

International Days

tips, tricks and trips.

January 19th 2006, Sendai Shimin Kaikan.

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“My kids are still talking about it now.”

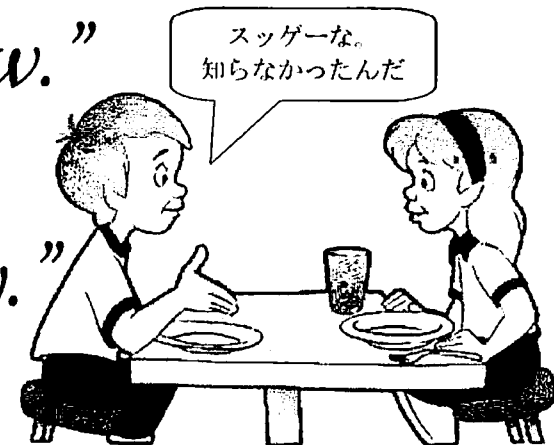
Katie Lea, January 2006 about Nankodai's International Day in July 2005.

“Worth it ... the kids enjoyed the day.”

Russ Wood, November 2005 about Yakata's International Day in July 2005.

“Opportunity to learn things not found in books.”

Amanda Kiernan, November 2005 about Nakada's International Day in September 2005.



What is an International Day?



imagine there's no heaven ...

- An International Day is limited by your imagination, and...
 - your school
 - your guests
 - other _____

- An International Day can take many different forms for example:

- a guest speaker
- a single class
- a day of classes
- a week of classes
- a language camp
- an overseas homestay
- other _____

↑ short and fast
↓ long and slow



- When choosing a style you need to find a balance between benefit and cost.
 - short and fast is may not be enough time to learn anything
 - long and slow may be too expensive
- From experience most International Days tend to be a single day of classes.

Why have an International Day?

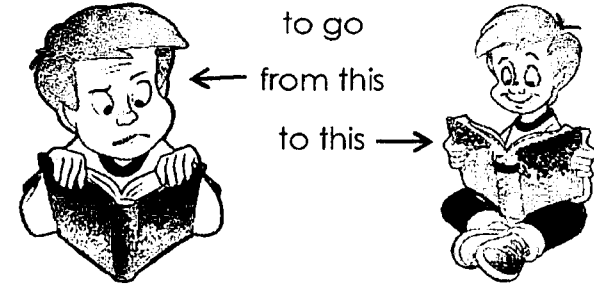
- There are many good reasons to have an International Day:

- it's a chance for students
 - to hear and speak English
 - to learn and teach about culture
 - other _____

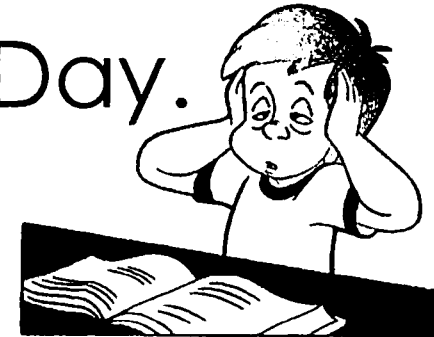
- it's a chance for teachers
 - to be creative
 - other _____

- it's motivating because
 - it's not the daily routine
 - other _____

- it can be stressful because
 - it's not the daily routine
 - other _____



Organising an International Day.



it doesn't have to be むずかしい

Setting some goals will make it easier

- As a guideline ask some simple questions
 - What is the overall goal?
 - language or culture or both?
 - other _____
 - Who is it for?
 - how many year levels?
 - other _____
 - Who do you want to teach?
 - ALTs or foreign residents or both?
 - other _____
 - When will it be?
 - how is your school's schedule?
 - how are your guest's schedules?
 - other _____
- 打診^{だしん}: to sound a person out - ALT に打診^{だしん}を始める^{はじめる} = start sounding ALTs out
- setting a date first may make it easier to set your goals but it may limit your International Day.

