

THE AI-POWERED ALT

**150+ CUSTOM PROMPTS TO MASTER
THE 5 EDUCATIONAL & CULTURAL
PILLARS OF TEACHING IN JAPAN**



1. Team-Teaching



2. Lesson Prep



3. Culture



4. School Life



5. Staff Etiquette

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Five (5) Specialized Educational & Cultural Pillars For Assistant Language Teachers

Being an Assistant Language Teacher (ALT) in Japan is a unique and rewarding experience. You are more than just an English teacher. Every day, you navigate multiple roles—educator, cultural ambassador, teammate, and member of the Japanese school community.

While you spend much of your time in the shokuinshitsu (職員室 or staff room), your responsibilities extend far beyond a traditional office environment. From supporting lessons and creating engaging activities to participating in school events and understanding workplace expectations, being an ALT requires flexibility, creativity, and cultural awareness.

This guide was created to help you succeed in these different aspects of ALT life. Inside, you'll find 150 ready-to-use AI prompts designed specifically for English teachers in Japan. Whether you need to prepare a lesson at short notice, create classroom materials, think of an interactive game, explain cultural differences, or navigate unfamiliar staff room situations, these prompts are here to support you.

The prompts in this guide are organized around the Five Specialized Educational and Cultural Pillars of the ALT role:

1. Team-Teaching & Classroom Facilitation

Supporting students and collaborating effectively with Japanese Teachers of English (JTEs).

2. Lesson Planning & Materials Creation

Developing activities, worksheets, games, and teaching resources that make learning more engaging.

3. Cultural Ambassador & Internationalization

Promoting cross-cultural understanding and sharing perspectives that enrich the school community.

4. Extracurricular & School Life Integration

Participating in school events, clubs, and the everyday experiences that make school life in Japan unique.

5. Navigating Japanese Staff Room Etiquette (Shokuinshitsu Operations)

Understanding professional expectations, communication styles, and workplace norms within Japanese schools.

You don't need to be an AI expert to use this guide. Simply choose a prompt that matches your situation, fill in the blanks, and let Gemini or ChatGPT help you generate ideas, solve problems, and save valuable time.

Now, let's get started and make your ALT journey in Japan a little easier, more confident, and even more enjoyable.

Start Here: Try These 3 Prompts First

You don't need to be an AI expert to use these prompts. If you can copy and paste, you can start saving time and creating better lessons today.

Step 1: Choose Your AI Assistant

Create a free account with either (or both) of these AI tools:

ChatGPT: <https://chatgpt.com>

Gemini: <https://gemini.google.com>

Step 2: Start with the 3 Sample Prompts

The prompts in this book are written inside “quotation marks” and in *italic text*. Simply copy and paste a prompt into ChatGPT or Gemini.

Don't be afraid to customize it. Change the topic, age group, lesson length, or student level to match your classroom needs.

Step 3: Review and Refine

AI is a teaching assistant—not a replacement for your professional judgment.

Always:

- * Review the results carefully.
- * Check for accuracy and appropriateness.
- * Adjust the output to fit your students.
- * Ask follow-up questions until you're happy with the result.

The more specific your instructions, the better the output becomes.

Step 4: Creating Images

Some prompts ask the AI to generate images.

If images do not appear automatically, click the **Create Image** button or tool within the AI platform and paste the prompt again.

Try These 3 Prompts First

These examples will show you how AI can help with lesson planning, classroom activities, and material creation in just a few minutes.

Prompt 1: Create a Complete Lesson with Flashcards

"Act as an experienced ALT curriculum designer specializing in vocabulary acquisition for high school Japanese students. Create a 40-minute lesson plan outline for a low-intermediate ALT class on introducing travel vocabulary. Open the image creation tool to create visual references for each vocabulary category and generate example images that can be used as flashcards."

What you'll get: A ready-to-use lesson structure, activity ideas, and visual materials for your class.

Tip: If images are not generated automatically, open the ****Create Image**** tool and paste the prompt again.

Prompt 2: Build an Entire Kindergarten Lesson in Seconds

"Create a strict 15-minute English lesson plan for Japanese 4-year-olds on the topic of 'Zoo Animals'. Break the plan into 3-minute and 5-minute chunks. Include a warm-up song, a flashcard game, a physical movement game, and a goodbye routine."

What you'll get: A structured lesson with age-appropriate activities that keeps young learners engaged.

Prompt 3: Generate a Printable Flashcard Image

"Create a single flashcard image for the action verb 'run.' Show a young child running in a minimalist cartoon style with a plain white background. Use bright, child-friendly colors and make the action easy to understand without text. Portrait orientation (3:4 ratio) for printing."

What you'll get: A classroom-ready flashcard image that you can print or display digitally.

These are just three examples out of 150 prompts in this guide.

As you continue reading, you'll discover prompts designed to help you plan lessons faster, create engaging activities, navigate Japanese school culture, and become a more confident ALT in Japan.

Ready? Choose a prompt, copy, paste, and let AI become your teaching assistant.

1) Team-Teaching & Classroom Facilitation

(The "T2" or "Co-Teacher" Role)

In Japan, you legally cannot be left alone to manage or discipline a classroom; a Japanese Teacher of English (JTE) or Homeroom Teacher (HRT) will always be present. Your role is to enhance the lesson.

Team-teaching (*Tandem Teaching*) in Japan is a delicate dance. Depending on the day, the school, or your co-teacher's confidence, your role can shift rapidly from being the "Lead Instructor" to an "Active Supporter."

Here is a list of **10 distinct team-teaching roles, tasks, and situations** you will encounter in a Japanese classroom, along with **3 detailed AI prompts** for each role to help you prepare.

1. The Human Audio Player (Textbook Modeling)

The JTE asks you to read aloud a dialogue or vocabulary list from the textbook so students can hear perfect, natural native pronunciation and intonation.

- **Prompt 1 (Varying Accents/Speed):** *"The JTE wants me to read a textbook dialogue between two characters talking about their summer plans. Give me advice on how to dramatically vary my voice, pacing, and tone so junior high schoolers can easily distinguish between the two speakers without looking at the page."*
- **Prompt 2 (Choral Repetition Game):** *"I have to lead a textbook vocabulary drill for 4th graders. Give me 3 fast-paced 'repeat after me' games (like 'Whisper-to-Shout' or 'Delayed Repeat') to make dry repetition engaging."*
- **Prompt 3 (Listening Quiz Generation):** *"Based on this textbook dialogue: [paste dialogue], write 3 simple 'True or False' listening comprehension questions that I can read aloud to the class to test their understanding."*

2. Live Dialogue Demo Partner (Co-Teacher Roleplay)

You and your JTE stand at opposite sides of the room and perform a "Skit" or sample conversation to show the class how the grammar point is used in the real world.

- **Prompt 1 (Scripting with the JTE):** *"My JTE and I need to demo a conversation using 'Have you ever been to [Country]?'. Write a short, funny 4-line script for us to act out that includes natural gestures we can use to make the meaning obvious without translating."*
- **Prompt 2 (Mistake Identification Game):** *"Create a script for a 30-second classroom demo where I make a funny, obvious grammatical mistake and my JTE corrects me. This will be used to teach 1st-year JHS students how to avoid common Japanese-English errors."*

- **Prompt 3 (Speed-Up Demo):** *"Give me a 3-step blueprint for a dialogue demo where my JTE and I repeat the same conversation three times: first slowly, second normally, and third at super-fast 'hyper speed' to make the students laugh and pay attention."*

3. The Interactive Warm-Up Master (The First 5 Minutes)

The JTE hands you the floor for the first 5 minutes of class to wake the students' brains up and get them in an "English mindset."

- **Prompt 1 (No-Prep Low Energy Fix):** *"I am doing a 5-minute warm-up for a class of 3rd-year JHS students who are incredibly shy and quiet today. Give me 3 no-prep, low-stakes games that force them to talk to a partner without making them stand up or feel embarrassed."*
- **Prompt 2 (Grammar Activation):** *"The grammar point of today's lesson is 'If I were a [blank], I would [blank]'. Give me an engaging 5-minute game or riddle warm-up that implicitly forces them to think about this structure before the textbook opens."*
- **Prompt 3 (Physical Movement/Energizer):** *"Give me 3 high-energy, movement-based warm-up activities for 2nd-grade elementary school students that can be explained in under 60 seconds."*

4. The Classroom Circulator & "Desk Attendant" (Active Support)

While the JTE writes grammar rules on the board or during pair-work time, you walk up and down the rows (*seki-mawari*) to help struggling students.

- **Prompt 1 (Low-Level Scaffolding Phrases):** *"What are 5 simple, encouraging English phrases I can say to a Japanese student who has written nothing on their worksheet because they are stuck or afraid of making a mistake?"*
- **Prompt 2 (Correction Without Discouraging):** *"When circulating, I notice many students writing 'I am like soccer.' Give me a gentle, non-verbal or Socratic way to guide them to correct it to 'I like soccer' without just telling them the answer or crossing it out."*
- **Prompt 3 (Advanced Student Extension):** *"When walking around, some advanced students finish the worksheet in 2 minutes. Give me 3 quick 'extension questions' related to daily hobbies I can whisper to them to keep them challenged while others catch up."*

5. The Game Lead (T1 Role Deployment)

The JTE asks you to explain, set up, and run a 15-minute communicative game or activity for the entire classroom.

- **Prompt 1 (Simplifying Instructions):** *"I want to run a 'Find Someone Who' bingo game with 2nd-year JHS students. Write a script for how I can explain the rules using extremely simple, slow English and gestures, assuming a low vocabulary level."*

- **Prompt 2 (JTE Integration):** *"I am running a team trivia game in class. What specific role or tasks can I assign to my JTE during the game (e.g., scorekeeper, translator, referee) so we are actively co-teaching instead of them just standing in the back?"*
- **Prompt 3 (Crowd Control Techniques):** *"When running a competitive classroom game in Japan, teams can get too loud or chaotic. Give me 3 culturally appropriate, non-screaming ways to signal to the class that they need to instantly freeze and listen to the next instructions."*

6. Small-Talk Modeler

At the beginning of a lesson, you and the JTE have a spontaneous, unscripted chat in front of the class about your weekend, weather, or food to show "authentic" communication.

- **Prompt 1 (Monday Morning Chat Template):** *"Generate a template for a 1-minute 'Monday morning small talk' between me and a JTE. Keep the vocabulary limited to elementary school 6th-grade level, focusing on 'What did you do on Sunday?'"*
- **Prompt 2 (Cultural Comparison Hook):** *"My JTE and I want to do a small-talk segment about school lunches (Kyushoku). Write a prompt/guide on how we can contrast Japanese school lunch with school lunches in my home country to grab the students' interest."*
- **Prompt 3 (Prompting the JTE):** *"My JTE has low confidence in speaking English spontaneously. Give me 5 easy, predictable questions I can ask them during our small talk that will allow them to answer with simple, confident responses."*

7. Speaking Test Interviewer / Evaluator

You sit in the back of the room or in the hallway, conducting 1-on-1 speaking interviews with students while the JTE manages the rest of the class.

- **Prompt 1 (Eiken-Style Interview Guide):** *"I am conducting 2-minute speaking tests for 3rd-year JHS students. Give me a structured rubric/scale (1 to 5) to grade their Attitude, Pronunciation, and Grammar, along with 3 standard follow-up questions if they freeze."*
- **Prompt 2 (Anxiety Reduction Environment):** *"Japanese students get incredibly nervous during English interviews. Give me 3 subtle techniques (body language, vocal tone, initial warm-up phrases) to make them feel relaxed the moment they sit down across from me."*
- **Prompt 3 (Instant Feedback Phrases):** *"I want to write a quick, 1-sentence positive feedback note on each student's test score sheet. Give me 10 variations of encouraging professional feedback focusing on different strengths (e.g., loud voice, good eye contact, great vocabulary)."*

8. The Pronunciation & Phonics Coach

You are asked to lead a mini-lesson correcting specific phonetic sounds that are notoriously difficult for native Japanese speakers (like L vs. R, V vs. B, or the "th" sound).

- **Prompt 1 (The Visual 'L vs R' Hack):** *"Explain how to make the English 'L' and 'R' sounds using physical/visual analogies (like tooth placement or tongue shapes) that a Japanese junior high student can easily replicate."*
- **Prompt 2 (Katana-English Eraser):** *"Students keep pronouncing 'McDonald's' as 'Makudonarudo'. Give me a fun, rhythmic chanting drill to help them break the habit of adding vowel sounds to the ends of English consonants."*
- **Prompt 3 (Phonics Minimal Pairs Game):** *"Create a 5-minute game called 'Flyswatter/Karuta' using minimal pairs (e.g., Light vs. Right, Boat vs. Vote). Explain how to set it up on the blackboard."*

9. Cultural Gap-Filler (Contextualizing the Text)

The textbook mentions a Western concept (like "Prom," "Giving Thanks," or "Flea Markets") that doesn't exist in Japan. The JTE asks you to step in and briefly explain it.

- **Prompt 1 (Simplifying Complex Culture):** *"The textbook mentions 'Thanksgiving.' Explain this holiday in 3 simple sentences using English vocabulary appropriate for a 13-year-old Japanese student, completely avoiding complex historical jargon."*
- **Prompt 2 (Visual/Analogous Comparison):** *"I need to explain what a 'Bake Sale' is to Japanese students who have never seen one. What is a Japanese school concept or festival tradition I can compare it to so they instantly grasp the idea?"*
- **Prompt 3 (Quick 2-Minute Presentation Q&A):** *"Create a brief 2-minute script about how teenagers in my country spend their weekends, followed by 2 easy multiple-choice questions to ask the class to ensure they were listening."*

10. The Post-Lesson Reflection Sync (De-briefing with JTE)

The class is over, you are walking back to the staff room with the JTE, and you need to briefly analyze what worked and what didn't to improve the next period.

- **Prompt 1 (Diplomatic Feedback for Failed Activity):** *"An activity we just did completely tanked because the instructions were too complicated and the students looked confused. How can I bring this up to my JTE politely without making them feel blamed or defensive?"*
- **Prompt 2 (Asking for Actionable JTE Feedback):** *"Write a short, professional email/message to my co-teacher asking for their honest feedback on my speaking speed and classroom positioning during today's lesson."*
- **Prompt 3 (Praising the Co-Teaching Dynamic):** *"I had an amazing team-teaching class where the JTE seamlessly jumped in to translate my game instructions when students got stuck. Draft a quick thank-you note in polite English/simple Japanese to drop on their desk."*

2) Lesson Planning & Materials Creation

Depending on your school, you might be handed a strict script, or you might be asked to completely plan and execute a 45-minute lesson yourself. Lesson Planning and Materials Creation (often called *Kyozai-kenkyu* or materials research in Japan) is the engine room of your ALT career. A well-planned lesson with great visual aids means the class runs itself; a poorly planned one leads to 45 minutes of awkward silence.

Here are **10 major lesson planning and materials creation tasks**, along with **3 detailed AI prompts** for each to save you hours of prep time.

1. Creating Vocabulary & Grammar Worksheets

Designing the physical handouts (*Purinto*) that students use to practice writing and structuring sentences during the quiet phase of a lesson.

- **Prompt 1 (Scaffolded Worksheet Generation):** *"Act as an ESL materials designer. Generate a 3-part worksheet for Japanese 1st-year JHS students learning 'can' / 'cannot'. Part A: Match the verb to the picture. Part B: Fill in the blank. Part C: Write 2 sentences about what you can or cannot do."*
- **Prompt 2 (Uncluttered Formatting Guide):** *"I am creating a worksheet in Microsoft Word for Japanese elementary schoolers. Give me a layout guide regarding font choice, font size, and spacing to make it highly readable for children who are still adjusting to the English alphabet."*
- **Prompt 3 (Grammar Error Correction Quiz):** *"Create a 5-question 'Find the Mistake' worksheet section based on common Japanese English errors (like 'I am play tennis' or 'He like apples') for 2nd-year JHS students."*

2. Flashcard Concept & Image Prompt Generation

Designing the physical flashcards used for warm-ups, vocabulary drills, or board games.

- **Prompt 1 (Image For Flashcards)**

*"Use the image creation tool to generate a flashcard image for the action verb **swim**. Create **one standalone image** showing a young child clearly **swimming**. Use a **minimalist cartoon style** suitable for children aged 4–8 years old. The background should be **plain white**, with no text, borders, speech bubbles, or distracting elements. Use bright, friendly colors and ensure the action is easy to recognize at a glance. Design the image in a **portrait 3:4 ratio** suitable for printing as an educational flashcard."*

- **Prompt 2 (Flashcard Game Mechanics):** *"I have a deck of 15 animal flashcards. Give me 3 different classroom games I can play using just these cards on the blackboard (e.g., 'Missing Card' or 'Karuta') that require zero extra materials."*
- **Prompt 3 (Phonics Flashcard Lists):** *"Generate a list of 10 vocabulary words that clearly illustrate the difference between the short 'a' sound (cat) and the short 'o' sound (cot) to print onto phonics flashcards."*

3. Designing Communicative Speaking Board Games

Creating paper-based board games (like Snakes and Ladders variations) where students roll a dice, land on a square, and must speak English to stay there.

- **Prompt 1 (Printable Board Game Layout):** *"Create a text-based layout for a 20-space board game practicing 'What did you do last weekend?'. Write exactly what should be written in each square (e.g., 'Go back 2 spaces,' 'Ask your partner a question,' 'I watched TV') suitable for 30 students in pairs."*
- **Prompt 2 (Interview Bingo Matrix):** *"Generate a 4x4 Bingo grid template for a 'Find Someone Who...' activity. Inside each grid box, put a simple English prompt appropriate for 6th-grade elementary students practicing 'Do you like [food/sport]?'"*
- **Prompt 3 (Low-Prep Card Game Rules):** *"I want to adapt the card game 'UNO' or 'Go Fish' to practice English adjectives. Give me a step-by-step rule guide on how students can play this in groups of 4 using standard playing cards or cut-out paper slips."*

4. PowerPoint / Keynote Lesson Presentations

Building the slide decks used to introduce new vocabulary, explain cultural concepts, or host classroom jeopardy games.

- **Prompt 1 (Slide-by-Slide Lesson Script):** *"Create a slide-by-slide outline for a 10-slide PowerPoint introducing my home country to Japanese JHS students. For each slide, specify the visual layout, the exact simple English I should speak, and an interactive question to ask the crowd."*
- **Prompt 2 (Classroom Jeopardy Blueprint):** *"Act as a quiz master. Create a 3-category 'Jeopardy' review game outline for a midterm exam. Categories: Vocabulary, Past Tense, and Culture. Provide 3 questions per category, ranging from easy (100 points) to hard (300 points) using text-only formatting."*
- **Prompt 3 (Visual Presentation Design Hacks):** *"My PowerPoint slides are usually too text-heavy, which bores the students. Give me 5 design principles for ESL presentations in Japan to maximize visual comprehension and minimize student cognitive overload."*

5. Simplifying Authentic Texts (Reading Material Creation)

Taking real-world English news articles, stories, or lyrics and downgrading the vocabulary so it matches the strict limits of the Japanese school curriculum.

- **Prompt 1 (Lexile Level Downgrade):** *"Here is a short paragraph about the history of pizza: [paste text]. Rewrite this using vocabulary and grammar restricted only to what a 2nd-year Japanese Junior High student would know. Keep sentences under 8 words."*
- **Prompt 2 (Vocabulary Gloss Generation):** *"I want to show my advanced students a short English poem. Paste the poem here [paste poem] and generate a 'Japanese Word Bank' (vocabulary gloss) for the 5 most difficult words so they can read it independently."*
- **Prompt 3 (Comprehension Question Suite):** *"Based on this simplified text: [paste text], write 3 multiple-choice questions, 3 True/False questions, and 1 open-ended opinion question for a reading quiz."*

6. Sourcing & Adapting Classroom Songs / Chants

Finding or writing rhythmic chants and songs to teach English cadence, phonics, and basic sentence patterns, especially for elementary school.

- **Prompt 1 (Original Grammar Chant Lyrics):** *"Write a short, rhythmic, 4-line chant (similar to a jazz chant) to help 5th graders memorize the days of the week and the phrase 'On Monday I play...'. It must fit a simple 4/4 clapping beat."*
- **Prompt 2 (Song Adaptation for ESL):** *"I want to use the melody of a famous children's song (like 'Twinkle Twinkle Little Star' or 'London Bridge') to teach classroom rules. Rewrite the lyrics to teach 'Please sit down,' 'Please listen,' and 'Raise your hand'."*
- **Prompt 3 (TPR Song Implementation Guide):** *"Give me a guide on how to incorporate Total Physical Response (TPR) body movements into a song about parts of the body for 1st-grade elementary students."*

7. Dictation Activity Design (Tyokkai / Listening Sheets)

Creating sheets where you read a story or sentences aloud, and students must fill in missing words, draw what they hear, or number pictures chronologically.

- **Prompt 1 (Running Dictation Mechanics):** *"Explain how to set up and run a 'Running Dictation' game for a class of 40 students using this text: [paste 4 short sentences]. Include roles for runners and writers."*

- **Prompt 2 (Draw-What-You-Hear Worksheet):** *"Create a script for a 'Listen and Draw' activity for 3rd graders. I will describe a simple room scene using prepositions (e.g., 'The apple is on the table'). Write the 5 descriptive sentences I should read aloud."*
- **Prompt 3 (Graduated Speed Dictation):** *"Write a short 30-word paragraph about a weekend trip. Give me a guide on how to read it aloud across 3 passes: Pass 1 (Normal speed, no writing), Pass 2 (Slow speed with pauses for writing), Pass 3 (Normal speed for checking)."*

8. Exam/Quiz Section Creation

Assisting the JTE by writing the listening comprehension, spelling, or creative writing portions of mid-term or end-of-term exams.

- **Prompt 1 (MEXT-Compliant Listening Test Script):** *"Write a script for a JHS 1st-year listening exam section. Create 3 short conversations between a boy and a girl, followed by a question for each conversation. Include an answer key."*
- **Prompt 2 (Creative Writing Prompts with Rubric):** *"Create a 5-point creative writing question for a final exam. The prompt should ask students to write about their dream vacation. Include a clear grading rubric for the JTE showing how to award points for grammar, length, and spelling."*
- **Prompt 3 (Unscramble the Sentence Bank):** *"Generate 10 'Unscramble the Sentences' test questions practicing the progressive tense ('is running', 'are playing') suitable for Japanese JHS students."*

9. Creating Self-Access Learning Materials (English Corner Packs)

Designing worksheets, puzzles, or reading logs that live on a back table or in the English room for students to complete optionally during lunch or recess.

- **Prompt 1 (Weekly Word Puzzle Generation):** *"Generate a simple English Word Search grid text pattern and a hidden word list containing 8 classroom objects (pencil, desk, ruler, etc.) for an elementary school English corner."*
- **Prompt 2 (Level-Based Reading Log Template):** *"Create a simple, visual 'English Reading Log' template bookmark that students can use to track mini-books they read. Include sections for a 3-star rating system and a box for drawing their favorite scene."*
- **Prompt 3 (Weekly English Trivia Challenge Questions):** *"Give me 4 weekly trivia questions about world culture, landmarks, or animals written in very simple English that can be posted on a hallway board for a school-wide contest."*

10. Digital Lesson Sourcing (Video & Audio Curation)

Finding and vetting appropriate YouTube clips, educational games, or digital media to supplement a textbook lesson without over-stimulating the classroom.

- **Prompt 1 (YouTube Sourcing Criteria Checklist):** *"I am looking for short, 2-minute animated video clips to teach the concept of 'Directions' (turn left, go straight). Give me a search query checklist of criteria to ensure the video is linguistically appropriate for ESL beginners."*
- **Prompt 2 (Interactive Smartboard Game Ideas):** *"Our school just got interactive digital screens. Give me 3 ideas for simple web-based or slide-based interactive games where students can come to the front of the room and touch the screen to answer grammar questions."*
- **Prompt 3 (Audio Snippet Scripting):** *"I want to record audio files of myself reading dialogues for students to practice listening at home. Write 3 natural, 20-second scripts about ordering fast food using standard target structures."*

3) Cultural Ambassador & "Internationalization"

Cultural Ambassador & Internationalization is where your presence transforms from being just an English teacher to a memorable life experience for these students. For many kids in rural or non-metropolitan Japan, you might be the first non-Japanese person they ever interact with.

MEXT (the Japanese Ministry of Education) places huge value on this. Your role is to build curiosity about the world and show students that English isn't just a test subject—it's a tool to connect with real humans, unique foods, and different ways of living.

MEXT explicitly states that one of the main goals of having an ALT is to "internationalize" Japanese youth. You are a living window to the outside world.

- **Maintaining the English Board:** Designing and updating a physical bulletin board in the hallway featuring your home country's holidays, food, pop culture, or seasonal trends.
- **Cultural Presentations:** Creating slide decks or photo showcases about how your culture celebrates events like Halloween, Christmas, graduation, or daily school life.
- **Dispelling Stereotypes:** Helping students realize that English is a global tool used by many different cultures and countries, not just a dry academic subject.

Here are **10 major Cultural Ambassador roles and tasks**, along with **3 detailed AI prompts** for each.

1. Designing & Maintaining the English Board (*Keijiban*)

Creating and updating a physical bulletin board in the school hallway or English room with seasonal themes, interactive games, or photo collages from your home country.

- **Prompt 1 (Low-Maintenance Interactive Board):** *"I need to design an English bulletin board for a Japanese Junior High School. Give me a concept for an interactive board where students can vote or post sticky-note answers (e.g., 'Which food looks best?'). Include title ideas and layout instructions."*
- **Prompt 2 (Seasonal Cultural Content Calendar):** *"Create a 10-month content calendar (September to June) for a school English board. For each month, provide a unique cultural theme (e.g., Autumn harvest, graduation traditions) and a simple 2-sentence English fact to post."*
- **Prompt 3 (Vocabulary Match Board Game):** *"Give me a blueprint for a physical matching game I can pin to a bulletin board. It should help students match photos of famous global landmarks with their names and countries using yarn or velcro."*

2. Self-Introduction Presentations (Your First Week)

Creating the highly anticipated slide deck or poster presentation introducing yourself, your family, your hometown, your hobbies, and your favorite foods to the entire school.

- **Prompt 1 (Elementary School Script):** *"I am creating a self-introduction presentation for 3rd-grade Japanese elementary students. Write a script for 5 slides (Me, My Country, My Food, My Hobbies, Quiz). Keep sentences to 4–5 words and suggest high-energy gestures."*
- **Prompt 2 (Junior High School 'True/False' Quiz Hook):** *"Help me make my JHS self-introduction presentation interactive. Based on these facts about me: [insert your hobbies/hometown], write 3 funny 'True or False' questions I can ask the class to keep them guessing."*
- **Prompt 3 (Simplifying Local Culture):** *"I want to introduce my hometown's famous festival/food to Japanese kids who have no context for it. How can I explain [insert your hometown specialty] using simple analogies to Japanese culture (like comparing a local festival to a Matsuri)?"*

3. Explaining Western Holidays & Traditions

Teaching lessons dedicated to major seasonal events that students see in the media but might not fully understand, like Halloween, Thanksgiving, Christmas, Valentine's Day, or Easter.

- **Prompt 1 (Debunking Halloween Stereotypes):** *"Create a 15-minute lesson plan for JHS students explaining how kids actually celebrate Halloween in the West (trick-or-treating, costumes, pumpkin carving). Include 3 simple comprehension questions."*
- **Prompt 2 (Contrast-Based Holiday Lesson):** *"In Japan, Christmas is for eating fried chicken and eating cake with couples. Write a brief script for a presentation explaining how Christmas is a family-oriented holiday in my country, utilizing simple English."*
- **Prompt 3 (Holiday Activity Generator):** *"Give me 3 low-prep classroom games or crafts for elementary schoolers celebrating Easter that do not require buying real eggs or expensive materials."*

4. Introducing Global Food Culture & Etiquette

Exposing students to what people around the world eat for breakfast, school lunches, or traditional dinners, as well as contrasting table manners.

- **Prompt 1 (Visual Breakfast Comparison):** *"I want to do a lesson comparing a traditional Japanese breakfast to a breakfast in my country. Create a script for a 5-slide presentation highlighting the differences in ingredients, tastes, and cooking styles."*

- **Prompt 2 (Interactive Menu Building Activity):** *"Design a communicative classroom activity called 'