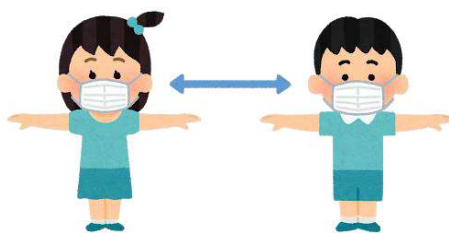


ソーシャルディスタンスを考慮した活動案

【活動を修正するためのヒント】



ソーシャルディスタンスを保ちながら、現在までに慣れ親しんだ活動をどのように修正することができるのか、一例とはなりますがボーダーリンクのALT 達実践しているアイデアをいくつかご紹介致します。

カード（フラッシュカード）を使用した活動

- カードの扱い方

定期的な洗浄と消毒を実施する。

- カルタ（児童・生徒自身がカードを使用する活動の修正例）

ハエたたき等を使用し、カードを選ばせることで、児童・生徒間のソーシャルディスタンスを保つ。

- 神経衰弱（複数の児童・生徒がカードを触り裏返す必要のある活動の修正例）

それぞれの児童・生徒の机にカードを分け、お互いに協力しながら活動する。カードを裏返すのはその机の児童・生徒とし、ペアがそろったカードは机の端によけるなどとし、複数の児童・生徒が同じカードに触らないようにする。ペアになったカードの数は紙に記録させることで、ゲーム性を維持しながら活動を盛り上げることができる。

- キーワードゲーム

キーワードが発声された際、児童・生徒はペアで1つの消しゴムをつかむ代わりに、手を挙げさせる、着席させることができる。同じ方法でクラス全体での実施も可能。クラス全体で活動する際には、オプションとして最後に着席した児童・生徒が指導者の代わりに次のキーワードを決めることもできる。

声を出す活動

- 歌、チャンツ

歌、チャンツを聴き、ターゲットランゲージが聞こえたときにジェスチャーをしたり、フラッシュカードを指さすことで、児童・生徒のリスニング能力向上に歌やチャンツを活用することができる。

- フォニックス

リスニングクイズ形式、書き取りクイズ形式で実施する。ALT が口の動きを見せる場合にはフェイスシールドを使用する。または動画を活用する。

- パターン練習

文や語彙、インタビューリレーを実施し、タイマーを使用して個人、グループ、クラス全体のタイムを計測する。クラス全体のタイムはお互いにクラスのタイムを発表することで、活動を盛り上げることができる。