Inviting ALTs

If you don't follow the steps, according to ALT experience, you may end up feeling

- stressed
- confused
- useless
- embarrassed



ちくしょう



う～ん



できないなあ



はあ～

Put these steps in the right order.

Order

Steps

GALT asks 'permission' from JTE and Kyoto

IDALT tells IDJTE who can come

GALT rings/emails IDALT

IDJTE tells IDKyoto who can come

IDALT rings/emails GALT

IDKyoto rings GKyoto

Which are 打診 and which are not?

打診

Y / N

Y / N

Y / N

Y / N

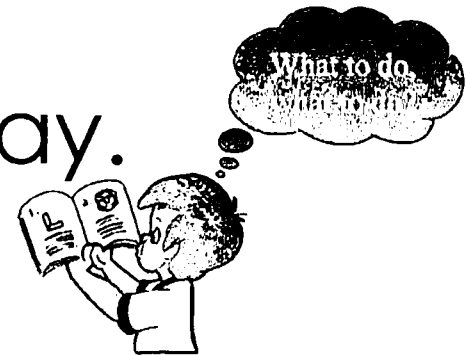
Y / N

Y / N



reach your goal

Planning an International Day.



- There are a plethora of ideas, let's share some.

	Group				
	1	2	3	4	5
goal	speak and learn English	speak English learn culture	learn English and culture	learn and teach sports	speak foreign languages teach culture
who for	3 rd years only	1 st years only	2 nd years PTA	1 st 2 nd 3 rd mixed by choice	1 st 2 nd 3 rd
who by	ALTs	ALTs	foreign residents	ALTs foreign residents	ALTs exchange students
*** assuming there are 5 classes of 40 students in each year level ***					



Words of advice.

I asked some ALTs who had recently held an International Day four simple questions.



1. Did you set goals for you International Day?
2. What worked well, what should be avoided?
3. What was difficult about your International Day?
4. Did you write an outline for ALTs?

Here is what they said:

1. No, but the school wanted to do it the same way as last years Int'l Day.
2. Good: -Having the ALT allocate which classes the ALTs do their self intro. -Running around to all activities, making sure everything as under control. -having surplus ALTs just in case someone calls in sick. -having a plan of the layout of the outside field and gym to cater for many sports activities. -using the judo mats for dancing activities. -be as flexible as possible. Bad -difficult to organise the powder line making thing for outside fields. - Make sure all ALTs have enough planned to fill in the time allocated. Many ALTs finished too early and kept asking if students had any questions to fill in the time.
3. -organising all foreseeable materials for activities. -getting enough ALTs to come. Begging over emails and phone calls.
4. Yes.

1. Yes. Students studied about guest's country and this gave them the opportunity to learn things not found in books and meet someone from the country they were studying about.
2. Students had many questions for guests which was good. Also, the fact that the students had been studying about the country for some time previously gave them more of an interest in it.
3. Not particularly difficult, however acting as go-between for ALTs and teachers sometimes led to confusion and miscommunication.
4. Guests were asked to present about certain aspects of their country. Students had lists of questions prepared for guests.

1. There was no specific goal beyond having a load of foreigners floating about and teaching about their country. I suppose it's worth saying that they didn't come here to teach English specifically, but to talk about their culture.
2. The ALT before me designed an "International Passport" so that the kids could interview the ALTs. This was a great idea. I redesigned it and gave a copy to every student. Foolishly I only made one version; next time I'll make a different version for each grade with progressively harder questions. Each ALT was to eat with the kids at lunch, so I made a poster for each homeroom to familiarise them with the guest teacher. I think this was definitely worth doing. I also put a world map on my notice board with pictures and names of ALTs and red arrows showing where they came from. Again, worth doing.
3. The ONLY real difficulty for me was the atrocious web of communication between ALTs and their schools. Basically ALTs didn't check/ask for permission to come, JTEs didn't confirm/inform Kyoto-senseis and there were a lot of unpleasant phone calls traded. As my Kyoto-sensei said (to my JTE in Japanese, thinking I wouldn't understand it) it was a huge game of Chinese Whispers. It was horribly embarrassing for me but worth it when the kids enjoyed the day.
4. I gave an abridged version of a schedule to my JTE who translated it and liaised with my Kyoto-sensei. To be honest my school has always been pro-International Day so there was already a decent framework in place. Didn't give the students anything apart from the Passport, though I spoke to them about it at the end of lessons a few times. The art club were charged with making a welcome banner. Homeroom teachers were deployed to get their class to practice stuff. Basically, I would advise telling your JTE to tell the homeroom teachers to get stuff rolling. Delegation is key.

