1-2-3, 你好!

A reflective journey through teaching Chinese to middle school students.
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Introduction

At the age of seven, I was introduced to Chinese culture and language. My twin cousins, Mark and Jack, had recently returned home from studying abroad in Beijing, China. They told me stories of how Chinese people ate with chopsticks and not forks like the Western Hemisphere’s population. However, their stories about the Chinese questions about their skin color and nationality prompted me to start researching China. I was curious about Chinese society because it was different from the world I was exposed to in America. I think my curiosity was able to grow because my cousins were the first from my family to study abroad. At that time I thought it was cool they did something no one in our family has done. I wanted to be like them because I felt it was better to take the less traveled road.

Through my project I took the liberty to educate middle school students about Mandarin Chinese and Chinese culture. As I am an East Asian Studies major and have studied Mandarin Chinese for close to eight years, I wanted to share my knowledge about Chinese language and culture with students in Kalamazoo. I wanted the students to have a growing interest about the world and its people. I hoped that my lessons and weekly visits cultivated enjoyment in a different culture and inspired them to think about the environment they live in distinctly. The students I taught came from marginalized backgrounds, meaning they were people of color from relatively low income households. My project was made possible by the Communities in Schools afterschool director at Maple Street Middle School.
While conducting my Chinese club at Maple Street, I not only gave language lessons, but also gave the children a chance to experience Chinese culture by bringing traditional games to class, feeding them Chinese food, giving presentations on Chinese holidays, etc. There would be days where we practiced Chinese writing stroke order and played charades with Chinese vocabulary words. Then, there would be days where we learned about China as a country and practiced some of their traditions, like by eating food or watching cultural performances via Youtube.

I will break down what specifically this paper contains. The second portion has information about the literature I read and how it prepared me for teaching children. The Review of Literature section goes into detail as to how I formulated my approach to teaching middle school students. For instance, at first, I did not care where the students sat in the classroom as I instructed Chinese lessons. However, in Highway to E.S.L the authors gave many helpful tips as to where I (the teacher) should position myself and move about the learning space. Also, it made me think about where my students should sit so I could better engage with them as they learned Chinese. Likewise, my readings allowed me to understand how children view language learning and go about it. Although there were many occasions where the students voiced their opposition to learning Chinese, I think the environment was the cause and not the actual material. This will lead me to discuss my “Approach” for my project.

In the “Approach” section of my paper, I will give in depth information on the school demographics, afterschool program demographics, club activities, etc. The method I used to teach the students involved me creating a lesson plan with various
topics. I will discuss how I designed my lesson plans and give examples of what I did with the students. Also, in this portion of the paper journal entries will be presented to show how the children reacted to that day's activity. I will explain why I chose certain games or tasks. The “Approach” section is my in-class experience and observations of the students. But before getting into those topics, I would like to give an overview of the Mandarin Chinese language system to allow the reader to better understand this project and Chinese.

**The Chinese language Structure**

For native speakers of English, the Chinese language is considered to be one of the most difficult languages to learn along with Arabic, Japanese, and Korean. It is commonly labeled and referred to as 普通话 (Pǔtōnghuà) because of the numerous dialects within the Chinese language, which then translates to vernacular Chinese or more commonly said Mandarin Chinese. Its speaking and writing systems alone baffle English speakers, especially Americans. For example, English, unlike Chinese, is a non-tonal language with an alphabetical system that helps speakers pronounce vocabulary. Our alphabet system is closely based on the Roman alphabet.

The Mandarin Chinese language has four tones; the first tone is high pitch and level (ex. 妈 妈 meaning mom), the second tone starts middle range then rises to high pitch (ex. 麻 麻 meaning hemp), third tone is mid-low to mid-high pitch (ex. 马 马 meaning horse), and lastly, the fourth tone is from high pitch to low pitch (ex. 骂 骂 meaning to scold). I like to think of the Chinese language and its tones as a musical choir. The sopranos fit with the Chinese first tone, the tenors fit with the Chinese third tone, and
altos fit with the Chinese second tone. The fourth tone has a very strong sound which resembles an angry person, but I think it fits best with the sopranos. English utilizes the Roman alphabet system to write and reflect the pronunciation of our words and sentences. With our mostly phonetic alphabet system, English speakers could simultaneously misspell words while being able to correctly say the word. For example, fifth grade students I tutored the majority of the time misspell because as “becaz”. However, you cannot do the same and understand Chinese since their writing system is ideographic. In addition, aspiration, in English, is non-distinctive. For instance, “... two sounds spelled t in tone and stone, the first consonant in tone has aspiration; it means it is followed by a breath puff, which you can clearly feel if you hold your hand before your lips while saying the word…” (Alego 33). The human ear at first listen may not be able to notice the sound difference between tone and stone, but there is a physical sounding difference. However, in the Chinese language, their phonemic consonants have distinctive aspiration. Looking at the consonant chi, the English romanization (pinyin) is the same always. Nonetheless, the characters and tones are different. When speaking and writing Mandarin, context is very important. See the following two examples:

Ex. 1: 我迟到了

\[ Wō chídàole \]

I am late.

Ex. 2: 我吃饱了

\[ Wō chībāole \]

I am stuffed.
In these two examples, the pinyin (Chinese romanization) chi has different characters to denote different meanings. Nonetheless, the most important sign of difference is the tones used in the above examples. The distinctive aspirations in Chinese are because they have a phonemic tonal system (Alego 33). Unlike English, when you hear the Chinese pinyin mā said you would know the meaning because of the tone; it is third tone which is the mid low to mid high pitch range (tenors). However, if you heard bōl/ in English then ball and bawl would come to mind. Depending on the sound of the word in English is sometimes futile while in Chinese it is purposeful.

Another reason why Chinese is hard to master for English speakers is because of its ideographic writing. An ideograph is a character or figure in a writing system that represents something conceptually without depending on a particular name for it (“ideograph, n.”). The Chinese population uses characters for their writing system. Chinese characters do not resemble the alphabet that American use to pen their thoughts. Additionally, a logogram is a sign or character representing a word (“logogram, n.”). The Chinese have characters as a means of helping people pronounce the character (phonetic), but not to help understand its definition (semantic), and they are called radicals. For example, father in Mandarin is 爸爸 (bāba). The top radical is “父” (fù) meaning father, and the bottom radical is “巴” (bā) means to wish and functions as the phonetics in the character 爸 (“The Chinese Radicals”). This example shows that many Chinese characters have one semantic radical and phonetic radical. The first radical is helpful when looking up the character in a Chinese dictionary. However, there are instances when a character does not have a phonetic radical. To illustrate, the meaning for
family/home in Mandarin is 家 (jiā). The top radical “宀” (mián) stands for roof in Mandarin while the bottom radical “豕” (shǐ) stands for swine/pig. In ancient China, a family was defined by how many pigs they had in their home. That is why the character for family/home has a roof over a pig.

Furthermore, I will give a simple breakdown of Chinese grammar. First and foremost, Chinese has minimal inflection. “... Certain words could be placed after verbs to express the result of the action… A few of these resultative complements, as they are generally called, have become so tightly fixed, that they were phonetically reduced and changed into suffixes denoting aspect. For example, the word liao 了 (pronounced le) “to end” became a suffix denoting perfective aspect...” (Peverelli 6). Most inflections in Chinese are suffixes indicating tenses, emphasis on the resultative action, etc. A quick example is:

我吃饱了。

Wǒ chī bǎole.

I am stuffed.

In this sentence, the character “了” (le) is equivalent to the -ed suffix. This sentence also displays a similarity between English and Chinese, subject-verb-object (SVO). The translated English does not hint at the SVO structure, but Wǒ chī bǎole could also be translated to “I eat full (le)”. The above example sentence shows that “了” (le) was used as a suffix and the action/notion of an end to eating because of being full.

Finally, another bit of confusion with Mandarin Chinese comes from its number/counting system. Using the number two to illustrate, there are two different ways
to say two, 二 (èr) and 两 (liǎng). The former is used “generally in numbers, when counting to ten, giving out a phone number…” (Liu 53). So, February in Chinese would be 二月 (Èr yuè) because it is the second month. While 两 (liǎng) is used “when specifying quantities… two of something.” (Liu 53). So in English, we would say “There are two cars”. But in Mandarin, we would have to say “那里有两辆车” (Nà li yǒu liǎng liàng chē). The main thing to remember is if measuring words are present, use 两 (liǎng).

The information provided in the above paragraphs serves to exemplify the difficulty I had teaching Mandarin Chinese to 11-13 year old students. After my first installation of Chinese Club during Fall Quarter 2017, I knew that it would be pointless explaining Chinese grammar since the children showed strong opposition to sentence writing practices, and their English writing grammar was still developing. Nevertheless, we spoke Mandarin everyday, so I focused heavily on tones because there were numerous videos and games that could be developed for the purposes of mastering Chinese tones. Also, I explained the Chinese number system, but not in great detail because we never made it past one hundred. Since most students were 12 years old, I got a chance to show the differences between the ways to say two, 二 (èr) and 两 (liǎng). We practiced asking and telling our ages a lot. For example:

**Teacher** : 你几岁？

Nǐ jǐ suì?

How old are you?

**Student** : 我十二岁。

Wǒ shí'èr suì.
I am twelve years old.

