What are the goals?

How low is the level?

What activities work?

Can the students speak at all?

Students with Special Needs
Not always just English

By: Naomi Sato & Adriana Jenkins

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Stephen Hale, Miyagi BOE ALT Chief Advisor

Masahiro Yoshida, Saitama Ken, English teacher at Kumagaya Yogo Gakko
Who Can Use this Resource?

- For ALTS that visit schools for disabled children or have a special needs class in their school.
- For JTES, or other teachers, that have special need classes for those students in their schools that are mildly disabled in some sort (mentally retarded, physically disabled, health impaired, speech impaired, and emotionally disturbed).
Introduction (our topic, what we will cover, content)

Warm Up (Keep words for later)

- In Japanese (in pairs)

Video

- Levels A, B, C

Level of Students (levels A, B, C). What does it mean?

Level A: These students can work at a regular job after graduation. Their study program is designed to teach them the skills they should know in order to obtain a job.

According to the Tanaka Benny intellectual test, these students scores within the intellectual levels of "normal" 4th-6th graders. They can go to school by themselves and accomplish most of their own daily activities. Some of them do not have good relations with either parents and some do. Their parents tend to think their child is disabled but with less serve characteristics as typically is thought of a disabled person and they expect him/her to do anything just as an average child. But it is hard for these students to succeed at the same pace as their "normal" peers. This feeling really discourages them. As teachers we have to estimate the student's success appropriately, admire their progress, and all the while encourage them to succeed. When preparing a lesson for level A students one can plan something a little difficult for 1 hour at most but use breaks because student's attention span is short.

Level B: These students can work at a shisetsu and a few at regular
jobs, because their level is lower than level A's, their study program is
designed at teaching them good manners. Prepare easy lessons that do not
extend over and hour and include breaks.

Level B students, according to the Tanaka Benny intellectual test, score
within the intellectual levels of "normal" 1st - 3rd graders. Some of them can
go to school independently, speak what they are thinking, and read and write
in short Japanese sentences. They have a general idea of time, such as
what they are doing now, their past, and what they will do in the future. If
a level B student is autistic most of these students do not like to
communicate with many people. They must stick to their pre-planned every
day routine. If something is to change out of that routine they tend to
panic.

Level C: These students may be able to work at a shisetsu. Their
study program is designed to teach them how to communicate with others,
when to work and when to play, practice their hobbies, and accomplishing
daily work by themselves. Prepare only very simple activities for level C.
Start out your lessons easy but as the year goes make the lessons a little
longer and a bit more difficult.

According to the Tanaka Benny test these students score within the
intellectual levels of "normal" 0 - 5 year old children. They understand only
some Japanese words and usually like to follow a scheduled plan each day.
They tend to reject anything out of their usual schedule and reactive
nervously to changes. Since these students will never live independently
they need to learn the skills to communicate with various types of people.
Their learning programs should be designed to teach them how to
communicate with others and how to do as many things by themselves as
possible. At first it is important that the teachers communicate with the
students to let them recognize that their teachers are their supporters.
In class teach them anything possible, try to feel as they do, and explain to
them what is good and what is bad about something. One lesson should be
done all week long so that these students understand what to do and that
they learn.
How Tsurugaya Yogo Gakko Runs

We do not teach separate subjects, such as, math, Japanese, science, social students, but we teach *seikatsu tangen*, which covers anything from all the subject groups.

In primary school the student's study program is designed to teach them how to do daily life activities, how to play by using their bodies and introduce them to what their five senses are and how they are used. These programs include such things as students playing with water, sand, paper, boxes, instruments, and so on.

In junior high school the student's study program is designed to gain working skills and communication skills.

In high school the student's study program is designed to gain working skills and skills they will need to live as independently as they can. Every student tries working at a *shisetsu* a few times a year.

Typical Schedule at Tsurugaya Yogo Gakko

<table>
<thead>
<tr>
<th>Class meeting:</th>
<th>9:00-9:10</th>
<th>&quot;Good-morning, announcements&quot;</th>
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<td>10 minutes</td>
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<table>
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<tr>
<th>Group meeting:</th>
<th>9:15-9:45</th>
<th>&quot;various topics&quot;</th>
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<td>30 minutes</td>
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<tr>
<th>P.E.: tennis</th>
<th>9:45-10:20</th>
<th>&quot;exercises, jogging, basketball, table tennis&quot;</th>
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<td>35 minutes</td>
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Class 10:30-11:50 "Art class, crafts, life skills, Sagyo: simulate work experience"
1hr. 20min.

