ALOHA CHALLENGE: FINAL CULMINATING ACTIVITY

TEACHER GUIDE

For Teachers: Teachers may choose to do either of the two final activities to wrap up the Aloha Challenge series.

Aloha Challenge:

This unit supplements The Aloha Challenge TV series.

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.

Note for Teachers

This unit is a cumulative project that wraps-up the Aloha Challenge series. Attached are two projects for which students could do as a final activity.

Students can refer to the Aloha Challenge student films as a reference at www.alohachallenge.tv and click on watch and student films.

OPTION ONE:

Aloha Challenge Video Project

Make your own bilingual cultural video. Share something that is culturally specific to your local area that you would like to share with people from English speaking nations and Japan.

Project specifics:

Make a group of 2-3 students.

What: A cultural film. Find something that is culturally specific to your area. It could be American culture, such as a hamburger shop, football, etc. or something more specific such as an era in history in your local area shown in your local museums, a festival, etc. Be sure to get permission of any people or businesses you may wish to include in the film.

How: Decide on your topic and then which style of film you will use in the film (documentary, news program, reenactment, story, comedy, drama, etc.). Delegate responsibilities, such as which group member will cover which area of production. Make a plan to film and edit to ensure you will complete your project by the deadline.

Languages: Be sure it is understandable for both an English-speaking and Japanese-speaking audience so it needs to be bilingual. Whichever language is spoken, be sure to include subtitles in the opposite language. You will be judged on accuracy and clarity.

Grading rubric: Graded on a scale of one to four, with four being the best.

Criteria	1	2	3	4
Content	Nearly complete lack of organization and clarity.			The content of the film is clear, organized and easy from which to learn.
Entertainment	Dull and not interesting to watch.			The information is presented in a way that is interesting and catches the viewer's attention. It is easy to watch.
Language	Language is inaccurate and unclear.			The film is bilingual; subtitles are accurate and easy to read. The language is natural, smooth and native-like.

Steps: Teachers fill in deadlines and points possible.

1) Students submit a production plan to their teacher: Includes names of group members, topic and how you will make time to film on location, what areas or people from which you will need to get permission and what footage you need to cover to create your film. Deadline_____ Points possible _____

2) Language used: Submit a draft of your subtitles for corrections.
   Deadline_____ Points possible _____

3) Final project: On the due day, students bring in a DVD or as whatever format your teacher recommends to show your classmates your film.
   Deadline_____ Points possible _____

Student may choose to upload your films on You Tube. Be sure to label it Aloha Challenge High School films if you would like to add to the previously produced Aloha Challenge films.

OPTION TWO:

Aloha Challenge CULTURAL PRESENTATION

What would you teach Japanese high school students about your home area, the culture, customs, etc? Make a power point presentation with visuals to share your local culture with students in Japan. This can be done individually or in small groups.

Project specifics:

How: Decide your topic and what type of information and visuals you need to gather. Get permission from your teacher. Write up a rough draft in Japanese, have it proofread. Create and present your final presentation.

Languages: Your presentation should be completely in Japanese. You may use note cards to help you, but use them as little as possible. You will lose points if you are "reading" from your notecards. Students get the most points for smoothness, native-like speaking and not using notecards.

Grading rubric: Graded on a scale of one to four, with four being the best.

Criteria	1	2	3	4
Content	Nearly complete lack of organization and clarity.			The content of the presentation is clear, organized and easy from which to learn.
Presentation style				Good use of eye contact and power point for visuals. Little to no reading from notecards. Nearly completely memorized.
Language	Language is inaccurate and unclear.			The language in the presentation is appropriate, clear, smooth and native-like. The presentation is well practiced and easy for all to which to listen.

Steps:

1) Students write an outline of the topic they would like to present: Includes names of group member(s), the topic and their plan for how they will research it. Deadline_____ Points possible _____

2) Language used: The students will submit a draft of the presentation for editing. Deadline_____ Points possible _____

3) Final project: Students will be prepared with their visuals and presentation materials prior to the start of class. They will present when it is decided by the teacher. Deadline_____ Points possible _____

NOTE If more than one person is doing the presentation, the presentation and language must be split evenly when presenting.