Student: 你几岁？
Nǐ jǐ sui?
How old are you?
Teacher: 我二十二岁。
Wǒ èrshí‘èr sui.
I am twenty-two years old.

As you can see 二 (èr) is used when saying your age. I thought the way I explained it to the children was simple enough, but they constantly had questions about 两 (liǎng) usage and if it matter if the two words were used interchangeably. I think confusion arises from the fact that “two thousand” in Chinese is “两千” (Liǎng qiān) not “二干” (Èrqiān). However, once we reviewed the thousands, I successfully got the students to correctly use “二” (èr).

Taking into account the Chinese grammar and the difficulties I explained, what I taught was affected. I tried to create an engaging environment with various activities ranging from partner dialogue to discussing cultural differences between China and America. I found it helpful to exclude complicate grammar explanations and writing exercises from my lesson plans because the students were still in the beginning of understanding English grammar. Also, they did not show interest in writing sentences as much as they did for speaking. This lead me to prepare more Chinese music videos and short story videos. Similarly, I taught the Chinese alphabet in this way. I used songs and
simplistic physical movements to get the children out of their seats and participating.
Lastly, I practiced Chinese stroke order with the students weekly to get them used to the
idea of China having a different writing system. Therefore, the rest of my teachings were
cultural with Chinese vocabulary.
Review of Literature

As I journeyed through my teaching experience at Maple Street Middle School, I relied on various texts that helped me perform my language teaching tasks. From “Reflective Teaching in Second Language Classrooms”, there were eight roles that identified the overarching role of a teacher. The roles are planner, manager, quality controller, group organizer, facilitator, motivator, empowerer, and team member (Richards 105, 106). Throughout my time teaching Chinese I adhered to five out the eight roles. I was interested in these roles because they gave me something to consider and fulfill as I went about teaching the middle school students. I felt like before I discovered them, I was lost and unstructured. The first few weeks of teaching the students I had my own thoughts of what traits a teacher embodied, but I did not seem to execute them well. However, the eight roles in “Reflective Teaching in Second Language Classrooms” gave me things to be mindful of and perform my role as a teacher better. With this being said, I will explain how four of the eight roles made me more aware of my teaching skills while referring to other sources.

Foremost, as a planner, I have created lesson plans that helped me know what to do in the learning environment and how I was going to teach Chinese. “The teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning” (Richards 105). The role of a teacher as a planner is seemingly mundane and a duty that should come as naturally as breathing. However, I found that planning a lesson is easy until the lesson does not go as envisioned. For example, I, originally, wanted to have the children recite raps I made and practice simple Chinese dialogue with each
other, but the children either did not cooperate or expressed difficulties understanding what I was asking of them. Therefore, I struggled throughout my teaching process to not only design an instructional session, but also have this period of class be enjoyable. The first stages of my Chinese classes lacked fun. As I taught middle school students during their afterschool program I had to consider their fatigue from earlier schooling, so I tried to arrange interactive exercises like discussing cultural similarities between China and America by looking at what sort of animals we value. For instance, when we learned about the Chinese zodiac signs for our “cultural lesson of the week”, I showed them a video describing how the signs came to be and the rationale behind why those animals were chosen. As a class, we talked about animals with symbolic meanings and deeper meaning in the United States. The children easily recognized that the bald eagle represents freedom; also I informed them that the wolf represents independence in a way. I believe this helped me fill the role of a motivator for the children.

As a motivator, I tried to create an interesting class atmosphere keeping in mind how the children would perceive each activity. It is said, “The teacher seeks to improve students’ confidence and interest in learning and to build a classroom climate that will motivate students” (Richards 106). The students in the afterschool program did not accept the idea of learning Chinese; however, as a teacher, I used their disinterest as a way to inform my teachings. I asked them about why they did not want to learn Chinese and what they knew about China and its culture, and so with those questions I tried to shape their perception to one of curiosity instead of boredom. In “Highway to ESL”, the authors state that “A teacher’s attitude is the number one influencer in effective teaching” (Ruiter
17). My original thought was that if I were excited about learning and teaching Chinese then the children would participate more. Yet, I found it was more impactful if the activities and incentives I created were something the children enjoyed or made them think twice. For example, when learning about the Chinese holidays like the Mid-Autumn Festival, the children were interested not because of my excitement but because I had brought food. I saw that the food I brought reinforced them to actively participate in the questions I asked. However, this saddened me. The reason being that “In Japan… students learn words and phrases through interest-building, activity-based classes, without relying on external rewards such as praise and high-stakes assessment” (Oga-Baldwin 141). I believe this article helped spot flaws in my teaching method and explore ways to counter the children's boredom. For instance, I tried to use the students’ favorite season to talk about activities they liked to do during that time of the year. They were willingly more engaged. With this I was able to perform my role of a facilitator.

As a facilitator, I tried to allow for freedom so that the students could practice with each other without my help. According to Richards, “The teacher’s role is to help students discover their own ways of learning and to work independently” (Richards 106). At the start of my program, I created a rap that the children could practice in pairs. I wanted them to think of ways of memorizing and getting comfortable with the rhythm and words on the page. This was unsuccessful because of the children’s lack of interest and I think I gave up too easy. “Student self-centered language activities optimize language learning; students must be able to practice the target language with minimum guidance from the teacher” (Ruiter 17). When we were studying Chinese zodiac signs I
wanted the students to design their own zodiac and give it meaning. My goal was for them to understand and acknowledge animals Americans and Chinese people place importance on. I wanted them to think about why we, Americans, value independence and freedom and use animals like the Bald Eagle to represent our values. However, the children did not follow along well. The discussion we had and the work they turned in was not as productive as I would have liked. The times in class where I assigned individual work, the students did not adhere to my directions. I believe this has to do with our afterschool setting, which I examine later on, but I think the author, Ruiter is correct when she talks about giving children space and time to grasp the language. In the end, my readings helped me set my goals and reflect on myself as a teacher.
“Approach”

My project was run at Maple Street Middle School which is located roughly two and a half miles from the Kalamazoo College campus. The middle school across the street from a YMCA center. The neighborhood is seemingly family-friendly. The houses in the area are beautiful and range from small to midsize. My previous volunteer experience through the College’s civic engagement organizations helped me build a strong relationship with the current afterschool director of Maple Street, Philip Hegwood. During the summer before my senior year, I asked Philip if I could run my teaching program as a part of Maple Street Middle School’s afterschool program. With his approval I taught sixth, seventh, and eighth grade students Mandarin Chinese. Also, I was to teach two different sets of children for Fall and Winter quarter. The length of each class period varied depending on different circumstances, like the students’ fatigue. However, on average I was instructing students for a hour and fifteen minutes twice a week (fall) and three days a week (winter). A classroom was provided with an internet accessible computer, projector, whiteboard, and different color dry erase markers.

The middle school has a majority White/Caucasian student body with Black/African American and Hispanic/Latino student body following second and third respectively. On average the school has a student to teacher ratio of 21:1. There are 779 students attending Maple Street in total. The afterschool program is arranged by Communities in Schools (CIS) with the purpose of giving further assistance to students in need. With that being said, the majority of the students in Maple Street afterschool program are Black and Hispanic. The students I taught during the 2017 Fall quarter
included four Black students, three Hispanic students, and one White student. There were four girls and four boys. Their ages ranged from 11 to 13 years old.

The school is shaped like a jigsaw puzzle with an upper and lower left wing and an upper and lower right wing. Our classroom was located in the lower right wing down the hall from the gym and fitness room. Usually, I entered the building from the lower right wing doors opposite the fitness room. The main entrance is located on the opposite side of the gym and fitness room. During the times I attended the afterschool program, Maple Street middle school was hosting either volleyball games, basketball games, and lacrosse practices. This made it convenient for me to enter the building through the doors closest to my classroom, room 201. The room where I taught Chinese was accessible. In addition, it was next to the Community in Schools (CIS) office which made it easier to ask for assistance managing the children’s behavior.

To continue, the classroom 201 was spacious and equipped with majority of the materials and technology I needed to run my project. When you first enter the room, you see the trash bin, bulletin board, and whiteboard to your right. In front of you, the computer and sound system rests atop the table, on the side facing opposite of the door. The wall next to the door has built in brown wooden cabinets extending to the back wall. The back wall has post boards and bulletins hanging on it; also, there is a green old fashioned couch in the far right corner of the back wall next to the windows, and a black bookcase stands against its side. In the center of the room lies four groups of tables. In each group, three to four tables are placed together. This is the original room setup, but during Winter quarter I rearranged the tables to better help me capture the students’
attention and get them to participate. But before getting into that, I will explain my
methods for teaching Maple Street students during Fall Quarter (2017).