Lunch 12:00-12:45
45 minutes

Break 12:55-1:05
10 minutes

Class 1:10-2:05 "music, Jiritsu-kutsudo: life skill work, school exchange, practice working, school trips"
55 minutes

Afternoon meeting 2:10-2:40

School Ends 2:45

- Why Teach ESL to Special Need Students? / The Goals

Why Teach English to Special Need Students?

Not for:
- Test or exams (they will not need it for either a high school entrance exam or college exam)
- They will not need it for work

For:
- Learning about other countries, cultures, so they learn that there exists a world outside of their daily lives
- Increasing their participation in our communities (English signs, words)
• As educators we know presenting more to students gives them a deeper understanding of their society

• Because of such Japanese acts as the:
  ➢ *Asian and Pacific Decade of Disabled Person 1993*
  ➢ *The Disabled Person Fundamental Law*
  ➢ *The Government Action Plan for Person with Disabilities*

• Increasing their cognitive-megalinguistic awareness (Vygotsky, 1962)

I think special need students need special help to learn anything and what they should learn depends on each student's need.

Our students at Tsurugaya, especially our level A students, like to speak and write English, they like to talk with the ALTS, and they always have a good time in English class. They seem to gain confidence when they can speak and write English and finish their activities by themselves.

In level B, students do not understand English well but they can learn simple English through simple games. As teachers we have to think of special ways to help each student, for example, how to explain the rules, how to show the activities, and how to arise interest in each student.

In level C, students understand only simple Japanese so the simplest of English is the target for this group. They become very shy with strangers so the first few classes should aim at forming a teacher-student relationship. Since their skills are so low using visuals is the best way to teach level C students, such things as, costumes, videos, pictures, and so on. Over all, the most important thing is for the teacher to give level C students the time to enjoy class with simple English.
Movie: Special Support Education in Japan

Theory and Guidelines

Theory

To Only Use English or Not While Teaching?

- According to the *Jacobson's New Concurrent Approach*, for bilingual special educators, there exist beneficial factors for the instructor to use both the students' native language and English in a technique called code switching.

**Code Switching**:  

- To say the same thing in both languages after one another but not within a sentence.

Example:  

ALT: Please stand up.  

JTE: 立って下さい。

(If the ALT can not say all the directions in Japanese then the JTE can repeat everything in Japanese.)

*Jacobson's New Concurrent Steps* including steps for special needs educators:

1. Reiteration  
The speaker (teacher) repeats what was said for emphasis.

2. Vocabulary Checks

3. Maintaining a Flexible Environment  
(a) allowing the calling out of responses;  
(b) flexible taking of turns;
(c) increasing wait time;
(d) increasing opportunities for speaking; and
(e) accepting of all answers in either language. In this way students are rewarded for their effort and participation is encouraged.

4. Spontaneous Language Use
   The special educator should allow the students to code switch to facilitate spontaneous language use (Wyatt, 1998).

5. Use of Code Switching as Economical Instruction
   It is more economical to use the native language word after the English word.

6. Flow of Instruction

7. Answering Questions
   Ask a lot of questions and teach your students how to respond appropriately.

8. Expanding Vocabulary

Need for Silence²:

Silence might be needed at times. Students need an opportunity to listen and reflect. Sometimes, a child might need a "tune-out" period, where he or she can pause from conversing and just listen to the new language. Silence is also needed to give students a time to collect their thoughts before they respond. Moving quickly through questions could discourage second-language learners from participating.

Avoiding Immediate Correction²:
With a second-language learner, errors can be a positive step. When this occurs, the learner might be trying out new grammatical structures. Instead of correcting the errors, the teacher can repeat what the students have said, using the correct format. This allows the student to refer to a model to correct those errors in the future.

Guidelines:

Policies for persons with disabilities in Japan (as part of international trends)

Needless to say, Japan's policies on disabled persons are closely related to the U.N. activities for disabled persons. Especially in recent years, following the worldwide action plan of the International Decade of Disabled Persons (1983-1992) with the theme "Full participation in society and equal treatment", "Long-range plan for policies on disabled persons" was made and have been pursued concerning (1) how healthcare should be; (2) how education and training should be; (3) how employment projects should be; and (4) how social welfare and living environment should be.

