

**Intended for Grades: 6-12**    **Estimated Time:** 20-40 min.

*Draft Date: July 2013*

**Lesson Title: HUMAN JAN KEN PO**

**Lesson Purpose:** Students will:

- \* Learn about different forms of communication
- \* Become aware of personal leadership styles through play interaction
- \* Build relationships within a group by having fun

**Materials & Preparation:**

- \* Space for groups to line up across from each other

**Background Information:**

If you ever had to make a small decision with friends, odds are you've played the fist game commonly called "Rock, Paper, Scissors". In Hawaii, this game is called *Jan ken' a Po*. Paper beats rock, scissors trumps paper, and rock beats scissors. The fist game chant goes:

***"Jan Ken a Po (show hand sign) I canna' SHOW!" (show hand sign)***

***Or long version: "Junk an' a monk an' a socka socka PO"! (show hand sign)***

This Human Jan Ken Po version has teams using their whole body and corresponding sounds to show their chosen animal. Students can identify as a class three animals and how they beat each other, or you can use these local animals:

1. *Mo'o* (Lizard, Gecko) *The mo'o wins over the makika.*
2. *Makika* - (Mosquito) *The makika trumps 'Īlio.*
3. *'Īlio* (Dog) *The 'Īlio trumps the mo'o.*

**Steps:**

1. Create 2 or more teams of students. The activity difficulty increases with larger groups. *Option:* You can assign students to facilitate the game as well as a few people to observe the groups. Ask them to look for how decisions are made by teams.
2. Provide a few minutes for teams to develop their body movements and sounds to represent the three animals. Have them pick their first animal.
3. Facilitate rounds, giving teams a very brief time (count down 5-2-3-2-1) to huddle and pick their animal before counting "1-2-3-Show" or doing the chant.
4. Next, instruct students that they cannot speak, but they can use other ways to communicate when they huddle to decide which animal they will "show".
5. Increase the challenge by telling students they cannot use words or body language to select their animal.

*Optional Variation:* Create an outside active game, having teams run to a safe place after they lose the "show". If tagged by opposite team, they are out.

6. After playing the game, facilitate a discussion about the process of this activity.
- Help students identify roles people played, including: *Leader, Co-Leader, Suggestion Maker, Listener, Observer, and Follower.*
  - Discuss communication skills and what's important when working with others.
  - Point out that there are no "right or wrong" roles in a group, just preferences.
  - Share that role preference can also change, depending on the activity.

Once students know their group participation style, they can use this knowledge to understand their role in leadership groups and how best to utilize their preferred style and talents.

**Reflection Questions:**

- \* *What did you like or dislike about this activity?*
- \* *What did you notice about your own participation style?*

**Resources:**

Many websites share about the history of this activity and the current game in Japan.