Chinese Club Fall 2017

Starting October 3rd, 2017 I officially began teaching Mandarin Chinese at Maple
Street middle school. In my class, I had four boys and four girls. Their ages ranged from
10 to 13 years old. I created a lesson plan which stated what we would do each day. I was
inspired by lesson plans I saw online to use the format of date, topic for that day,
activities for that day, and goals/objectives for that day. There were some days that the
topics and goals/objectives were the same because of time restraints. I wanted my
Chinese lessons to mimic those of my previous Chinese teacher because she incorporated
a lot of rap music and rhythm into our daily activities. I thought this method would get
the children excited about learning Chinese. I spent at most two and half hours a week
planning for my lessons. I watched a lot of videos that introduced certain topics about
Chinese language, like family members, age, greetings, etc. I would think about how to
integrate those videos into my lesson and what activity I could do with the kids using the
videos. Then, I would spend 30 minutes to a hour reviewing what I was to teach the
students the day before. In the beginning, I tried to schedule my plan for all my lessons
for the quarter, however with each day there were new things I discovered about the
students’ interests in Chinese. Therefore, I often changed my lesson plan thinking this or
that activity would work better.
When planning lessons that included food, I had to be cautious of food allergies such as peanut and soy allergies. For example, the first week of Chinese Club we celebrated the Moon Festival and I brought mooncakes for the children to try (see Appendix C page 48). Luckily, I was permitted to bring the mooncakes and the students were able to eat them without falling ill. The videos I prepared were helpful in getting the children’s attention and getting them thinking about Chinese culture. Also on the first day of club, I presented a PowerPoint highlighting my study abroad experience in China (see Appendix C page 47). From my journal entry on that day, I recall the students being inquisitive about Chinese culture, cities, and daily life (see Appendix D page 53). I allowed for a couple of questions about what it was like living in China for nine months. I wanted to use this time to get a sense of what the children knew about China and what they wanted to learn more about. The questions they asked were childish to me, but I could see they were serious.

For this Fall edition of Chinese Club, I had another adult in the room supervising and helping me discipline the children. I was glad to have the extra help because the students later in the quarter became restless and uncooperative. The eight kids I started with slowly became five. The children complained my club was not as interesting as the other clubs going on such as Cooking Club, Book Club, Harry Potter Club, and a host of others. I ran my club on Tuesdays and Thursdays from 4–4:15PM to 5:15PM. I thought this time frame was good because the children did not get settled in right away. Also, it gave me more time prep the whiteboard and computer.
There were days when I had printouts to give to the children which the afterschool director made copies of. The worksheets I found online dealing with tracing Chinese characters, like mother, father, numbers, etc. I had created flashcards to go along with some of the worksheets. However, it was upsetting that the students would tear and throw away my worksheets. I gave out incentives to the students following along with me. The incentives were usually Chinese candy or cookies. It occurred to me that the children really like writing on the whiteboard, so there would be days where I got individual whiteboards and markers to give to the children to play a guessing game or practice Chinese stroke order.

**Chinese Club Winter 2018**

Many of the teaching methods I described in the previous portion were also used for Winter quarter Chinese Club. I used some of the same lesson plan ideas and topics to run class. However, I think this edition of Chinese Club had more powerpoints and videos. In the fall, I learned the importance of building a good foundation. Therefore, I started each class by singing the Chinese alphabet and practicing tones. We would also read the whiteboard to practice saying the date and day of the week. Also, I tried having more discussions with the students about Chinese culture. For instance, on the first day of club, I had the children tell me what they knew about China, and I would confirm their information or tell them it was false. Then, I used my study abroad powerpoint from last quarter to add on to what the children said.

As for activities, I tried to do more interactive things with my students like play Chinese chess, make paper lanterns, draw our favorite season, etc. (see Appendix B page
42). There were good times and there were bad times, but overall, this quarter was better than Fall quarter. I think I used my videos more effectively. The reason is because I turned the videos into guessing games or tried to get the children to remember the songs. I spent more time preparing this quarter because of the art and craft projects which I had to learn and practice ahead of time so I could instruct the children properly.
Reflection on Chinese Club

After 12 weeks of Chinese Club to middle school students I had a little less than 70 hours of teaching experience. Personally, I believe my overall experience was at best mediocre because of the situation in which I was teaching my students. You could say I am judging myself harshly, but I was not anticipating the experience and outcome I got. Objectively speaking, my expectations might have been set too high and not encompassing all the circumstances of the children I worked with or my own skills. There were numerous negative components to my project that made my experience lackluster. In the following paragraphs I would like to outline my adventures with the students of the Maple Street afterschool program starting with the bad, moving towards the good, and ending with what I would have done differently.

To begin with, the biggest complication and headache while teaching the students was the afterschool program itself. I must first emphasize my gratefulness towards the afterschool program director for allowing me to complete my project at his location; however, the afterschool setting was not befitting of my expectations. For example, the Winter installment of my Chinese Club at Maple Street did not have a co-teacher (afterschool “coach”) in the classroom with me. This made it difficult to control the students because I did not have the extra help. I think this experience was helpful for me to discover my limits as a teacher when it comes to disciplining the students. In the Fall, I had another teacher in the room helping me supervise the children and making sure they were doing the task I asked of them. I felt this way the extra pair of eyes reinforced my presence to the children. Additionally, I think the students were tired by the time they
arrived to my club. The structure of the afterschool club was that the children ate as soon as they arrived to the program, then completed homework, and finally had clubs. As I mentioned in earlier sections, there were roughly three other clubs going on at the same time I was conducting Chinese Club. I think my vision for my club was more language-focused. However, I do not believe my goals were achieved due to the students’ fatigue and lack of interest in the subject.

Corresponding to lack of interest, eighty percent of my club was filled with students not willing to learn Chinese. Understandably, I had a lot fewer kids in my club than in the others. I only had eight students because that was the number I felt would best work for me and would be easier to manage. However, out of the sixty-something students attending the afterschool program only two were truly interested in learning Chinese. What made it even more disheartening was neither of those two students were Black. Deep down in my heart and mind, getting young Black students interested in Chinese was my wish. I said wish because I know a language and culture, like Chinese, is not easy to like. The amount of practice, patience, commitment, and consideration a person must have to learn the language is unreal. A person has to be an enthusiast for languages and cultures, and the middle school students at Maple Street did not fit this definition. They, like most Americans I met, belittled Chinese. Their rude and insensitive comments towards Chinese were annoying. At times, I thought it was better to quit and save myself the energy. Nonetheless, I wanted to educate children in predominantly low-income households because I believe in creating good habits. One of the good habits I want to instill in the children is thinking of other cultures not as “them versus us”. I
want the kids to be accepting of others. In this regard, I feel like the children should be at a stage in their lives where they have achieved some level of maturity, especially when it involves treating others with respect and understanding current events. For example, when we were discussing our knowledge of China the students acknowledged the fact that China is a global manufacturer, yet continued to insult the Chinese population by stating that they only worked in factories. When it came to issues relating to American students, they put more thought into their responses. Overall, the bad affected my experience teaching in many different ways.

My experience teaching the students was not limited to the afterschool environment and children’s behavior. A growing theme of my project, especially in the Winter, was having to take into consideration the addition of new students. After the third week of Chinese Club during Winter Quarter, students who had not started with my club were placed into my class causing me to always explain Chinese from the beginning. For instance, fourth week of Chinese Club I had moved past using the Chinese alphabet video and began class by having the children pronounce the pinyin and tones they remembered. However, the introduction of two new students made it difficult to include them with the rest of the class without boring the class with knowledge that they knew. Likewise, the last two weeks of club I lost more than half of the original class members, but gained an entire new crew. I gave up on teaching the language at this point and dived into Chinese culture. Following this, when I had my original class it was frustrating trying to get them to focus on me and participate in the activities I arranged. This is the second reason why my program was unsuccessful. I think the fun was sucked out of my project because of
the students’ lack of cooperation. To illustrate, when we were learning about the Chinese zodiac signs I asked them to draw and color their own zodiac sign and write a short story introducing how this sign came to be, what it represented, and why you chose it. However, I had a class full of boys who disliked drawing and coloring. This was displeasing because I arranged for this cultural activity that differed from the language practices, and I wanted them to have a chance to be creative with freedom from me talking at them. However, the boys not only produced inadequate work, but also whined about the work. Continually, the students made excuses as to why they could not participate in my club. There were two boys in particular that every other day or so said their stomachs ached, they had a headache, they had hurt themselves while playing basketball, etc. Those same boys would still disrupt my class when I let them sit out of the lesson by talking during my instruction time and annoying their peers. Sometimes, those students would leave the classroom without permission. These experiences were the reason I believe my time at Maple Street was not fruitful. Yet, there were a couple of good point I will reflect on.

Despite much frustration teaching the children at Maple Street, there were some moments that made me feel proud. To start with, midway through my program and at the end of my program, I quizzed the the kids orally as a group to see if they remembered how to say their names and ages in Chinese. To my surprise, the students were able to accurately and simply introduce themselves in Chinese. I think this was because after every session I had the students repeat the same phrases and vocabulary before being dismissed. I remember from my readings that consistency is important when teaching
students. Therefore, I tried my best to create a suitable routine for the students as they learned Chinese. For example, I would write in Chinese pinyin and characters the date (year/month/day), the day of the week, and China on the whiteboard. My hope for this habit was that the students would follow and get comfortable practicing those topics with me. Secondly, the students cooperated with me when I gave incentives roughly 65% of the time. I would bring Chinese style and favored candies and snacks to class. During both Fall and Winter sessions of Chinese club the candies I brought interested the children enough to pay attention to me. Personally, I am against giving out incentives to children because I think learning is something a person should do. However, I understand to get children participate it should be in their benefit. I am pleased that my food options got the children to pay attention and show interest in Chinese culture. Lastly, the children asked numerous questions about Chinese culture and expressed interest in discussing it in detail. Without a doubt, I had enjoyable and delicate conversations with my students about Chinese culture. An example of such talks revolved around the Chinese New Year. While discussing the traditions of the New Year, the children referenced Disney Channel’s Andi Mack. This television series focuses on a 13 year-old girl of Chinese descendent who finds out her older sister is actually her mother (Disney Channel PR). The students gave me a synopsis of the episode where Andi invited her friend Noah to celebrate the Lunar New Year (Chinese New Year) with her family. Noah is White and unfamiliar with Chinese customs which leads to a lot of mishaps resulting in him being sent home (see Appendix E, Winter Quarter, page 67). The children rapidly questioned me about the incidents that unfolded in the show like eating from the offering table and
wearing white. I stressed the importance of the color red in Chinese culture and how it means happiness and good fortune. On the other hand, the color white is synonymous with death. Also, eating from the offering table offends the ancestors. The children argued that the Mack family was not being understanding of Noah’s position, but saw how important the traditions were to Chinese people. There were also times when the students displayed insight into the Chinese political standing. This surprised me because I did not think they knew who China’s ruler was. With this I felt that I could have better used my time with the children.

