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JAPN 301SL

Weekly Reflection #4:

今週に三つの日本語のゲームを教えたり、じゃんけん、じゃんけん列車、あやとりを遊びました。

　最初の日本語のゲームはじゃんけんでした。最初にこころさんと真由さんで例を見せました。とても早くてから、子供たちが「すごい」と言いました。後でゲームのルルに「じゃんけんぽん」と「あいこでしょ」と「あっちむいてほい」を教えました。私たちと子供たちと一緒にじゃんけんを遊ぶことが練習しました。次に「じゃんけん列車」を教えました。私たちは説明した後で外に行った、遊びになりました。子供たちはじゃんけん列車が好きだと思います。

　次に教室に「あやとり」を教えました。私は「あやとり」が下手でしたが、このレスーンはむずかしだと思いました。子供たちは「あやとり」も好きでしたが、女の子は楽しむよりそうでした。

今週に子供たちは「じゃんけん」と「じゃんけん列車」が一番好きなレスーンだと思います。

Journal Reflection #7:

Since the beginning of this course and of our time as service learners "serving" the community, I have felt a growing acceptance and understanding of the area and school that my group was assigned. Initially, before our services began, I felt unsure of what we were supposed to do, and equally as unsure of how it would be received by the students of Del Rey Woods. Before I understood the lives of the children at Del Rey, I was already assuming the worst of the kids, thinking that they would not be willing to receive our lessons or enjoy them, for that matter. However, after having had some practice, I've learned how to communicate with the kids in a way that allows for them to not only understand me, but feel as though I am not talking down to them. I have learned, since the beginning of this class, that children are only smaller adults, who still deserve respect despite their size. I think that it is unfair of us, of educators, and of community members to assume that children can not appreciate or articulate the lessons we teach them and fully understand them just because they are young.

     For instance, when I have a problem with a child in our class, I speak to them calmly and ask them to stop what they are doing, or I ask them why they thought it was necessary to act out however they did. I've received much more from them by talking this way than if I had simply told them to stop or they would get kicked out, or punished, or something to that effect. Unfortunately, this is how our site director deals with some of the children; she threatens them (not with physical violence, of course) with different things, whether it be taking them out of the class for the day, or even for the rest of the semester. These threats, while empty, interrupt the kids' abilities to have fun and enjoy themselves, to ask questions, or even provide their own insight because they feel so restricted. What I also found at the service site was that many of the kids are from the same background, but instead of that hindering our teaching abilities, it made it easier for us because the children could help each other; they understood the similarities and the differences between cultures and helped each other better understand what we were teaching.

     Not only have I come to communicate better with the children, I have also improved my communication and receptive skills regarding facilitators, teachers, and site directors through varying interactions. One such action that I feel really enlightened and educated the educators was to actually involve them in the activities and lessons or to ask them what they knew about the subject. I feel that connecting the educator to the children in some way through our lessons will help them to not only understand what we are teaching and why, but also to connect to each other through a foreign way, in a relationship that isn't normally used.