

Guess Who?

Category: Get To Know Your Students

Time: 30+ minutes

Requirements:

1. Projector
2. 10+ Participants
3. Copy of PowerPoint [QR CODE]



Description: A light and engaging activity to learn (or test) your knowledge on popular Japanese characters from media and entertainment.

Objectives: Participants will be able to...

1. learn/review popular characters in Japanese media and entertainment
2. Use descriptive language and asking Yes-No questions by playing an activity

Pre-Activity

1. Ask participants what are some popular Japanese characters or figures they know from media and entertainment--anime, manga, video games, etc.
2. Open the PowerPoint and review the characters and their (Japanese names) while detailing a bit of their background. It is important here to use student-centered approaches. Participants may be able to explain!

NOTE: Names of characters are in the notes of the PPT.

3. After each character is introduced, review quickly the names of the characters one more time.

4. Introduce the activity as Guess Who and that participants will get into two teams (three is okay, too). Their objective is to guess which character each team chooses. Explain the Rules.

Rule 1: Only Yes-No Questions are allowed during guessing. Example: *Is your character a person? Does your character have yellow hair?*

Rule 2: Only one question at a time per team. After a team's question is answered by the opposing team, the opposing team takes a turn to question.

Rule 3: Each team will only get one chance (more is okay, too) to identify and guess a character in their question. If the guessing team guesses incorrectly, they lose. It would be a good idea to model one example before playing.

For example:

Team A: Is your character Pikachu?

Team B: No, it isn't. / Yes, it is.

Activity Steps

1. Project the slide with the characters for all to see.
2. Give both teams time to huddle and choose their character. Each team will write down (or verbally tell you) the name of the character they choose and give it to you.
3. Decide which team gets to go first. A game of rock-paper-scissors (even better in Japanese) could do.
4. For every round, each team can get a few moments to think about what they want to say. Select one participant from the team to be the representative for the round. Representatives will rotate each round so that every participant gets a chance to ask a question.
5. After the first team asks a yes/no question, the opposing team will have to answer. Following this, the team that just answered now gets to question their opposing team.
6. This step keeps going until one team wants to try guessing who the opposing team's character is.
7. There are two ways to end the game:
 - 1) If a team makes a guess and answers correctly, the opposing team wins.
 - 2) If a team makes a guess and answers correctly, this guessing team wins.

Post-Activity: Discussion Questions

1. How did you experience this activity? Have you done something similar in your classes before?
2. What are some potential problems/limitations of this activity?
3. How might you adjust this activity for your classes?
4. What target language would this activity be good for?
5. How might this activity be effective for Japanese ELs?

Activity Rationale

1. Japanese ELs love playing interactive games that help them practice and learn - yes, even at the university level.
2. Having fun builds rapport between classmates and eases the tension of seriousness. Building rapport is a successful element to student success and how much they participate in the classroom.
3. Incorporating culturally relevant materials in activities also shows students that you are able (and interested) in connecting with them. This also helps teachers build rapport with their students.
4. The atmosphere of a classroom is detrimental to how students learn in the EFL classroom. An activity like this can help lighten the mood - easing tension and even learner anxiety.