After much consideration, there were four improvement I would implement if I were to do my project again. The first change would be to practice Chinese stroke orders less and practice speaking more. I felt the stroke order practice was time consuming and did not help the children remember how to write the characters, but introduced the notion of having a specific method to Chinese character writing. Also, I think it would have been more pleasing to the children if they learned more Chinese catchphrases. I feel like the children only remember how to introduce themselves in Chinese. I wanted them to be able to say more than name and age, like grade in school, number of family members, and hobbies. However, I lacked time management skills and most importantly authority. Continuing on, it was difficult asserting authority over the children in the afterschool program because I was not a full-time teacher and did not see them everyday. I think my presence in the classroom was not taken seriously. Some of the children would ignore my directions which irritated me because getting everyone’s attention took longer than I expected which decreased the time I had for teaching and activities. Speaking of
activities, I would have organized more interactive ones such as performing songs in Chinese and role playing historical Chinese figures as a game of charades. I believe these types of exercises would have interested the children more. Likewise, it would have fed their curiosity for Chinese culture in a different light. Finally, I should have better prepared cultural lessons so that I was not lecturing the students. I would have made it so that they cooked Chinese food and introduced an interesting fact about China’s culture to me. I think asking them for a topic about Chinese culture they would have liked to learn about could have been to their benefit. All in all, I would design my lesson plans around what the students were interested in and not what I felt like they should learn.

Conclusion

Forrest Gump said, “Life is like a box of chocolates. You’ll never know what you’re gonna get.” This quote sums up my experience teaching Chinese to middle school students at Maple Street Middle School. Being able to explain and use my Chinese language skills was terrifying because I did not want misinform the children. Also, it was an unexpectedly exhausting experience comparable to my study abroad experience in China. Yet, it was a humbling and impactful experience. It was rewarding to use the skills I acquired over the past eight years. I enjoyed sharing my knowledge of Chinese culture and language with students of color from similar backgrounds as myself.

By researching the differences between the Chinese and English language I have a better foundation of in both languages and gained confidence in my abilities to explain such differences to non-Chinese speakers. Studying how to teach Chinese through the literature I read was helpful and impacted my future ideas of teaching. I have acquired
skills in adaptability because of the frequent changing of my original lesson plan to accommodate new students. Also, it made me think more creatively about interactive components to my project, like using food activities to engage the students and holidays to teach the students about China’s culture.

After my project ended, I started a lunch club at a Woodward elementary school located two blocks from Kalamazoo College campus. This lunch club introduced Chinese culture and language to fourth and fifth grade students at the school. While working with the Maple Street students I thought of innovative ways to assist the children in remembering common phrases. After reflecting on my experience, I thought of a tangible and easy conversion of Chinese to English that helps with pronunciation. For example, I, now, tell the Woodward students “Knee How” as a way to say “Hello” (Nǐ hǎo) in Chinese. I think the children retain the information better if I present in relation to English words they already know.

Lastly, I have not given up on my teaching aspirations. I am in the process of moving to Shanghai, China to take TEFL courses in preparation for teaching English in the country. I am thankful that I could efficiently practice my teaching skills in a classroom setting at Maple Street. I am hopeful that one day the students of both school would look back and reminisce about the times we shared learning Chinese. I believe with time the seeds I planted of China’s culture and language will inspire the children to visit one day and even study abroad.
BIBLIOGRAPHY


Shi, Yixin. 学前识字. 江西高校出版社 (Jiangxi University Press), September 2012.
Appendix A:  
Fall 2017 Lesson Plans

Chinese Club Week 1
Week One: Tuesday, Oct. 3
Self introductions
Start of class play Chinese number song 1-20
https://www.youtube.com/watch?v=IK7iiAW4Qig
Begin to count aloud with the students (5 mins)

1. Start Class with PPT Introduction of myself and study abroad experience (20 mins including Q&A) in English
2. Practice greetings: Hello, Goodbye, Good Morning, Good Afternoon, Good evening with flashcards and mini rap/song (20 mins)
3. Learn how to ask what someone’s is name and be able to answer back using Chinese (20 mins)
   a. In pairs, children take turns asking what someone’s name is and answering

Goals and Objectives:
1. Students learn general information (e.g. location, name one tourist site, interesting fact) about the city (Beijing) I visited.
2. Be able to say Hello, Goodbye, Good Morning, Good Afternoon, Good evening in Chinese
3. Be able to say “Hello, my name is…” in Chinese
4. Boost their interest in China and its culture

Week One: Thursday, Oct. 5
Self introductions cont. and Moon Festival
Start of class play Chinese number song 1-20
https://www.youtube.com/watch?v=IK7iiAW4Qig
Begin to count aloud with the students (5 mins)

1. Review greetings and introducing oneself (20 mins~)
   a. Practice with flashcards and rap/song
   b. In pairs, ask names and respond accordingly
2. Watch video, discuss, eat Mooncakes:
   https://www.youtube.com/watch?v=xSlmQ01XDhk (30 mins~)
   a. Eat mooncakes
   b. Make compare and contrast chart of Moon Festival and Thanksgiving
3. PPT on Chinese festival: Moon Festival (15 mins)
a. Learn Chinese poem associated with Moon Festival

Goals and Objectives:
1. Review greeting and introducing oneself
2. Boost their interest in China and its culture
3. Learn about Moon festival, its origins and how it is celebrated today
4. Reflect on different festivals in America and compare them with Moon festival.

Chinese Club Week 2
Tuesday Oct 10
Continue: Self introductions and Numbers

1. Practice greetings: Hello, Goodbye, Good Morning, Good Afternoon, Good evening with flashcards and mini rap/song (5 mins)
   a. Learn how to ask what is someone’s name and be able to answer back using Chinese (10 mins)
2. Practice asking and answering someone’s age (20 mins)
   a. Line up from oldest to youngest
3. Practice writing numbers (1 to 20, 30, 40, 50, 60, 70, 80, 90, 100) in Chinese (15 mins)
4. Learn how to write name in Chinese/Practice Chinese writing (stroke order) with family members (15 mins)
   http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%87%A0%E5%B2%81

Goals and Objectives:
1. Be able to say Hello, Goodbye, Good Morning, Good Afternoon, Good evening in Chinese
2. Can identify numbers 1 to 20, 30, 40, 50, 60, 70, 80, 90, 100
3. Be able to say “Hello, my name is…” in Chinese
4. Learn how to ask someone’s age
5. Develop Chinese writing skills

Thursday Oct 12
Review: Self introductions and Numbers/ Family

1. Practice greetings: Hello, Goodbye, Good Morning, Good Afternoon, Good evening with flashcards and mini rap/song (10 mins)
a. Learn how to ask what is someone’s name and be able to answer back using Chinese
2. Practice asking and answering someone’s age (*20 mins*)
3. Practice Chinese writing (stroke order) with family members (*20 mins*)
   http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%87%A0%E5%B2%81
4. I/me, He/she, family members flashcard guessing game

Goals and Objectives:
1. Be able to say *Hello, Goodbye, Good Morning, Good Afternoon, Good evening* in Chinese
2. Can identify numbers 1 to 20, 30, 40, 50, 60, 70, 80, 90, 100
3. Be able to say “Hello, my name is…” in Chinese
4. Learn how to ask someone’s age
5. Practice Chinese character writing/develop Chinese writing skills
6. Learn how to identify family members in Chinese

**QUIZ WILL BE WEEK THREE OF CHINESE TUESDAY, OCT 17**

Chinese Club Week 3
Tuesday Oct. 17
Numbers Quiz and Review

1. Take mini Quiz on Numbers 1-20, 30, 40, 50, 60, 70, 80, 90, 100
2. Go over self-introductions e.g. hello, my name is... , my age is...
   a. Line up from youngest to oldest
   b. Watch short video clips to help us review previous week's information
   c. https://www.youtube.com/watch?v=uc7qd9xPpDY&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXjpsBX&index=18&t=99s
   d. https://www.youtube.com/watch?v=ngOM7skqijo&index=10&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXjpsBX
   e. https://www.youtube.com/watch?v=b9RPzlRIDEs&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXjpsBX&index=20
   f. https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXjpsBX

Goals and Objectives
1. Can identify numbers 1 to 20, 30, 40, 50, 60, 70, 80, 90, 100
2. Be able to say “Hello, my name is…” in Chinese
3. Learn how to ask someone’s age
4. Develop Chinese writing skills

