**Sling that Slang**

**Class time needed for lesson:** 45 minutes

**Class size taught:** 30-40 students

**Target audience:** SHS - 2nd/3rd grade

**Objective:** Students will be able to use critical thinking to deduce what certain slang means without prior context. There will also be a focus on speaking and pronunciation.

**目的：**事前の文脈なしにあるスラングの意味を推論する批判的思考ができるようになる。また、スピーキングと発音にも重点を置いている。

**Materials:** Slide presentation (PowerPoint), blank piece of paper

**Procedure:**

1. **Introduction - 10 minutes**
   1. The JTE will greet students as usual and the ALT will greet their students using native slang from a certain country.
      1. Examples: “What’s up?”, “Howdy y’all”, “How’s life treating you?”
   2. They will write some of the slang words or the sentences on the blackboard.
   3. Students will form pairs and discuss what the meaning of the slang words or sentences are.
   4. After about a minute or two, randomly selected pairs will share their ideas to the class. Or, volunteers can write what they came up with on the blackboard.
2. **Main Activity - 30 minutes**
   1. PowerPoint - 14 minutes
      1. The ALT will use a PPT to teach about slang from a particular country.
         1. One slide will have a sample interaction between people and the slang word being used.
         2. This step will be repeated for about 3 to 5 new slang words.
      2. ALTs will demonstrate the slang with the JTE. Then, ask students to write down what they think the meaning of the slang is based on the demonstration.
         1. The ALT can provide a blank sheet of paper to students so that they have something to write on.
      3. Afterwards, the ALT will do a pronunciation check.
         1. They will select a random row of students to pronounce the slang word going down the line. They can award the best pronunciation in the row with a reward, sticker, or stamp.
   2. Guess the Meaning - 9 minutes
      1. Students will work in pairs to think of the meaning of the slang.
      2. The ALT will write the slang used in the class in different areas of the board.
      3. After 3 minutes, volunteers or selected students will write what they think the slang means underneath each respective word on the board.
      4. The ALT will teach students the actual meaning of all the slang.
   3. Practice - 7 minutes
      1. Students try to use the new slang with their partners.
      2. The ALT will show slides with the slang used for students to remember. Then they will give a replica slide with the slang words blank.
      3. They will demonstrate a conversation if students are struggling and give assistance or answer questions if the students are still confused.
      4. They will also walk around and use some of the slang with the students to see if they’re grasping it.
3. **Conclusion - 5 minutes**
   1. The ALT will ask students what their favorite slang was and if they have any questions about the slang that was covered during the lesson.
   2. They will give students an assignment to use the new slang with friends or family outside of class.
   3. At the start of the next class, the ALT will ask students who they used the slang with, and what their reaction was to the slang.

**Additional Information:**

This is an activity that can be used when students have big tests coming up and the teachers don’t want to overwhelm the students while they’re studying. I have found my students absolutely love learning about and using slang. The students at my school are like sponges, and every small piece of slang I’ve used with them, they’ve clung onto and have tried using it with me. This activity was born from the fact that many of my students, while using the slang, weren’t using it in the right context. Also, I had plenty of times where I had to describe what the slang meant to multiple students from the same class, on many different occasions. This activity ended up saving serious amounts of time.