To strongly push the action programs, the Japanese government has put forth "Plan on disabled person-seven-year strategy on normalization" (1995-2002) as the newest comprehensive plan of Japan.³

The Plan consists of the following seven items: (1) for all of us to live in harmony with each other in the community; (2) to facilitate them becoming independent member of society; (3) to create more and more barrier-free areas; (4) to aim at improved quality of life; (5) to assure them safe living; (6) to get rid of psychological barriers in people's mind; and (7) to pursue international cooperation and international exchange suitable for our country.³

Looking at the figures for the school year of 1999, children who receive education at special schools for children with visual
impairments, children with hearing impairments, and children with intellectual disabilities and physical disabilities make up about 0.42% of all children of compulsory education (visual impairments: 0.01%; hearing impairments: 0.03%; intellectual disabilities: 0.24%; physical disabilities: 0.11%; health impairments: 0.03%) Children who are on the register of special classes of elementary and lower secondary schools make up 0.59% and children who are on the register or regular classes while occasionally attend special classes to get education support form 0.22%.³

As the above, the children who receive special education, including those who occasionally receive such education, accounts for 1.23% of all children of compulsory education in Japan.³

The school year of 1999:

Students at special schools: 0.42%
Students in special classes: 0.59%
Students occasionally in special need classes: 0.22%

Total: 1.23% of all children in Japan.³

Guidelines from Around the World (just Canada for now):

- According to the British Columbia (Canada) Ministry of Education, skills, and Training, Instructors of English language learners with special needs should consider the cultural, developmental, and first language background of the learner. They should also do the following:

  ➢ Provide a highly structured learning environment
  ➢ Focus on contextual learning
  ➢ Build on learners' prior knowledge
➢ Provide constant review
➢ Simplify language
➢ Build other skills while developing English

● Activity 1
  ➢ Spoons (pg. 17)

● Activity 2
  ➢ Go Fish (pg. 21)

● Activity 3
  ➢ Colorful Fishing (pg. 19)

● How Students Get Chosen for Special Needs Schools in Japan?

● All babies 1-1.5 years of age go to health centers for health checks.

● If there is a problem they are referred to a specialist.

● The doctor is the only one who can give an official diagnosis.

● If serve then the child goes to a special kindergarten or special class in a regular kindergarten school until they are 6 years of age then after they may attend a special needs school or a special class in a regular school.

● All of this depends on the specialist’s advice and finally on the parent’s decision.
Where do Special Need Students go After Graduation?

Shisetsu, 仕設:

A special governmental run work facility or intuition. Only very few students work at regular jobs. Some shisetsu offer salaries but not all. At all shisetsu the disabled person learns how to do daily life things, like, putting on their clothes, taking the bus, cooking, cleaning, etc.

Roughly speaking there are two types of shisetsu. One is for the disabled people with less serve characteristics. Here they will clean and make products to sell. The other is for disabled people with moderate to slightly serve characteristics. At this shisetsu all the work is designed around daily activities, for example, putting on clothes, communicating with each other, and hobbies.

What are the goals?

The goals are to live independently as possible. After graduation, students work at regular jobs, or at a shisetsu. They work five days a week. In some shisetsu, they work all day, and go home around 4:00 P.M. or 5:00 P.M. In other shisetsu they work only in the morning and after lunch they enjoy time doing their hobbies. They receive a disabled person’s pension and pay for shisetsu that are not approved. If they do no live with their families then they enter shisetsu housing. Please visit various shisetsu to learn more.

Role of the ALT in light of each A, B, C level

- Communicating with students
- Teaching about your country
- Teaching about your culture
Playing with them

- Role of the JTE in light of each A, B, C level

- Main Point, Advice from Naomi Sato
  - Understand your students
  - Understand their disorders
  - Understand their intellectual development
  - Get to know their families
  - Learn what your students like
  - Set the best goals and choose the best teaching methods for each student
  - Remember your students' feelings

- Discussion  (in groups talk about all the material and ask us some questions)

- Questions/Answers
Other Resources:

The Special Needs Education Resource Book from the Consultant for Assistant English Teachers Yamanashi Ken • Koko Kyoiikuka (kencho) 1998.

Helping Students with Special Learning Difficulties. Bibi Baxter.
http://www.musicalenglishlessons.com/art-specialneeds.htm

Appendix


Spoons by Dominique McGrady

Here's an idea that has worked really well for my handicapped school. You may have heard of it. I used to play it all the time as a kid and just adapted it to my classes. For classes of 40 students it takes a heck of a lot of preparation, but for my yogo gakko kids it's GREAT!!!