**No Chinese Club on Thursday**
*(Half Day)*

Chinese Club Week 4
Tuesday October 24
Family and Hobbies
Begin Class with tones and Chinese alphabet:
https://www.youtube.com/watch?v=b9RPzlRIDEs&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX&index=20
https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX

1. Count to 100 in Chinese
2. Family member flashcards and video
   a. Act out role of a family and have class guess which family member
   b. Practice writing family members in Chinese characters
3. Hobbies flashcards and video
   a. Play Charades with Hobbies flashcards

Goals and Objectives
1. Students are able to count to 100 in Chinese
2. Can identify and write family members (mom, dad, sister, etc.) in Chinese
3. Can identify at least 5 hobbies in Chinese

Thursday October 26
Family and Hobbies Cont.
Begin Class with tones and Chinese alphabet:
https://www.youtube.com/watch?v=b9RPzlRIDEs&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX&index=20
https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX

1. Count to 100 in Chinese
2. Family member flashcards and video:
   https://www.youtube.com/watch?v=uc7qd9xPpDY&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX&index=18&t=99s
   a. Practice writing family members in Chinese characters
3. Hobbies flashcards and video: https://www.youtube.com/watch?v=etSM1iD4TxA
   a. Play Charades with Hobbies flashcards
   b. Practice writing hobbies in Chinese

Goals and Objectives
1. Students are able to count to 100 in Chinese
2. Can identify and write family members (mom, dad, sister, etc.) in Chinese
3. Can identify and write at least 5 hobbies in Chinese
Appendix B:
Winter 2018 Lesson Plans

Chinese Club Week 2
Tuesday Jan. 23, 2018

Name and Numbers

Begin Class with tones and Chinese alphabet:
https://www.youtube.com/watch?v=b9RPzIRIDEs&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX&index=20
https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX

1. Count to 10 in Chinese https://www.youtube.com/watch?v=IK7iiAW4Qig
2. Watch song video: What is your name?
https://www.youtube.com/watch?v=7ZMc8JJYA94&index=11&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX
3. Have children go around practicing asking what someone’s name is in Chinese
4. Watch video: asking someone’s age
https://www.youtube.com/watch?v=ngOM7skqjjo&index=10&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX
5. Put children into pairs and have them practice asking and answering their age
6. Go over vocabulary used today while writing on the board
   a. http://www.archchinese.com/chinese_english_dictionary.html?find=%E4%BD%A0%E5%A5%BD
   b. http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%86%8D%E8%A7%81
   c. http://www.archchinese.com/chinese_english_dictionary.html?find=%E6%95%B0%E5%AD%97
   d. http://www.archchinese.com/chinese_english_dictionary.html?find=%E8%80%81%E5%B8%88
   e. http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%AD%A6%E7%94%9F
   f. http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%88%9D%E4%B8%AD

Goals and Objectives
1. Can recite the Chinese alphabet
2. Recite the four tones of Chinese without guidance
3. Students can ask each other’s name
4. Count to 10 in Chinese
5. Introduction to Writing Chinese Characters

Wednesday Jan 24, 2018
Name and Numbers

Begin Class with tones and Chinese alphabet:
https://www.youtube.com/watch?v=b9RPzI RIDEs&list=PL_RAWLs7-UN1z9K0YWtiKAupyIXJpsBX&index=20
https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YWtiKAupyIXJpsBX

1. Count to 10 in Chinese https://www.youtube.com/watch?v=IK7iiAW4Qig
2. Ask children their name in Chinese
3. Watch video : asking someone’s age
   https://www.youtube.com/watch?v=ngOM7skqjjo&index=10&list=PL_RAWLs7-UN1z9K0YWtiKAupyIXJpsBX
4. Put children into pairs and have them practice asking and answering their age
5. Make dialogue as a class using the vocabulary we learned
6. Go over vocabulary used today while writing on the board
   a. http://www.archchinese.com/chinese_english_dictionary.html?find=%E4%BD%A0%E5%A5%BD
   b. http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%86%8D%E8%A7%81
   c. http://www.archchinese.com/chinese_english_dictionary.html?find=%E6%95%B0%E5%AD%97
   d. http://www.archchinese.com/chinese_english_dictionary.html?find=%E8%80%81%E5%B8%88
   e. http://www.archchinese.com/chinese_english_dictionary.html?find=%E5%AD%A6%E7%94%9F

Goals and Objectives
6. Can recite the Chinese alphabet
7. Recite the four tones of Chinese without guidance
8. Students can ask each other’s name
9. Count to 10 in Chinese
Thursday Jan 25, 2018
Name and Zodiac Signs

Begin Class with tones and Chinese alphabet:
https://www.youtube.com/watch?v=b9RPzlRIDEs&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX&index=20
https://www.youtube.com/watch?v=EReU1BKtAXo&index=21&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX

1. Count to 10 in Chinese https://www.youtube.com/watch?v=IK7iiAW4Qig
2. Ask children their name in Chinese
3. Watch video : asking someone’s age
   https://www.youtube.com/watch?v=ngOM7skqijo&index=10&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX
4. Quick introduction to Chinese Zodiac Signs

Goals and Objectives
10. Can complete the Chinese alphabet without guidance
11. Recite the four tones of Chinese without guidance
12. Students can ask each other’s name
13. Students can name all 12 of the Chinese zodiac animals in order

Chinese Club Week 3
Tuesday Jan 30, 2018
Name and Numbers Review, Chinese Zodiac Cont.

1. Have children recite Chinese alphabet and tones (5mins)
2. Have children ask each other names and ages (10mins)
3. On individual sheets of paper have students write out the Chinese zodiac signs (5mins)
4. First student to finish gets a chance to write the zodiac signs (in order) on board (5mins)
5. Retell Chinese zodiac story and discuss it (does America have any special/symbolic animals) (10mins)
6. Create individual Chinese zodiac story with animals of your choice (15mins)

Goals and Objectives
1. Can recite the Chinese alphabet and four tones without guidance
2. Students can ask each other names and ages without guidance
3. Count to 10 in Chinese
4. Arrange Chinese zodiac signs in order
5. Think about what animals mean differently

Wednesday Jan 31, 2018
Numbers 20-40, Days of the Week

1. Review Chinese zodiacs (10 mins)
2. Count from 1 to 40 (10mins)
3. Practice speaking the days of the week through video:
   https://www.youtube.com/watch?v=QPVJs1KW4SE&index=17&list=PL_RAWLS7-UN1z9K0YJWtiKAupyIXJpsBX (5mins)
4. Writing practice Monday, Tuesday, Wednesday
5. Play Chinese Go game

Goals and Objectives
1. Count to 40 in Chinese
2. Learn the days of the week in Chinese
3. Be able to say the date in Chinese
4. Practice writing in Chinese

Thursday Feb. 1, 2018
Numbers 20-40, Days of the Week

1. Count from 1 to 40 (10mins)
2. Practice saying the days of the week through video:
   https://www.youtube.com/watch?v=QPVJs1KW4SE&index=17&list=PL_RAWLS7-UN1z9K0YJWtiKAupyIXJpsBX (5mins)
3. Practice speaking “Today is….” (10mins)
   https://www.youtube.com/watch?v=Jr-K895_QoI
4. Writing practice Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
c. Play Chinese Go game

Goals and Objectives
1. Count to 40 in Chinese
2. Learn the days of the week in Chinese
3. Be able to say the date in Chinese
4. Practice writing in Chinese

Chinese Club Week 4
Tuesday Feb 6, 2018
Numbers 20-40, Days of the Week,

1. Practice saying the Chinese alphabet with tones
2. Count from 1 to 40
3. Practice saying the days of the week through video: https://www.youtube.com/watch?v=QPVJs1KW4SE&index=17&list=PL_RAWLs7-UN1z9K0YJWtiKAupyIXJpsBX
4. Practice saying “Today is…."
5. Play game
6. Writing practice Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, Today

Goals and Objectives
1. Count to 40 in Chinese
2. Learn the days of the week in Chinese
3. Be able to say the date in Chinese
4. Practice writing in Chinese

Wednesday Feb 7, 2018
Days of the week, seasons, numbers 20-40
1. Practice saying the Chinese alphabet with tones
2. Count from 1 to 40 in Chinese
3. Practice saying the date in Chinese
4. Practice saying the days of the week in Chinese
5. Practice asking permission to go to the bathroom and call parents (ppt)
6. Watch video about the four seasons
   https://www.youtube.com/watch?v=Jr-K895_QoI

Goals and Objectives
1. Count to 40 in Chinese
2. Learn the days of the week in Chinese
3. Be able to say the date in Chinese
4. Be able to ask to use the bathroom and call parents
5. Identify the four seasons from the video and describe what happened

Thursday Feb 8, 2018
HALF DAY

Chinese club Week 5
Tuesday Feb 13, 2018
Seasons, weather, family

1. Practice saying the Chinese alphabet with tones
2. Count from 1 to 60 in Chinese
3. Practice saying the date and days of the week in Chinese
4. Watch video about the four seasons
   https://www.youtube.com/watch?v=Jr-K895_QoI
5. Describe the weather of the four seasons (ppt)
   a. Have students draw their favorite season and name activities they do during that time of the year
6. Practice writing four seasons and weather

Goals and Objectives
1. Count to 60 in Chinese
2. Learn the days of the week in Chinese
3. Be able to say the date in Chinese
4. Identify the four seasons from the video and describe what happened
5. Practice talking about the weather and seasons
6. Practice writing in Chinese weather and seasons
Wednesday Feb 14, 2018

Chinese New Year Presentation

1. Practice saying the Chinese alphabet with tones
2. Count from 1 to 80 in Chinese
3. Powerpoint presentation about how Chinese New Year began and important elements
   a. https://docs.google.com/presentation/d/1KN6LWqoj4Mc5fM_zJjmY_QqAJF6zbL5QwyfpsOsUhW0/edit?usp=sharing
4. Practice writing important New Year vocabulary
5. Eat Dumplings and Sweet bread, drink orange juice

Goals and Objectives

1. Count to 80 in Chinese
2. Learn about the beginning of the Chinese New Year
3. Name traditions of the Chinese New year
4. Practice writing in Chinese traditions, New Year, food, etc.