グループでの活動形態

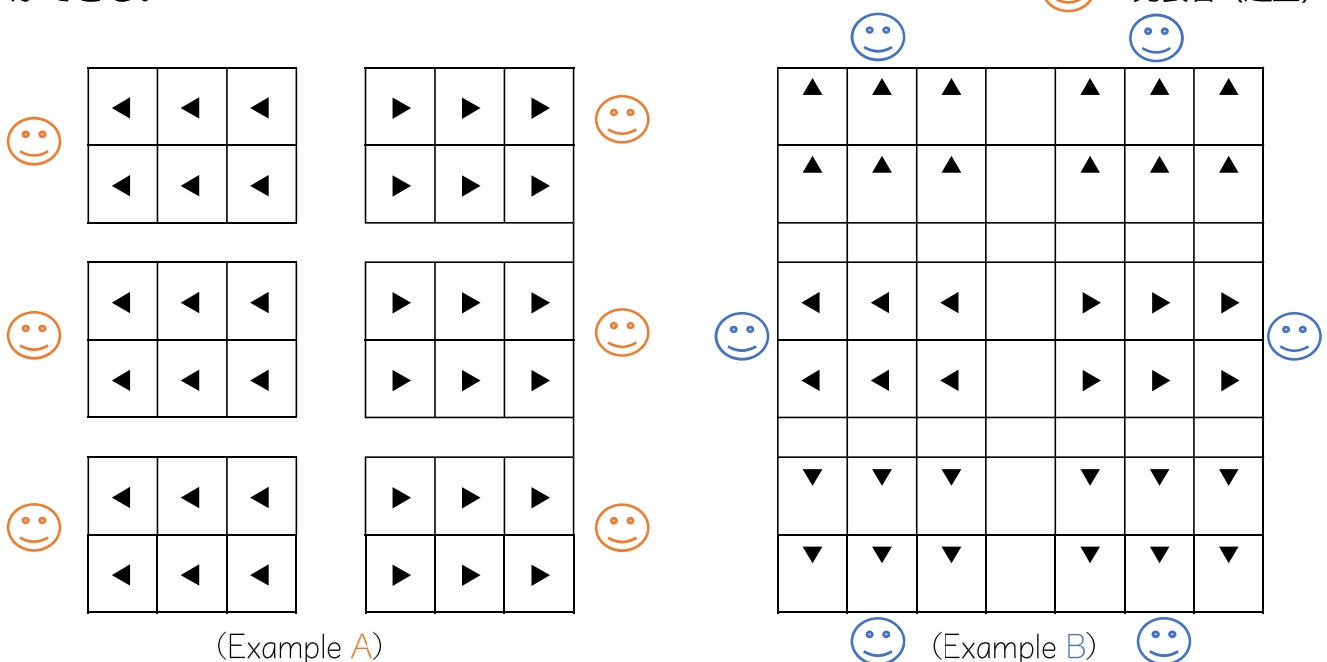
- 机の移動が不要な場合

クラス全体でグループ毎に活動する際には列ごとにグループ分けをする。

- 机の移動が必要な場合（例：グループ内でのプレゼンテーション）

机を移動しグループワークを実施する際には以下の図（例 A、例 B）のような机に配置に工夫ができる。

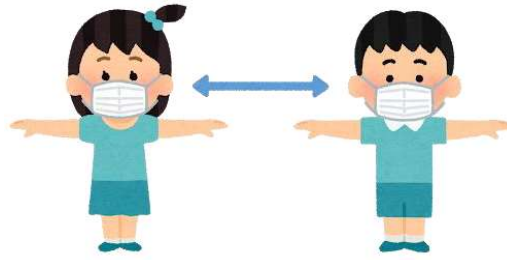
*  = 発表者（起立）



(Example A)

(Example B)

Guide to Modifying Activities to Follow Social Distancing Guidelines



Schools across the country are required to adhere to the COVID countermeasures outlined by the Ministry of Education, Culture, Sports, Science and Technology (MEXT). These countermeasures apply to all aspects of student life, and must be followed to maintain a safe environment for students to continue to attend school and complete their studies in person.

In the English classroom, we rely heavily on the ability for students to freely move about the classroom and interact with their classmates to enrich their English experience, and provide ample opportunities to communicate in English. However, we must adapt our practices to the guidelines set forth by MEXT without ceasing to provide students with the opportunity to communicate in English, and have fun doing so. This guide includes:

- Tips and tools for modifying activities to follow social distancing guidelines
- Selected activities shared by Borderlink ALTs
- A guide to selecting and modifying activities found in the Activity & Debate Booklet.

We hope these resources help you to provide students with the best English classes possible amidst these conditions.

Tips and Tools for Modifying Activities

Some activities require fewer modifications than others to meet social distancing guidelines. There are a variety of tools and materials used throughout activities, which can be both a help and hindrance in thinking about socially-distanced activities. Below are some ideas shared by Borderlink ALTs to overcome the obstacles that come with modifying activities, and making the most use out of the tools at your disposal in the classroom.

Shared Objects & Cards

- Flashcards can be incorporated into class activities, with regular cleaning and disinfecting. Even if it is only yourself and the JTE/HRT handling flashcards during class, it's still good to clean and disinfect them.
- To facilitate activities that usually require students to handle flashcards directly, one option is incorporating easy-to-use pointing tools such as pool noodles, fly swatters, etc., to keep students further apart from one another.
- In matching activities such as a memory game, multiple students can still play together by keeping a set number of cards on their own desk, turning them over and putting away the cards by following a coordinate system. If it's a match, both students put the cards to the side on their own desks, while one student keeps track of points on a sheet of paper.
- Pair competitions can be changed into class-wide competitions. In the keyword game, students usually compete to grab an eraser when the keyword is said, however, students can compete by being the first to raise their hand in their pair. Another option is to have all students stand up, and the last student to sit down is "out." In some classes, it might be good to have the last student decide the next key word and lead the repetition sequence for the round.

Speaking Practice - Songs & Chants, Phonics, Pattern Practice

- Incorporating gesturing or pointing to flashcards when they hear the target language/vocabulary in a song can help enhance students' listening skills.
- Phonics can easily be adjusted for classes which are not allowing excessive communication or interaction through listening quizzes, phonics sounds writing quizzes, and the ALT wearing a face shield to exemplify the way the mouth should move. It may also a good idea to incorporate some videos from either the internet, or made with the JTE outside of class hours.
- The classroom timer can be a wonderful tool. Students can be divided into teams based on desk placement, or work as an entire class to beat their own times, the times of teams in their class, or even other classes to say sentences, vocabulary, or even complete "interview" relays.

Positioning for Group Activities

- Class competitions may be best suited for teams which are assigned by rows. It will have a built-in order to follow for student participation, and streamline the process in assigning groups for teachers as well.
- For group work such as presentations, students can simply turn their desks without moving them closer together, and present as shown in the examples below.

**The smiley faces represent the location of the (standing) presenter.*

