

ALOHA CHALLENGE: STUDY UNIT FIVE

TEACHER GUIDE

For Teachers: Classroom materials

Unit 5: Teamwork and Leadership

Aloha Challenge: Episode 5 (22 minutes)

Aloha Challenge:

This unit supplements The Aloha Challenge TV series, episode five.

Aloha Challenge is an educational reality series with eight bi-lingual interns (University students) battling for the position of “Top Producer” and to win the grand prize of \$10,000. Three teams of Japanese and American high school students, who barely speak each other’s languages, hire and fire interns as their producers in a four round competition to create the best films and blogs about Hawai’i. As students compete, they also communicate and learn each other’s language.

Time Needed and Unit Structure:

Approximately one 50-minute class period, depending on knowledge of grammar points. Student handout may be done as homework.

Level

1.5 years of Japanese language study or more

Unit Overview:

Activities: Discussion, watch episode five (22 minutes); learn new vocabulary, grammar, and the culture points; and complete the student handout (separate from this teacher’s version)

Note for Teachers

Please feel free to use as much or as little of this Unit as you wish. Depending on your textbook or curriculum, this will either be new material or review for your students. If it is new, the grammar points will most likely need more explanation than is provided. The vocabulary is program specific so most of it should be new for your students, no matter what level they have reached. Our goal is at the end of the seven unit series, your students will have mastered a large amount of new vocabulary and grammar and feel more confident in their communication skills.

Students are also able to watch the show from home if they have access to the internet at www.alohachallenge.tv. They may need to watch more than once to be able to answer some of the questions on the worksheet.

Furigana has been added to most Kanji in the unit. However, furigana has been left out for basic kanji and when kanji has been repeated in a section.

Language components practiced and learned:

* How to say “but” in the middle of the sentence.

National Standards for Foreign Language Learning:

* Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

* Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

*****THE LESSON*****

OPTIONAL OPENING DISCUSSION, ENGLISH:

Episode five starts with the teams pitching their production plans to the judges. Team Alpha’s project is the art of Lei. They will work with Seiji as the producer and not have an assistant producer this round. Team Bravo’s is Ghost Tours. They will have Chris as the producer and Lauren as the assistant producer. Team Charlie will create a film on the Hawaiian immersion school, Aha Punana Leo on the Big Island with Scott as the producer and Sho as the assistant producer.

Q1: All three of these activities are focused on an aspect of Hawaiian culture. If you were to study one of these topics more, which would it be?

Q2: Which topic do you think is the easiest for which to create a film?

1) PRE-FILM JAPANESE DISCUSSION

Introduce the film by asking students the following questions:

Q1: どのチームとプロデューサーが一番上手に映画を作ることができると思いますか。

Q2: どのチームのチームワークが一番強いと思いますか。

2) WATCH EPISODE FIVE

Students watch episode five (22 minutes long) at www.alohachallenge.tv or they can access the Quicktime versions of episodes by clicking the “join” section, then “educators” on the www.alohachallenge.tv site.

3) REVIEW OF UNIT 1-4:

I. Do you remember the following language?

What do the following sentences mean from Episode five? Write out your translation.

1) Yuuko states the following about how she felt to know that Sho chose Team Charlie over her team. Write what you think she means.

「^{かん}ふられた感じ」 ふられた = to be dumped

2) Yuuko complains about her new producer and assistant. What is she saying, write your translation below.

「ローレンとクリスは二人だけでいつも^{はな}話すから^わわけ分からない。」
わけ = situation, course, details

3) Sho stated the following when he joined Team Charlie again after the pitch: Write your translation below.

「チャーリー^{かえ}のみんなにお帰^いりなさいって言われて」

4) Seiji stated the following about Team A while making their film.

「^で出来る^こ子^たち^ばっか^だだから、^ま負^{ける}気^はして^いない^です^ね。」
ばっか (ばっかり) = only lots of... 気 = feeling

4) STUDENT LANGUAGE PRACTICE:

VOCABULARY:

Have students read and pronounce any new vocabulary below, with special attention to their accuracy with the katakana words. This can be done alone, in pairs or groups or teacher-led. The teacher may also review some or all vocabulary specifically by using them in sentences for the students, etc.