1. I did set goals, although they necessarily weren't language oriented. The goal at my Halloween/International Days at the junior high school was for my students to interact with foreigners in a fun environment. My other international days were designed for speaking interaction or to train ALTs.
2. Organization worked great! I'm a bit anal-retentive so I like organizing down to the nitty-gritty and try to leave as little to chance as possible. Also, asking for volunteers at the ALT meetings seemed to work well for me. Lately, a lot of ALTs e-mail the message board asking for volunteers, and it seems as if they're not quite as successful meeting their quota. What also worked well for me (and the IDs that I've been to that I thought went great) was having the lesson plans prepared for the ALTs, in other words, don't make the visiting ALT work hard. It's part of my selling point when asking for volunteers. "If you come to my ID, you don't have to do much but participate and have fun!" It seems a little strange to me to ask ALTs to come plan a 45-minute lesson for students who they've never met and have no idea what level they're at or what may interest them (I've noticed it does vary from school to school). Another thing on what to avoid. This is a personal pet peeve of mine. DO NOT VOLUNTEER AN ALT WITHOUT THAT ALT'S PERMISSION. This has happened to me on four different occasions and it really irks me. Even though I never signed up for, or even mentioned that I was interested in attending, a certain ID, I've been sent a bunsho telling me when and where to appear. This created MAJOR havoc at my schools cause the kocho and JTEs thought I volunteered without clearing it with them first, and thus, stepped on their toes. I had to explain the situation over and over again that I had nothing to do with this and had no interest whatsoever in going, especially after that. I think it's very rude to just demand people to come to your school. What if I was planning on taking nenkyu that day and then a bunsho came telling me I had to work at someone else's school, I'd be pissed cause it would be hard to get out of.
3. At first, the most difficult part was selling it to my school staff on why we needed an ID. I typed up a proposal on how beneficial this would be for the students and how easy it would be for the school to do this.
4. Yes I did.

Money!

- The Sendai International Relations Association (SIRA) accepts requests for funding for events that promote international relations. • If you are looking for monetary assistance with a grassroots internationalization event to be held mainly in the Sendai area, with the majority of the participants Sendai residents, contact SIRA for further application requirements. SIRA's office is in the International Centre (265-2480), plan@sira.or.jp. They can fill you in on the details of the subsidy.

Yakata Junior High School International Day

Thursday 14th July 2005

Firstly, let me give you a big **THANK YOU** for agreeing to come along. It should be a lot of fun. I've started spreading rumours about the International Day, and the word on the street is that the students are already excited. Here's the schedule for the day:

	1 年生 Yumura 先生	2 年生 Miura 先生	3 年生 Obara 先生
1. 9.00~9.40	Meeting	Meeting	Meeting
2. 9.50~10.40	1~3 JOHN LANI Donaldo	2~3 ANDREW DAN Dawn	3~3 MATT ROBYN
3. 10.50~11.40	1~2 LANI DONALDO John	2~2 DAN DAWN Andrew	3~2 ROBYN CRAIG
4. 11.50~12.40	X	X	3~1 MATT CRAIG
Lunch	Lunch	Lunch	Lunch
5. 13.40~14.30	1~1 DONALDO JOHN LaNi	2~1 DAWN ANDREW Dan	3~4 ROBYN MATT
6. 14.35~14.50	Closing ceremony	Closing ceremony	Closing ceremony