It's called spoons. You can use pencils or candies or anything. Spoons are fun because they CLANG and taking them silently is a challenge. Let me explain:

When I was a kid we played it with a regular deck of cards and you had to get four (4) of the same number, e.g. four 2s or four kings. When you got four of the same number you grabbed a spoon trying to be as inconspicuous as possible about it. The only problem was that there were not enough spoons (or candies) for everyone, so the person who didn't clue in or was too slow didn't get a spoon and lost. Usually that person then had to shuffle the cards for the next round.

At my school here is what we do:

Number of players: 4 - 5 in a group
Time: 20-30 minutes

Materials Needed: 25 cards of five different categories (for five players)
4 Spoons

First you have to make the cards, either on your own or have the students make them. (You could use regular playing cards for number practice.) For each person in the group, you need one category, e.g. fruits, colors, animals, flowers, cities, sports, omoji (capital letter), komoji (small letter), words beginning with the letter "a", absolutely anything that you are working on or that you want them to learn. If they can't read words, then make pictures or only use letters. Each category needs five cards. So if one category is colors, the five cards in that category might be blue, red, green, yellow, pink and then you need four more categories.

Next practice the five words in each topic with the students. Shuffle the cards, so a team with five players would have 25 cards to shuffle. The dealer then deals 5 cards to each student. Once they have organized their cards the dealer or everybody together says, "One, two, three" and passes one card to the right. You keep doing this until one player gets five cards that are in the same category (cat, horse, dog, pig, mouse). That person takes a spoon and everybody else tries to get a spoon as soon as they notice that one spoon has already been taken.

I usually ask the winner (the first person to take a spoon) to show his/her cards and say what they are in English. It's great for helping my kids learn to put things into categories. One of my students has a really hard time discerning what things belong in the same group, so I help him a bit.

Editor's note: I adapted this for my school for the blind, by typing English Braille onto the card as well as using the colors. Thus my students who are completely blind could play as well. It seemed to work like a charm!
Yogo Activities  by Fiona McMahan

Alphabet Cards:
You need: Pictorial alphabet cards, students' first names, coloured pens and card. Make name badges for your students, but instead of using letters draw/photocopy the pictures used on the alphabet cards. So, for example, the name badge for Sato may be a strawberry, apple, telephone and orange. Place all of the alphabet cards in front of the students and ask them to find the letters of their name by matching their pictures with those on the alphabet cards. Then ask the students to try and write their names in English by copying the letters on the cards.

Teaching Colours:
You need: Coloured pens and pictures for the students to colour.
Teach three or five colours at a time. When the students know the colours in English place a picture of, i.e., a banana in front of them and ask what colour should it be. The first student to shout out the correct answer must choose the correct colour pen and colour the picture. (Display the students work afterwards.)

Body Parts:
Idea #1
Make a big picture of the human body, or use a full length poster of a celebrity and sing "Head, shoulders, knees and toes," while pointing to the corresponding body parts. When students know the words give them their own "little bodies," and ask them to sing and point to their pictures.

Idea #2
Another idea is to play Body Bingo, using pictures instead of words.

Idea #3) Make a Monster
Using just one piece of paper get each student to secretly draw a body part of their choice, folding over the paper when they are finished and passing it to the next students who does the same. Unfold the paper and display the monster they created together.

Idea #4) People Cards
Buy or make "people cards." Each card depicts one type of person; it could be a cowboy or nurse, a baby or a fireman. Cut the cards into three smaller cards: the first will show the head, the second will show the shoulders and body, and the third will show the knees and toes. Select one card and display it on the board. Shuffle the remainder of the cards and deal them out to the students. The idea is to complete the picture of the person. This can be done in two ways, depending on the ability of the students. If the card on the board shows, for example, a fireman's head, you either ask the students, "Who has the fireman's knee and toes?" or you can invite the students to shout out, "I have the fireman's ..." The student who offers their card which completes the picture must then choose a new card to be displayed on the board. Once again the students offer their body cards to complete the new picture. The first student to get rid of all of his cards is the winner.
Colorful Fishing by Ruth Craig & Nicole Heckley

This is a fun little activity that you can do to practice or review colors. Draw a fish or use the example and photocopy it several times. Color each fish a different color or have the students do it. Cut each fish out and put a paper clip at the mouth. Make a fishing rod*. Spread all the fish out on the table or floor colored side up. With a little background music for effect, first demonstrate how to go fishing. Have the Japanese teacher say, “What color is your fish?” or simply “What color is it?” The person who caught the fish must say, “My fish is ____” or “It is ______.” Give each student a chance to fish.

