistakes but do correct it afterwards.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Judge Elephant	Coach Hello	Waitress Sun	Engineer Rain	Photographer Rudolf the Red-Nosed Reindeer	Police Electricity

2. **Categories** – Give each column a different coloured piece of chalk, and then give them 3 minutes to think up different jobs for each category. The students race up to the board one by one from their columns to write the word, and then pass it on to the next student in the row. Generally, make one category worth more points to encourage competitiveness, e.g. in this class, Political / International would be worth 3 points.

Political / International	Sports	Service Industry	Technology	Entertainment	Public Servants
Judge Lawyer	Coach Athlete	Waitress Shop Clerk	Engineer Scientist	Photographer Music Artist	Police Teacher

**Variation:**

- Verbs or Adjectives would also make for a fun variation on either of these games!

**Title:** Spelling Game

**Grade:** JHS and up

**Materials / Prep:** Lots of small pieces of scrap paper – about an A4 folded 3 times, a list of vocab

**Time:** 10 minutes

**Skills:** Writing

**Directions:**

- Keep students sitting in their columns.
- Distribute the small paper, about 3 each (depending on the number of rounds).
- Have the vocab list handy. The general rule is that they should be the length in letters as the longest column, e.g. if one column of students is seven, then all your words should be seven letters long.
- Say the word.
- The first student in the column should write the first letter, the second writing the second, and so on and so forth. If the word is longer than the number of students in a column, then the last student can double up.
- After 20 seconds or so, have them hold up their papers. If the word is spelt correctly, that column gets a point. Repeat as many times as needed.

**Variation:**

- 

**Notes / Tips:**

- The word can be said in either Japanese or English. If said in Japanese, it adds more of a challenge but if that's too difficult, then stick with English.
- If skill discrepancy looks like it could be a problem, suggest students with a higher skill level sit in the middle, and the lower skill levels can sit at either the front or the back. Let them decide amongst themselves.

**Title:** Super Janken

**Grade:** Any

**Materials / Prep:** Two sets of the same flashcards

**Time:** 10+ minutes

**Skills:** Speaking

**Directions:**

- Have the students move their desks into columns.
- Place vocab cards along the desks, and put on team at either end to start.
- Teams start from opposite ends, and the first person begins by saying the vocab word on the card, and then moving forward to the next card.
- Eventually, two students will meet in the middle, then it's JANKEN TIME!
- The winner of janken can keep going. The loser must go to the back of their team's line, and the next person in line can start reading the vocab cards.

**Title:** Timer Game

**Grade:** Any

**Materials / Prep:** Vocab words (either in the book, written on the board, or flashcards on the board) in an ordered list

**Time:**

**Skills:** Listening / Reading / Speaking

**Directions:**

- Start with one student in either front corner of the room. They have the first word. The student behind them (or beside them) gets the next word. The next student has the word after and so on and so forth. The order snakes around the room until each student has said one of the words.
- Start the game with a timer and begin once the first student says the first word. Stop the timer when the last student says their word.
- Repeat a few times and have students try to beat their previous scores.

**Notes / Tips:**

- This is a co-operative game that involves all students. It could be made competitive by pitting different classes against each other or splitting a single class into two groups, and having a race.
- It's a good idea to change which students begin, the direction they go in or the order of the vocab list to prevent them from just memorizing a single word.
- Despite speed being important, accurate pronunciation is more important so be sure to have penalties if they mess up, e.g. adding a second for every mistake, or starting the game over.
- Between rounds, you can re-teach the vocab if the students are having trouble and remind them of the correct pronunciation.
- Remind the students to speak clearly and loudly so that everyone can hear it.
- Difficult game to play if you have a mute student or one with a hearing disability.
- This game does add pressure to students so some might freeze up or cry.

**Title:** Red Light Green Light

**Grade:** Elementary School

**Materials / Prep:** None!

**Time:** 5-10 minutes

**Skills:** Listening

**Directions:**

- Write some minimal pair words (words that only have one sound that is different) on the whiteboard. One column of the words is written in red pen and one column is written in green pen
- Make students stand at the back of the room in a line.
- The teacher says one word starting from the pair of words at the top of the list. The teacher says the word twice. The students have to take a step forward if they think they heard the green word or stay standing still if they think they heard the red word.
- The teacher reveals which word they said (either red or green).
- The students who get the answer correct get to remain standing where they are. The students who get the answer incorrect have to take 2 steps backwards.