Lesson breakdown:

1 年生 and 2 年生	
50 min classes, 3 ALTs and 1 JTE	
0~5 min	ALT 1 introduction
5~20 min	ALT 1 game
20~25 min	ALT 2 introduction
25~40 min	ALT 2 game
40~45 min	ALT 3 introduction
45~50 min	Questions from the students (if there's time)

3 年生	
50 minute classes, 2 ALTs and 1 JTE	
0~5 min	ALT 1 introduction
5~20 min	ALT 1 game
20~25 min	ALT 2 introduction
25~40 min	ALT 2 game
40~50 min	Questions from the students



Gojo JHS International Day Timeline

- 12:20pm Lunch with students in their respective classrooms.
- | | | | |
|---------------|------------------|-----|-------------------------|
| Special Needs | Karen | 2-1 | Tim and Dawn |
| 1-1 | Ashley and Court | 2-2 | Jon O and Holly |
| 1-2 | Jen and Craig | 2-3 | Karly and Paul |
| 1-3 | Nico and Neal | 3-1 | Ryan |
| | | 3-2 | Mark Parsons and John P |
| | | 3-3 | Penny and Ted |
- 1:15pm Opening Ceremony
- Student representative's speech
 - All ALTs introduce themselves: name, school and country.
 - Nico's speech
- 1:35 ⇨ 2:25 ALT Self Introductions in respective classrooms.
- 2:40 ⇨ 3:30 Elective Activities
- | | | |
|-----------------|-----------------|---------------------------------------|
| Butts up | Tim and Court | Gym stage |
| Chinese class | Ashley | Classroom 3-1 (2 nd Floor) |
| Cooking | Holly and Penny | Cooking room (2 nd Floor) |
| Scottish dance | Paul and Karly | Budokan (1 st floor) |
| Cricket | Craig | Outside field |
| Jeopardy John P | | Classroom 1-1 (3 rd Floor) |
| Broom Hockey | Ryan and Ted | Gym (half) |
| Am. Dodgeball | Karen and Nico | Gym (half) |
| Soca dance | Neal | Budokan (2 nd Floor) |
| Lacrosse | Jon O and Jen | Outside field |
| Jamaican Music | Dawn | Music room (2 nd Floor) |
| Clay ball game | Mark Parsons | Classroom 2-1 (3 rd Floor) |
- 3:40pm Closing Ceremony
- School Principal's speech
 - Student representative's speech
 - Karen's speech
 - Closing

Schedule.

Shoryo Junior High School 29th January 2002..

- 12:30 Arrive at Shoryo Junior High School
- 11:40 bus departs Yaotome SS and arrives at 12:05, bus pool #4.
 - Shoryo New Town 松陵ニュータウン, last stop is at school football pitch
 - I will meet you at the bottom of the Stairs at Yaotome SS at 11:30.
- (12:10 bus departs Yaotome SS and arrives at 12:35)
- 12:40 Welcome speeches in library.
- cup of tea.
 - Kochosensei
 - JTE
 - ALT
- 12:55 Students collect ALT for school lunch in classroom.
- 1:15 School lunch.
- if you can't eat school lunch (see menu) please bring your own.
- 1:30 ALT's return to library.
- cup of tea.
- 1:35 Students collect ALT for presentation in classroom.
- 1:40 Presentation by students.
- Student introductions.
 - ALT introduction, 'hi my name is [name], I'm from [country], I work at [school].
 - Presentation.
- 2:50 Presentation finished.
- 2:55 Students collect ALT's to Budoujou room.
- cup of tea.
- 3:05 Closing Speeches.
- Musical performance by students playing Japanese flute.
 - ALT representative.
 - Student representative.
 - Omiyage presentation.
 - ALT.
- 3:30 Speech's finished.
- 3:35 Bye Bye.
- cup of tea.
 - 3:49 bus bound for Izumi Chuo SS.
 - 3:58 bus bound for Yaotome SS.