Editor's note: For higher level students you can make each fish two or three colors. When the student answers he/she must use the word “and” in the sentence.

Additional ideas:

1) To build on this lesson you can make a counting activity out of it using a variety of sea animals. Place the various animals on the floor and ask, “How many fish?”, “How many starfish?”, “How many shells?”, etc. Allow a few students to fish. Then repeat the questions making sure they count the animals correctly. This activity worked well as a review of sea animals, colors and counting.

2) To make a game activity you could write commands on the backside of the fish. For example, “Sing the ABC song.”, “Close (Open) the door.”, “Hop on one foot.”, etc. This worked really well for my third year high school students.

* Editor's note: I made my fishing rods out of a pair of chopsticks I never used that come with my obento. I tied a shoelace around one end of the chopsticks. On the other end of the shoelace I tied a magnet. You could use just about anything, but at the time this was the best I could come up with.
Stations: by Ruth Craig

Probably my most successful event. I made four separate skills stations for the students to complete. Each station had an ink pad and stamp for the teachers to stamp each area the students had visited. It gave the students an incentive (stamps or stickers) AND helped me to know where they had been. This allowed smaller groups and enabled me to group "similar" students by abilities. I highly recommend this activity. Attached is the stamp sheet I used.

The stations were set up as follows:

Station 1: English Karuta

Station 2: ABC Line Up
Using plastic ABC magnets, the kids had to put the ABCs in the correct order.

Station 3: ABC Puzzles
Using an ABC Puzzle I have, the kids had to complete the puzzle.

Station 4: Words
I made a worksheet like the one attached for the students to complete. I also made some cards which have these words on them with a picture. The cards have one letter on each card. The kids put the three cards together to make a word. For the (?) I used the word "zoo" as we had just gone to the zoo on a field trip.

Example cards:
Alphabet Battleship:

Here is a really great lesson I have used with my special needs students who are mainstreamed at my school. First you need to teach them the letters and numbers for that day's lesson. Have the students draw ten dragonflies anywhere on the grid (horizontal or vertical). The students then call out various combinations "AI", "G4", etc. and try to find as many of their opponents dragonflies in the allotted time.

Editor's note: I used this at my school and had the students work in pairs. I have attached the two alphabet grids (one for capitols and one for small letters) I used as well as a sheet with two blank grids on it. On the blank grid you could use numbers and colors, numbers and animals, etc. anything you are studying.

Alphabet Concentration:

Make capitol and small letter alphabet cards. Place them face down. One student turns over two cards. If the cards match he/she may keep the pair and take another turn. If the cards do not match then he/she turns the cards face down again, and the next player takes his/her turn.

Alphabet Go Fish:

You can use the cards from the concentration game. Each student gets four cards. The rest of the cards are spread out on the floor or table. One student says to another, "Do you have a C?" The other student says, "Here you are!" if he/she has one or "Go fish!" if he/she doesn't. If told to "Go fish!" then the asking student takes a card from the pile on the table or floor. The object is to try and make as many matches as you can. The winner is the one with the most matches.

Holiday Ideas:

Valentine's Day - Make Valentine's cards.

Halloween - Make a jack-o-lantern with the students. Also play pin the face on the pumpkin. Use a jack-o-lantern made of paper and cut out the eyes, nose and mouth. One student is blindfolded and must pin a part of the face on the pumpkin.

Christmas - Pin the nose on Rudolph. See above description.¹

¹ Editor's note: You can also play pin the decorations/presents on/under the Christmas tree. This was good fun for my students! 😊
Circle Game:  (See attached worksheet A)

Before you play teach the students the names of the animals by either using the circle game sheet or picture books. When they have a good grasp, you can play the circle game.

To play the game have students get into pairs. Give one worksheet to the pair. One student uses a blue pen, the other one a red pen. You say, "Panda" or "It is a panda." The first student to circle the correct animal gets one point. You may want to give the winner a small prize or allow them to choose the animals. Another idea is for you to make the animal sounds and have the students circle the correct animal.

Puzzle Game:  (See attached worksheets B & C)

First you need to make the puzzle. Paste workshop B onto thick paper (goyoshi or atsugami in Japanese). On the other side paste worksheet C or a picture of your choice. Cut the paper into 20 squares and Voila... instant puzzle!!! Put all the pieces in an envelope.