**Variation:**

- If you have too many students to make them all stand at the back of the room you can just let them stand at their desks and those who get the answer incorrect have to sit down. Students can gesture which column they think the teacher has said by using their left and right hands to indicate which word they think was said. This eliminates the 'red light/ green light' aspect of the game but students really seem to like it anyways

**Notes / Tips:**

- Word examples
  - Right / Light
  - Flight / Kite
  - Cap / Cup
  - Rap / Tap
  - Hedge / Ledge

**Title:** Infection

**Grade:** Elementary/JHS School

**Materials / Prep:** None!

**Time:** 5-10 minutes

**Skills:** Listening and speaking

**Directions:**

- Give the students a question and topic depending upon their level. For example : "What animal/colour/food do you like" and the category is "animals/colours/food"
- Students mix around the classroom and pair up. They ask the question and give their answer.
- The students then Janken and the winner "Infects" the loser. The loser now has the same answer to the question that the winner had.
- The game runs for a set time and when it finishes students return to their seats.
- The ALT then asks what color people like, or the equivalent question. Typically one color will have spread throughout the students.

**Variation:**

- This can be played individually or in groups
- At the end you can ask the different answers to head to different areas of the room to see which group is largest.
- You can also keep a tally on the board and ask each individual student the question and tally their answer. The students love the tension of seeing which group has the most people.

**Notes / Tips:**

- The grammar and question can be tweaked so the game works for ES and JHS

**Title:** Vocabulary Race

**Grade:** JHS, SHS

**Materials/Prep:** Chalkboard, chalk, one or more topics.

**Time:** From about 5 minutes to as long as you want.

**Skills:** Writing, Reading, Speaking

**Directions:**

- Divide students into teams.
- Divide the chalkboard into as many columns as there are teams. Clear the area in front of the chalkboard so no one will trip.
- Give the students a topic (eg: food, school, jobs, etc.)
- Give the students one or two minutes to meet with their teams to think of English vocabulary related to the topic (word association—for example, the topic is “school; they must think of words related to school such as “teacher”, “pencil”, “desk” etc.).
- Tell the students to line up in rows, and start a timer for 3 to 5 minutes.
- One student from each team goes forward and writes a word on the board—they pass the chalk to the next member of their team as if it is a relay; that member writes a different word on the board and passes to the next team member. All the vocabulary must be associated with the main topic.
- At the end of the time, the ALT and JTEs check the words for relevance to the topic and spelling, and make sure each team did not repeat words in their own column.
- Teacher gives one point for each relevant/unique/correct word. The team with the most points wins.

**Variation:**

- Give extra points if the word is unique to their team (no other team wrote it)
- For more of a challenge, you can randomly change the topic partway through. Keep it related to the main topic, however! For example, if the topic of the lesson is “food” start with “fruit” then change to “desserts” or “beverages” etc.
- This can also be done with speaking instead of writing. Students face each other in two rows and play “ping-pong” back and forth down the rows until the time is up.

**Notes/Tips:**

- This is a good no-prep warm-up activity for a lesson; it gets the students thinking about the topic in English and takes very little time. It is easy for the students to understand the directions as well.
- For lower level and/or shy classes, give more leeway for spelling (for some classes, they can have a point as long as the ALT can understand the word; for others, let them get away with one spelling mistake per word, etc.). It puts less pressure on them and they are more willing to participate.
- In addition, for lower level students, let their team help by shouting out

words if the student at the board seems to be out of ideas.

- Dictionaries can be prohibited or allowed as you see fit.
- While checking the words written on the board, ALT and JTE can point out more challenging vocabulary, words they particularly like, and unusual words and teach them to the entire class (or ask the student who wrote it to teach it to the class). It is a fun way to introduce new vocabulary.
- Fast, easy, flexible game.