**JAPN3２０S 授業案: グループ名＿Group 1: Alex Dacuyan, Chiaki Tsutsui, Diana Gomez, Josh Jackson, Shoko Oyama, Stephanie Litz, Yui Kobayashi ＿Group 1A and 1B＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿**

**学校名＿Highland＿＿＿日時＿11/3/14 mon,＿11/7/14 fri＿＿＿時間＿2:30-4:30＿**

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| 授業の目的 | To introduce the students to the traditional Japanese martial art of Kendo. To demonstrate why training your own spirit is more important than defeating your opponent. |
| 授業のアウトカムStudents will be able to: | Identify and say the names of the equipment used for Kendo. Describe the basic concepts of Kiai and Zanshin. Describe some cultural aspects of Kendo and how it compares to other martial arts/ unique sports of today.  |
| 使用する教材 | TV, Computer, Dougi, Hakama, Bogu, Shinai, Begin Japanology Kendo, 25 handouts with picture of person in kendo armor with blank lines pointing to various parts, Four flyswatters |
| 時間　 | アクティビティー |
| Setting the Stage | Josh will wear his uniform on Halloween. Ask kids about martial arts and unique sports which may be familiar to them from the U.S. and or Olympics. On Nov 3rd, Monday, we will introduce the students to Kendo. Keiko demonstration on Friday. Introduce samurai roots. |
| ListInput Activities | Show students “Begin Japanology” on Kendo. Afterwords, have students ask questions about video and have teachers ask question to the students too. Teach students new vocabulary by having them listen first, then point to item, and then have them repeat what you said. Show the students up close the uniform and point out parts that correspond to new vocab. Have students call out what part is pointed to. Give a full demonstration in the cafeteria on Friday. |
| List Guided Activities | Demonstrate how the equipment is put on. Perform flyswatter game on Josh while he is wearing bogu. Each student will swat the part of uniform that is called out by one of the teachers. Teachers must know vocabulary before lesson can be executed. |
| List Independent Activities | Handout a picture of a person in full Kendo bogu. Then have students write the names of armor parts in spaces provided in romanji. These handouts will be for the kids to take home and review on their own time for practice. |
| List Assessment/Application Activities | Quiz students on the names of equipment, and moves by showing gestures and having them say the answers in Japanese. Ask students to write down and answer two questions about what they have learned. Then collect papers to assess |