Teraoka Junior High School's Volunteers Day.

for 1st year students.

- 12:00 Arrive at Teraoka JHS
- 12:15 Lunch (meeting room)
- 13:10 Final preparations

- 13:20 Session 1, 45min. All ALTs and students together in the gymnasium.
- ① Welcome ceremony (5min)
 - ② ALT introductions (5min)
 - (ア) Name, school, country.
 - ③ ALT presentations
 - (イ) People (7min)
 - Slide show of the families we built for and other people
 - (イ) Culture (7min)
 - Population, languages, climate, foods, music, money etc.
 - (ウ) Video (7min)
 - Working and work sites etc (including a demo of brick carrying).
 - (エ) Fashion Parade (7min)
 - Clothes from Bangladesh and when and where they are worn etc.

- 14:05 Return to meeting room

- 14:15 Session 2, 45min. In pairs with one class in their classrooms.
- ① ALT introductions (5min)
 - Name, family, pets, hometown etc.. for 5min each
 - ② Interactive Activity (20min)
 - An activity suggested by Katy and one that I have used to great effect with various difficult grammar points etc. A more detailed description is included but it basically allows the students to get a 'hands on' experience of some Bangladesh things.
 - ③ Answers (5min)
 - Answers and explanations for each question.
 - ④ Student questions (15-20min)
 - They will be prepared and given to you prior to the 28th so you can research the answers.

- 15:00 Farewell Ceremony
- ① Thank you from Teraoka representative
 - ② ALT comments

- 15:25 Leave Teraoka JHS (15:51 bus)

Nankodai Junior High School

July 6, 2005

Details of Schedule

8:45~ 9:30	1 st period Regular Class 1校時 授業	
9:40~10:25	2 nd period Regular Class 2校時 授業	
10:35~11:20	3 rd period Regular Class 3校時 授業	→体育館へ移動
<hr/>		
11:30~11:40	Opening Ceremony 開会式	→各ワークショップの教室へ移動
11:40~12:40	Workshop 1 各ワークショップでの活動(第1部)	
12:40~13:10	Lunch 給食(講師は各学級に参加・交流)	
13:10~13:40	Lunch Break 昼休憩	→各ワークショップの教室へ移動
13:40~14:40	Workshop 2 各ワークショップでの活動(第2部)	→体育館へ移動
14:50~15:00	Closing Ceremony 閉会式	
15:00~15:30	Homeroom (Writing Comment and Letter for ALTs) 学活(各教室に戻り、感想文とALTに手紙を書く)	
15:30~16:00	Cleaning and Short meeting 清掃・帰りの会	

Rules

Don't be late for each class.

Don't speak Japanese.

Don't be shy.



Workshop Contents

Category A Cultural English

Group No	Workshop	teachers	Contents	Quantity of students
1	Learning Culture US 1	Karen Christine	Introduce American culture using video and fun quizzes.	33
2	Learning Culture US 2	Nico Maura	Introduce different parts of America using a fun map activity.	33
3	Learning Culture US and Canada	Tony Tom	Introduce Canada using Hockey cards, and America using different music.	33
4	Learning Culture UK	Paul John	Introduce the U.K. using fun trivia	33
5	Learning Culture New Zealand	Natalie	Introduce New Zealand culture using games and dance.	33

Category B Active English

Group No	Workshop	teachers	Contents	Quantity of students
6	Sports 1	Craig	Introduce and play the Australian game of cricket.	33
7	Sports 2	Chris	Introduce and play the American game of football.	33
8	Cooking 1	Dan	Learn how to bake scones and drink English tea.	22
9	Cooking 2	Stephanie	Learn how to cook original American food.	44
10	Mandarin	Kate Wendy	Introduce Singapore and learn Mandarin using games.	33
11	Dance	Kelly Kim	Introduce and learn how to dance hip-hop and other styles.	33

*Cooking1&2については、費用がかかります。(個人負担)