Thursday Feb 15, 2018

No Club

Chinese Club Week 6

Tuesday Feb 20, 2018

Chinese New Year Celebration Week

1. Count to 100 in Chinese
2. Watch opening ceremony of Chinese New Year Gala:
   https://www.youtube.com/watch?v=FeRi86DcfyA&t=1683s
3. Review of Chinese New Year PPT:
   https://docs.google.com/presentation/d/1KN6LWqoj4Mc5fM_zJjmY_QqAJF6zbL5QwyfpsOsUhW0/edit#slide=id.p
4. Play Charade game with Chinese New Year vocabulary with video:
   https://www.youtube.com/watch?v=gM_QSDCjHKY&index=52&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXJpsBX
5. Give out Red envelopes with chocolate inside
6. Compare and contrast “Nian” monster story:
   a. https://www.youtube.com/watch?v=P1AKwg7Ng2s&t=0s&list=PL_RAWLs7-UN1z9K0YJWtiKAupylXJpsBX&index=34
Goals and Objectives
1. Can count to 100 in Mandarin Chinese
2. Learn the traditions of Chinese New Year
3. Enjoy Chinese traditional treats

Wednesday Feb 21, 2018
Chinese New Year Celebration Week Cont.

1. Count to 100 in Chinese
2. Review of Chinese New Year PPT:
   https://docs.google.com/presentation/d/1KN6LWqoj4Mc5fM_zJjmY_QqAJF6zbL5QwyfpsOsUhW0/edit#slide=id.p
3. Give out Red envelopes with Chinese money inside
4. Compare and contrast “Nian” monster story:
   a. https://www.youtube.com/watch?v=P1AKwg7Ng2s&t=0s&list=PL_RAWLs7-UN1z9K0YJWtiKAupvIIXpsBX&index=34
   b. https://www.youtube.com/watch?v=uhfHcJSNhYU&list=PL_RAWLs7-UN1z9K0YJWtiKAupvIIXpsBX&index=55
5. Make Chinese lantern

Goals and Objectives
1. Learn the importance of lanterns to Chinese New Year
2. Be able to compare and contrast “Nian” story and learn about its importance
3. Enjoy Chinese music and games

Thursday Feb 22, 2018
Last day of Chinese Club

1. Practice Chinese alphabet
2. Count to 100 in Chinese
3. Ask children to say their name and age in Chinese
4. Play Charades with Chinese New Year vocabulary
5. Make Chinese craft of dog: https://www.youtube.com/watch?v=dV0s3pNTNGE

Goals and Objectives
1. Remember how to say their name and age in Chinese
2. Be able to count in Chinese
3. Make tradition Chinese zodiac Dog craft
Appendix C:
Sample of Class PPT and Activities

Chinese: Greetings and Name Rap

A: Nǐ hào xuéshēng!
你好学生！

B: Nǐ hǎo lǎoshī!
你好老师！

A: Nǐ jiào shénme?
你叫什么？

B: Wǒ jiào Sam. Nǐ jiào shénme?
我叫sam. 你叫什么？

_____________________________
_____________________________

Claps hands and chant:

Nǐ hǎo lǎoshī!
你好老师！

Nǐ hǎo xiǎopéngyǒu!
你好小朋友！

Lǎoshī jiào shénme?
老师叫什么？

Wǒ jiào mǎyǎ.
我叫玛雅。

Mǎyǎ láoshī jǐ suì?
玛雅老师几岁？

Wǒ èrshíyī suì.
我二十一岁。
Study Abroad in China

Maya Sykes

My school: CNU (Capital Normal University)

Located in the capital city of China, Beijing.

My Roommate

Her name is Gao Jialing. She is 20 years old. She is a senior in college. She worked at Vogue China.

Family in China

For Christmas break, my mom visited me. I also celebrated my birthday in China with my cousins. I had a Chinese mom as well.

Beijing attractions
Moon Festival

Festival Activities
In ancient China, the emperor would hold a memorial ceremony for the moon with mooncakes and watermelons.
1. Eat mooncakes.
2. Light lanterns on top of temples.
3. Travel to grand rivers to watch the rise and fall of tides.
4. Play Ta Yo (another legend).
5. Eat duck.

Mooncakes - represents the moon
- Tang Dynasty (618-907 CE)
- Various fillings:
  - Salted Pork
  - Lotus Seed Paste
  - Snow White Coconut
  - Chocolate
  - Red Bean
  - Egg Yolk
  - Millied Fruits
- Yuen Dynasty (ca. 12th century)
- Symbolic of family and reunion.

Moon Festival Legend
https://www.youtube.com/watch?v=S6mOF2XQbk

Sagwa: Moon Festival
https://www.youtube.com/watch?v=M5yI5ji6lMI&list=PL30x

生命 shēngxiào
The 12, horse, goat, monkey, pig, and dog are six of the main domestic animals famed by Chinese people. Other six animals: rat, tiger, rabbit, dragon, snake, and monkey are all loved by the Chinese people.

Story of the Chinese Zodiac

Chinese zodiac animals characteristics

Zodiac Animal Attribute-Saying
Rat: Wisdom - Wise with out wisdom leads to foolishness.
Tiger: Courage - Courage without courtesy leads to ruthlessness.
Cock: Honesty - Honesty without honesty loses its meaning.
Snake: Flexibility - Flexibility without strength leads to manipulation.
Horse: Energy - Energy without energy leads to stagnation.
Sheep: Changeability - Changeability without consistency leads to falsehood.
Ox: Constancy - Being constant without constancy leads to weariness.
Dog: Loyalty - Loyalty without loyalty leads to rejection.
Pig: Friendliness - Friendliness without friendliness leads to weakness.
我可以去上厕所吗？
Wǒ kěyǐ qù shàng cèsuǒ ma?
Can I go to the toilet please?

我可以给我的父母打电话吗？
Wǒ kěyǐ gěi wǒ de fùmǔ dà diànhuà ma?
Can I call my parents?

Seasons 季节 jìjié

Summer

Winter

Spring

Fall

To snow

To rain
Chinese New Year

Its Beginnings
- Also called: Spring Festival
- The story of Nián
- During a time of hereditary rulers of a country.
- Shang Dynasty 1766 BC - 1122 BC
- Generally celebrated in late January or mid February
- Follows the lunar calendar
- 15-day celebration
- Different events

Traditions (传统习俗)
- Nian Beast Legend
  - Firecrackers
  - Red signs
- Cleaning
- Visit elders
- Lion and dragon dances
- Red envelopes
- Birthday of god of stone
- Last Day
  - Lantern Festival

This Chinese lantern craft is quick and easy to do, but a string of them hung across a room looks bright and pretty and perfect for a Chinese New Year or Lantern Festival display.

You will need:
- A4 coloured card
- A4 coloured paper in a different colour to the card
- Tissue paper
- Glue stick
- Thread to hang
- Scissors

Instructions:
1. Fold the paper in half lengthwise. Cut lines through the fold to about 1 ½ inches from the top of the paper at about 1 inch intervals. Cut a ½ inch piece off the end.
2. Cut a strip of about 2 inches off the width of the card. Glue strips of tissue paper along the uncut side.
3. Take the paper and glue it on top of the card along the top and the bottom, matching the edges. You will find that the middle of the paper sticks out.
4. You should be left with a ½ inch strip of card showing along one side. Glue along this strip and bend the lantern round into a cone shape. Staple to secure.
5. With the tissue paper hanging at the bottom, make two small holes in the top. Tie some thread through to hang the lantern.
Shi, Yixin. 学前识字. 江西高校出版社 (Jiangxi University Press), September 2012.
First Day of Chinese Club 10/3/17

Today was my first day starting the Chinese Club at Maple Street Middle School. The kids were interested in learning Chinese. There were seven kids- three girls and four boys, and they were very loud and played roughly with each other. They sat wherever they wanted. There is a green couch in the back of the classroom- the students like sitting on the couch. When I asked them to follow along with me and repeat the Chinese vocabulary they participated without a problem. Their pronunciation isn’t as good as the first and second grade students from Woodward. But overall, the middle school students were more cooperative. I prepared a Chinese “rap” for the students and emailed it to Phil (afterschool director), but copies of the “rap” were not ready for me to hand out to the kids. I, also, started club late because my classroom’s computer wasn’t set up. I had to wait for Phil to give me his computer login username and password. So, I used the flashcards I made the day before to pass the time and get the students speaking Chinese. I had first day jitters because the kids saw me as an adult and called me “Ms. Maya”. I don’t feel like a grown up, but the kids see me as such. The other adult in the room was Coach Tess. She works at the afterschool program and is a graduate student at Western. She was helpful getting the kids to be quiet. When I got the computer working I gave a presentation on my study abroad experience in China. They had a lot of questions about
China. Overall, the impression I got from the kids was that they were interested in learning Chinese. They were fascinated by Chinese characters and volunteered a lot.