Note: Students should continue to review the vocabulary from previous units, as it is basic for discussing the Aloha Challenge and will continue to appear throughout all units.

| |
|---|
| Key Vocabulary • ^{たんご} 単語 |
|---|

| ^{かんじ} 漢字 | かな | ^{えいご} 英語 |
|--|------|-------------------|
| Vocabulary used by participants in Episode Five | | |
| | ふられる | to be dumped |
| 自信 | じしん | confidence |

| | | |
|--|----------------------|---|
| | わけ | course, details, situation or reason, cause |
| | ちゃんと | properly |
| 出来る子 | できるこ | a young person with ability, literally “be to do” + “child” |
| 辛い | つらい | hard, tough, |
| 大丈夫 | だいじょうぶ | ok, alright |
| | ばっかり | only lots of... |
| Phrases useful for discussing teamwork and leadership | | |
| 一緒に上手に働く | いっしょにじょうずに はたらく | work well together |
| 良いチームワーク | よいチームワーク | good teamwork |
| それぞれが自分の役割をする | それぞれがじぶんのやくわりをする | each person does their part |
| 彼の役割をしないで | かれのやくわりを しないで | not doing his part |
| | リーダーシップがない | lacks leadership |
| 強いリーダー | つよいリーダー | strong leader |
| 責任を分担する | せきにんをぶんたんする | to delegate responsibilities |
| 彼の仕事は・・・することだ | かれのしごとは・・・することだ | his job is to.... |
| | サポートする | to support |
| 考えを表す | かんがえをあらわす | to express ideas |
| (人) と仲良くする | (ひと) となかよくする | to get along well |
| 協力する | きょうりよくする | to cooperate |
| (人) の意見に賛成する | (ひと) のいけんに さんせいする | to agree with someone’s opinion |
| (人) の意見に反対する | (ひと)のいけんに はんたいする | to disagree with someone’s opinion |
| 打ち合わせをする | うちあわせをする | to have a meeting |

Vocabulary Exercises:

I. Story comprehension and your opinion: In your opinion, which team fits the following statement the best. Write the name of the team on the blank.

1. 上手に じょうず 協力 きょうりよく します。 _____
2. 出来る子 できるこ ばかりです。 _____
3. あまり かんが 考え あらわ を表しません。 _____

4. 上手に責任を分担します。 _____

5. 良いチームワークです。 _____

6. それぞれが自分の役割をします。 _____

7. 仲良くしていません。 _____

II. Describing leaders: Write about the leadership skills of the eight interns. List at least three qualities (positive or negative) about each person listed below. Use as many words from the vocabulary list as possible.

あおりさん :

あゆみさん :

ローレンさん :

メグさん :

せいじさん :

しょうさん :

クリスさん :

スコットさん :

GRAMMAR:

“but” or “although” けど／けれど／けれども

Example:

あゆみさんはすごくいい人ですけど、いいプロデューサーじゃありません。

Although Ayumi is a good person, she is not a good producer.

or

Ayumi is a good person, but she is not a good producer.

けど／けれど／けれども means “but” or “although” and is used between two complete sentences. The difference in the three ways to say “but” is the level of politeness. Basically, the longer the word, the more polite it is. Thus, using けれども is more polite than using けれど and けれど is more polite than けど.

Sample sentences:

クリスさんはずっとゴーストツアーをしたかったけれども、ゆうこさんはクリスさんと一緒に働きたくなかったです。

From before, Chris wanted to do the Ghost tour activity, but Yuuko did not want to work with him.

せいじさんは高校生と一緒に働くのが好きですけど、あまりリーダーシップがありません。

Seiji enjoys working with the high school students, but he is not a good leader.

I. Translate the following quotes.

Yuuko stated the following about working on her plan with Chris:

私は前々からずっと考えていたのがあったんですけど、クリスはそれを見ないで自分のストーリーを話し始めて
ずっと = for a long time

Taiki stated the following about his producer and assistant producer:

難しいんですけど、ショウさんの方がプロデューサーぽかったかなって思います。

ぽかった = was like

II. Complete the following sentences and base your endings by what you have seen on the Aloha Challenge so far.

1. クリスさんの技術は高いけれども、_____。
2. スコットさんはいいリーダーですけど、_____。
3. ローレンさんはいいプロデューサーですけど、_____。
4. せいじさんはよく勝^かつけど、_____。
5. しょうさんのリーダーシップは強^{つよ}いけど、_____。

CULTURE POINT:

1) Shave Ice (called “Shaved Ice” outside of Hawaii)

In this episode, team Charlie takes a break for some shave ice. Shave Ice, in Japanese is かき^{ごおり}氷.

1. Why do you think Shave Ice became popular in Hawaii?
2. Have you had Shave Ice? If so, what flavor do you like?
3. What is another name for Shave Ice? (answer: Snow cone)

2) The phrase: 仕方^{しかた}がない (仕方がありません)

In Japanese, people often say 仕方^{しかた}がない, which literally means, “there is no way” but translated to mean, “It can’t be helped.” This phrase is often used when there is a situation for which you can do nothing to change it, so it must be accepted.

In spoken Japanese, sometimes the phrase しょうがない is used and means the same thing.

Sample dialogue:

A さん: きょう 今日^{きょう}はあめですね。そと 外^{そと}でピクニックができませんね。

B さん: 仕方^{しかた}がないです。