To play one student picks a card out of the envelope without showing it to the other students. The student then mimes the animal they have on their card (or makes the appropriate animal sound). His/Her team mates try to guess what animal he/she is. The first team to guess all the cards and make the puzzle is the winner!
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Your Grid

Partners Grid

ABCDEFGHIJKLMNOPQRSTUVWXYZ

AGC & 127 BattleShip Grid
ABC BINGO

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FREE

To play, have students write the letters of the alphabet randomly on their sheet. They can use each letter only once. The AET or JTE calls out a letter, and the students put an X over the letter on their grid. The first student to get a row across, down or diagonally wins.
What time is it now?

例文：
- What time is it now?
- It's 3 o'clock  （3時です）

オウクロック

- What time is it now?
- It's 9.45am  （午前9時45分です）

エイエム
描きましょう！ a～z

この虫はなんですか？
描きましょう！ A～Z

この虫はなんですか？
Colors

Put red where you see 1.
Put blue where you see 2.
Put yellow where you see 3.
Put green where you see 4.

is a bird.
<table>
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<th>Word</th>
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Activity Ideas:

Watching a Video of a Foreign Person!

This lesson is good for the times between when the ALT visits the class.

Tape an ALT talk about anything that is at the right level for your students.
At the end of the message the ALT leaves there E-mail address for the students to write the ALT an E-mail in English. (listening and writing skills)
- Masahiro Yoshida
Outline

Teaching English to Special Need Students

- Introduction (you, us, our topic) 1 min. M.S.
- Warm Up (Keep paper for later)
  - In Japanese! (in pairs) 5 min. A.J. & N.S.
  - (M.S. passes out handouts)
- Video- Students by level 8 min. A.J. & N.S.
  - (M.S. works lights)
- Level of Students (Levels A, B, C), what can we do at each level? 5 min.
  - A.J. & N.S.
- How Tsurugaya Yoga Gakko runs? 2 min. N.S.
- Tsurugaya Yoga Gakko's Typical Schedule 1 min. N.S.
- Why teach ESL to Special Need Students? / The Goals 3 min. A.J. & N.S.
- Movie- Special Support Education in Japan
  - And chocolate break 15 min. A.J.
  - (M.S. works lights, opens chocolate bag)
- Theory and Guidelines 2 min. A.J.
- Activity 1 (Spoons) 5 min. A.J. & N.S.
  - (M.S. passes out 3 spoons/table, A.J. & N.S. passes out 1 set of cards/table)
- Activity 2 (Go Fish) 5 min. A.J. & N.S.
- Activity 3 (Colorful Fishing) 5 min. A.J. & N.S.
  - (M.S. passes out fishing poles, A.J. & N.S. passes out fish)
- How Students get Chosen for Special Needs Schools in Japan? 2 min. N.S.
Where do Special Needs Students go after graduation? 2 min. N.S.

What are the goals? 1 min. N.S.

Role of the ALT in light of each A, B, C level 1 min. A.J.
Role of the JTE in light of each A, B, C level 1 min. N.S.

Main Point, Advice from Naomi Sato 2 min. N.S.

Discussion (they can get some questions together to ask us) 3 min. A.J. & N.S.
(M.S. helps group that isn't talking)

Questions/Answers 5 min. A.J. & N.S.

If time:

Name Game 2 min. A.J.
Activity 4 (Complete the Picture) 5 min. A.J. & N.S.
Activity 5 (Animal Sounds) 5 min. A.J. & N.S.

Closing 1 min. M.S.
Pg. 13, Activity 1, Spoons:
Using cards: Each table has 4 categories with 4 cards.
The categories are: eat pizza, sing, watch, drink, ride, read, study and listen to music.
Each table has 4 people.
Each table has 3 spoons.

Directions: The dealer deals 4 cards to each person. Once set the dealer and everyone together says “One, two, three” and passes one card to the right. Keep doing this until 1 player gets 4 of the same cards. That person then takes a spoon and so does everyone else. The winner is the 1st person to get a spoon. (The loser is the person who does not get a spoon.)

Activity 2, Go Fish:
Shuffle the cards.
Deal 2 cards to each person then put the stack in the middle.
The person to the left of the dealer starts, they ask someone a “Do you have the person ~~~?” for example, “Do you have the person eating pizza.” Or “Do you have the person listening to music.” The first person to get all of their matches wins!

Activity 3, Colorful Fishing
Self-explanatory

If we have time:

Name Game

Activity 4, Complete the Picture
Select 1 card and display it on the board. Deal the rest of the cards out to the audience. The idea is to complete the picture. We ask: “Who has the frog’s feet?” Until all are collected.

Activity 5, Animal Sounds