

Procedure, Hanabi

- To prime learners for this activity, the teacher can give learners questions to discuss in groups that mainly involve their own level of perception, collaboration, and assistance. Some example preview questions include:
 - Discuss a time someone gave you a helpful piece of advice. Did the person tell it to you directly, wanting plainly to let you know how they felt? Or did they give it to you indirectly, mainly to not seem bossy or pushy?
 - Imagine you have to explain a basketball to someone else. How would you describe it? Shape? Color? Size? What do you think are the most important features?
 - If someone was trying to describe an animal (for example, a penguin) over the phone to you, what would be the most important details for you? How does talking over the phone limit how someone can describe things? What does someone have to do with his/her voice to compensate for this?
- The teacher has every learner take out a sheet of paper, explaining that they will draw a picture based on the description the teacher gives. The teacher should make the description as specific and detailed as possible in order for the learners to come up with more or less the same picture. Next, the learners listen to the teacher again and draw another picture, although this time the teacher makes the directions as scattered and ambiguous as possible. When the learners show their pictures, there should not be very much similarity. See the sample script for ideas on how to structure it.
- Once this is complete, the teacher provides the learners with discussion questions to work on in small groups. Here are some example questions:
 - Which instructions were described better and why? Be specific and explain the kinds of grammar that were being used in the description.
 - How did the teacher's voice in the first description differ from the second? When did you notice the voice get higher? Lower?
 - What made the second set of instructions difficult to follow? How could it have been better? Discuss how word stress plays a role.
- Once the class has discussed each question thoroughly, the teacher brings everyone back together and asks the class to share the answers they came up with in their groups. The

teacher ensures that the learners notice how important word stress and adjectives are when describing something to someone else.

- After giving feedback to the learners, the teacher introduces the game *Hanabi* and some key rules, especially how hints can only be given for card color or value, not both. The teacher will also show how it can be used as an exercise in practicing word stress and prominence by asking for a volunteer from the class to help demonstrate. Both the learner and the teacher will have a hand of cards facing away from them.
- First, the teacher explains how to give a hint concerning card value by pointing to a “One” in the learner’s hand and saying “That is a ‘*One*,’” putting extra emphasis on the italicized word. Since no other cards have been played yet, the teacher explains that regardless of the color, the fact that the card is a “One” means that playing it will reward the players with a point. The teacher turns it over to the learner, but overtly hints that another “One” would be very useful.
- The teacher will also demonstrate how a helpful hint could be given based on card color. The teacher explains that in this scenario, a “Two” of the color played would be beneficial, but if the learner has multiple “Two” cards in his/her hand, the hint would not be as helpful. If the teacher says “This card is *green*,” however, the implication is that the teacher knows this card is beneficial and the fact that it is green tells the learner where he/she should play it.
- One final hint the teacher gives has to do with letting people know that a card is not that useful. For example, if the learner has a card which has already been played, like a “One,” the teacher will point at it and say, “That’s just a ‘One.’” The teacher will turn the question over to the class and ask them what was different about this hint, waiting for a learner to note that there was no word stress or prominence on any particular word. Because of that and the tone in which the hint was given, the teacher is implying that the card is not worth keeping and should be discarded to get a replacement as well as another hint back.
- Afterwards, the teacher divides the class into groups of three or four and gives each group a copy of *Hanabi*. On a projector, the teacher will have important rules and tips for the learners to be aware of as they play the game. The teacher encourages the groups to try to get the best score they can, since they will be competing against the other groups. The teacher does not have to offer a prize for first place, but it could be a motivating factor for some learners. The teacher circulates among the groups, giving clarification and hints where necessary.

- Once every group has played through the game and calculated their scores, the teacher announces the winner, giving them the prize (optional). The teacher asks the winning group what kinds of strategies they used and whether it involved word stress to some extent. The teacher then turns the question to the other groups to see if they came up with any additional strategies.
- The teacher then illustrates how these strategies of using word stress and prominence to convey meaning can be used outside of the classroom by presenting some examples, which could include:
 - “How does the weather look today?” → “It’s *raining*.”
 - “Do you like Justin Bieber?” → “He is *interesting*.”
 - “Do you like my hair?” → “It looks *very* fuzzy.”