Week 2 of Chinese Club 10/10/17

There was a new student in Chinese club. Now, I have four girls and four boys for a total of eight kids. She said she studied Chinese before. She is very talkative. She talks over me and to other students. In general, the kids were not cooperating with me. They didn’t participate in the activities I organized. I started club by having them go to the whiteboard and write the numbers they remembered in Chinese pinyin. They lost the practice worksheets I handed out last class with the numbers written in Chinese characters and pinyin. Only three students had their papers. Lalo is a boy and he is bilingual- speaks Spanish and English fluently. He really seems interested in Chinese, and participates in class. He says he studies it at home and asked about study abroad options for middle school students in China. But besides him, there is a girl named Mary who participates but leaves club early. The rest doesn’t seem as interested as first week. I think because first week I didn’t do much language learning. I went over Chinese culture a little bit and then on Thursday we celebrated the Moon Festival by eating mooncakes and discussing the holiday’s importance. I want the kids to learn the Chinese language as well. Like, today I got a chance to actually practice the “rap” with the kids and they were not following along. They didn’t respond well to this type of learning. I think I confused them with the pace that I was speaking. Currently, I do not know the children well enough to gage their learning styles. When I learned Chinese, music and rhyme helped
me memorize and digest the language. I don’t think I will use this “rap” method after
today. I think my teaching is too fast for them. I expect for them to get it easily because I
repeat myself so many times, but they seem to get disinterested with this. I, at least, want
them to be about to write the numbers in Chinese. I printed out Chinese practice writing
paper for the students to work on, but at the end of the class they either left them on the
desk and threw them away in the trash. I tried to reward them by having the person who
finished first and paid attention write the character on the board. Our classroom has a
projector that projects on the whiteboard, so they can watch the stroke order first then
write. Next week I want to quiz them on their numbers to see if they are learning.

Week 4 Chinese Club 10/24/17

Last week only Lalo had his worksheets and filled out the quiz correctly. So, I
brought him a snack and gave him Chinese candy. I was told some of the talkative
students had quit Chinese Club and the afterschool program. I was very pleased with this
news because the girl was not in my class anymore. She was too disruptive. I began class
by playing a video about Chinese tones and pinyin alphabet. We sung together, not really
though. I sang and some of the kids followed. I was left with three girls and three boys.
Then, I paused the video at the end to explain the Chinese consonants and vowels and
had the kids go around one by one and say them. Although the kids mocked the videos
they were able to remember the words (not really) better, or the rhyme better. Then we
counted to 100 in Chinese and listened to a song about numbers to energize the kids. I
made them stand up and move a bit because they looked bored. After we moved and
I wrote the numbers 1 to 30 in Chinese characters on the board and had the kids write the pinyin and arabic form of the numbers. Only Mary and Lalo were able to correctly write the pinyin to match the characters. Lalo asks too many questions which gets me off topic. Mary left before we worked on learning family members. But, we mostly reviewed asking age and name in Chinese. I handed out more worksheets but the girls drew on them and didn’t participate. But, once I turned on the Chinese stroke order practice and projected it on the board the girls wanted to participate. I need to learn how to better engage and grab the students’ attention, like make them notice me as their teacher. The afterschool environment seems limiting my capabilities and the children’s want to learn.

Week 4 Chinese Club 10/26/17

I had all boys in club! It was very hectic because the boys play roughly with each other, but a new male Coach was in the room with me. Unlike Coach Hess, this male Coach participated in the Chinese activities and was genuinely interested in learning Chinese. This was helpful getting the boys to settle down and pay attention. We reviewed the pinyin, tones, and numbers. It was a productive day. The male Coach was really useful and fun to have in class. The kids seemed to enjoy having him in class as well. They all seemed to be having a good. They didn’t argue with me or talk over me too much. I went over the flashcards I made and the packets with other vocabulary words. Then we played charades until it was time to go. I rewarded the winners of each round of
charades with candy. I think it’s good to have another adult in the class actively participating in the Chinese club with the children as to set a good example.

Week 5 Chinese Club 10/31/17

We played charades again. Two girls and three boys were in class today. We started to watch a Chinese movie called Monster Hunt. The kids seemed to enjoy it.

Week 6 Chinese Club 11/7/17

We continued the movie. I had all boys again. They enjoyed the movie. This was the last day of Chinese club, kind of.
Appendix E:
Journal Entries

Winter Quarter

First day of Chinese Club 01/16/18

This quarter, I have one girl and seven boys. Mary and Lalo from Fall quarter chinese club decided to resign up for my class. There are twin brothers in my class. One of the twins was sick and slept on the couch in the back of the room. The shorter twin participated in class. This time I used the advice from my readings and moved the tables around so that two tables formed a line in the front of the class. I had the children sit in the front of the room and not as they pleased. Unlike the other time, I started class asking the students to go to the board and write facts about China and its culture. The kids were very excited to write on the whiteboard and came up with more information about China than I thought they knew. We discussed some of the topics on the board. Some of them things on the board were myths or insensitive comments, and I was curious as to where and how the kids came up with those things. Like, they said “Chinese people are bad drivers” and the “China only makes fake and cheap stuff” etc. I wanted to debunk some of those stereotypes before learning the language. Then, we went over the basics, like 你好 (hello), teacher, my name is…, etc. I used the space on the whiteboard better. I wrote China in characters and pinyin (Zhōngguó 中国) on the board and explained them to the class. I have the goal of the students, at least, being able to call the Chinese writing system “characters” and not “symbols”, and know what pinyin is. Hopefully, they remember at least this bit. The day ended without a problem. The kids seem interested in
learning Chinese, but this time Coach Tess and the male Coach from last quarter are not in the room with me. I have no other adult to help me control the boys. Mary leaves early as always. So, I am very nervous to teach a group of middle school boys. Hopefully, this goes better than last quarter.

Week 1 of Chinese Club 01/17/18

Today, Lalo was not in club. Mary left early, but there was a new kid (a girl). She didn’t seem like she was interested in learning Chinese. There is a boy from yesterday who also doesn’t seem to want to be in my club. There are so many people in Maple Street’s afterschool program, so I understand why the director placed people in my club. He needed to separate students and try to even out the ratio of staff to students. I cannot have no more than eight kids in my presence at a time. Today, I had two girls and five boys. The new girl left before 5 pm, and the boy who didn’t want to be there left as well. So, I worked with the other boys on asking someone’s name in Chinese and age. Then, I quickly introduced my study abroad experience in China.

Week 2 of Chinese Club 01/24/18

Today, I got two new students (more boys!!!!). One boy was in Spanish club, but left because he was having problems with some of the students. The other boy didn’t have Wrestling practice, so the afterschool director, Phil, placed him in my club. The boy who did Wrestling was not interested in learning Chinese because he wanted to learn Spanish and thought it was more useful. This boy continuously disrupted class and
bothered the other students. But, he left my class to use the bathroom and never returned.
The boy who was kicked out of Spanish club actively participated in class and asked me a lot of questions. We were still going over names and ages in Chinese because the kids couldn’t remember them well. Surprisingly, when I asked them to partner up and try to role play asking each others names they did better than expected. We sang the Chinese alphabet and practiced saying them with tones. The kids say they don’t like the alphabet song, so I promised that I would stop using the video next week once I thought they remember them. For learning the alphabets I would play the video twice, but the second time have the children sing along standing to get them warmed up. Afterwards I would let them sit and one by one read a line of alphabet with a random tone. They followed along okay. The last activity of the day would be practicing writing Chinese characters. They liked this because they get to write on the board. My new student was very well behaved.

Week 2 of Chinese Club 01/25/18

Today was a little shorter because Phil wanted to give the children free time in the gym before going home at 5:30pm. Chinese club normally runs from 4ish~ to 5:15pm. This time I had come earlier to the school to prepare some writings on the whiteboard. Like, I rewrote China in characters and pinyin to give another explanation to the students because yesterday I overheard them calling it symbols. Also, I wrote the date and weekday on the board so that I could have a feel of routine during club. Like, first we would go over the stuff on the board, then move to reciting the alphabet and tones, then review what we previously learned, and finally new material. So today, we went over the
alphabets and tone like usual and asked each others names. We counted to 10 in Chinese and I saw told them their ages in Chinese. For example, one kid is 13, so in Chinese it’s “Wǒ shí sān suì (我十三).” I had flashcards to help the children read the pinyin. Lalo is a kid from last quarter and remembers some of the Chinese numbers, but he doesn’t followed along with the rest of the class. I have new kids now and I want to bring everyone to the same page, but he goes faster than everyone else. Lastly, I gave a quick introduction to what we would be learning next week which are the Chinese zodiac signs. They seemed interested in learning the zodiac signs. We ended 5 minutes to 5pm.

Week 3 of Chinese Club 01/30/18

Today, the other girl was not here, but Mary stayed the full time of the afterschool program. It seems like the other girl only comes on Wednesdays and leaves at 5 pm. Lalo was not here today either. We read over the whiteboard starting with China and moving on to the date. I also wrote a new sentence on the board: “Wǒ huì shuō zhōngwén (我会说中文).” It means “I can speak Chinese”. I want it to be our daily slogan, but the kids weren’t really feeling it. The kids asked me why I wrote the date starting with the year first then month and date. I told them that’s how it’s written in China. So today would be written like 二〇一八年一月三十日(Èr líng yībā nián yī yuè sānshí rì)- 2018/01/30.

then , we learned about the Chinese zodiac signs in detail. First, I asked them to write on a sheet of paper the zodiacs they knew. But, no one had paper and neither did I. So, I let them write on the board the animal they knew. Then, we watched a video to see if they guessed correctly. The video told the story of how the animals were chosen and I had a
powerpoint explaining each animal’s importance to Chinese people and their symbolism. There are 12 zodiac animals- rat, ox, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog and pig in order. This is the year of the Dog. They asked a lot of questions about why the Chinese followed a different calendar and I was worried about accurately answering their questions. Sometimes, their comments were rude towards Chinese culture, and I am not sure how to respond during those times because I want this club to be a bridging of understanding between two different cultures. But, they stayed focused to the class topic and participated. We discussed if in the United States there were any animals that were symbolic. We came up with bald eagle and wolf. Then, we drew and colored our own zodiac animals until it was time to go. The boys didn’t like drawing and coloring as much as I thought they would. I had to ask Phil for the prints I emailed him so that the boys could draw on the back. But, after club was over they just left the papers with me. A waste. Before, I let them go I quizzed them to see if they remember how to say Hello, name, and age in Chinese. One by one they left. It was a very good day, I feel proud.

Week 3 of Chinese Club 01/31/18

As always we started reciting the alphabet and tones. Then we read the board practicing our slogan and the date. Today, we actually learned how to say the days of the week in Chinese. We counted from 1 to 40 in Chinese. I tried explaining to the kids that after the number 10 the numbers in character form are the same. So, the numbers one to ten are 一二三四五六七八九十(Yī’ èr sān sì wǔ liù qī bā jiǔ shí). And, eleven would be
number ten character 十 (shí) and number one character 一 (Yī') together and so forth. Twenty, thirty, and forty are represented by number two in front of the number ten and so forth. I think I made the kids confused, but I think after practicing it some more they’ll get the hang of it. I think I spent too much time explaining numbers because I wasn’t able to get through all the days of the week. Also, I wanted to play a Chinese traditional game with the students as a cultural activity and a break from learning and speaking Chinese. The game is called Go and it’s like chess. The students really liked it, so I’ll bring it back again. It was the first time they were sad to leave Chinese club.

Week 4 of Chinese Club 02/06/18

Today, my professor came to visit me while I taught Chinese club. It was embarrassing because the kids were very rowdy and uninterested in class. They wanted to be in the gym for free time. But, it was very weird because I got two new students. One girl and one boy four weeks into Chinese club was there to learn. I had to replay the pinyin and tones videos for them because they didn’t know the foundations I have been trying to instill with my children. The new girl name was Jasmine and she was very quiet and the only girl left with the boys. The new boy name was Jayden, and showed interest in Chinese especially when we were practicing stroke order with character on the board. The kids were very uncooperative more than usual. I start everyday around 4pm and end at 5:15pm because most of the kids aren’t in the room when the clock strikes 4. But today, the kids seemed really impatient with me and did follow my instructions well. I wondered if it was because my professor was in the room, but I don’t think that’s the
reason because they seemed to be wanting to go to the gym more than usual. I wondered
if they like had an actual break before coming to me. Usually, they do homework first
during the afterschool program and eat then have free time. But, what made things
especially difficult for me was Emory (the boy in Wrestling club) and another student
(Jaysean, I think his name was). The both of them irregularly come to Chinese club so
having them there today was a headache. Jaysean was on his phone and Emory
continually made insensitive comments to the point where he was removed from class.
When the kids found out that other students were out of club and in the gym they became
even more anxious to leave. After club was over, my teacher thought my class time was
too long and could be shortened a bit. Also, I should think about giving out paper for the
children to write on because some of the kids were asking for it and want more chances
to go up to the board and practice character stroke order. Also, I spent a lot of time with
that exercise. I think after two and three times practicing stroke order the point was made
that Chinese writing has a particular way it must be written. As a language teacher, I must
find more engaging ways to keep my children’s attention. I think today was the most
unsuccessful day of helping the children experience and enjoy Chinese language and
culture.

Week 5 of Chinese Club 02/14/18

Today, we celebrated Chinese New Year. We are not in our usual room because I
brought food to cook for the children. I bought dumplings, sweet buns, and orange juice.
I made a powerpoint to give information on the beginnings of the Chinese New Year. I
was the only one cooking because the kids were not allowed in the kitchen area. So, I was running back and forth from the computer area to the stove area to check on the food. I kicked two students out of the club because they were not participating and I was not going to argue with them and beg them all class to do what was asked of them. Once they and Mary left I had 5 kids in Chinese club. We discussed the differences about the ways Americans and Chinese people celebrate their respective New Year holiday. I had Phil print out worksheets comparing and contrasting the American and Chinese New Year. The kids were interested by the facts on the sheet but didn't really fill out the Venn diagram. Instead, they began to tell me about a show called Andi Mack on Disney Channel. On this show a 13 year old girl is trying to figure out what it means to be a teenager with the help of her close friends. She has a crush on the popular boy at school (very cliche coming of age storyline), but the twist comes when she figures out her older sister is actually her mother. Andi is of Chinese descendent, so there was an episode of the Mack family celebrating the Chinese New Year. Andi invited Noah to celebrate the New Year with her family, but he causes problems due to his lack of knowledge about Chinese customs. Andi’s family was furious with Noah and asked him to leave. The kids told me that Noah wore a white shirt to the gathering, and I explained to the children that the color white is related to death, eating from the offering for the Chinese is disrespectful and likened to eating from the ofrenda during the Day of the Dead. They still complained however that Andi’s family was too harsh. Overall, our conversation about the Andi Mack show and Chinese New Year was good. After this, they talked about it among themselves while I cooked the dumplings. It was hard multitasking
cooking and teaching because I didn't want the kids to get off topic and become bored. I wish I had another coach/staff in the room with me. But luckily, the videos and worksheets kept the students attention somewhat. Once it got closer to the food being ready they started to get out of their seats and flock over to where I was cooking. They would asked to help me, but they weren't allowed to because I didn't want them to get hurt. I let them practice writing the seasons on the computer with the Chinese stroke order website. Also, I asked them to draw their favorite season for me with the calligary paper I brought with me. Only the girl, Jasmine, took the time to draw and color her favorite season. The boys quickly drew something without coloring it and moved on. The boys really hate coloring. This really surprises me because I was told kids love arts and crafts because it stimulates them. I guess this doesn't apply to middle school boys. Once the sweet buns were done I passed them out with sweetened condensed milk sauce. They thought it was okay, but it was too sweet for them. They enjoyed the beef dumplings and orange juice of course. It was a hectic but good day, but I felt bad because they had to rush and eat.

Week 6 of Chinese Club 02/20/18

This is the last week of Chinese club. Lalo decided not to come to Chinese club, but go the the basketball game being held in the gym. I had two new students today. They were friends of Jasmine. I have more girls than boys for once. We counted to 100 in Chinese and practiced saying the date before moving on. We reviewed my Chinese New Year presentation and played guessing games all class. Instead of using flashcards like
last quarter I quizzed the children on information I had went over in my slides and in the videos we watched. I wanted to see if they had been paying attention. I rewarded them with red packets (红包) filled with either chocolate and Chinese money. They were very competitive with each other and seemed to enjoy my games. However, I was still disappointed that the students would make insensitive comments about the videos I showed them. Like, we watch the opening ceremony of the Chinese New Year Gala and they would rudely talk about how the people dressed and sung. I found out that they actually watched a Chinese-American show called Andi Mack produced by Disney Channel. So, they know some information about Chinese culture, but they are choosing to be disrespectful. I threatened to leave and take back my snacks and money. They continued to be rude. They stopped loudly making comments, but I could hear them as they whispered to each other. I never got the chance to actually do a class about stereotypes because of the days afterschool program had off or too few children in my class. I think that's something I would have done differently. At the end of the day I had them try Chinese lotus root but they didn't like it and threw it away, after a bite or two.

Week 6 of Chinese Club 02/21/18

I had two students in class, Jayden and Cameron. We made paper lanterns and watched more videos related to the Chinese New Year. We talked about their school life. Today, the students held a protest about gun violence, and told me it'll be reported on the news tonight. I had a sense of pride that the students took it upon themselves to organize something so meaningful. We talked about bullying and how in my city, Chicago, that
every school building public and private have metal detectors at the entrances. It was a relaxed day. We ended early and they went to the gym.

Week 6 of Chinese Club 02/22/18

On the last day of club, Cameron, Mary and a new student came to class. It was a relaxed day. We played the guessing games again and Cameron was really excited. Mary left before we made the Chinese New Year dog craft. But, me, Cameron and the new girl made the craft out of some of my leftover red packet envelopes. I reviewed some Chinese sayings and vocabulary with the new girl. She asked if I was coming back next week and I told her today was the last day of Chinese club. She was sad, but it can’t be helped. This experience was a roller coaster ride.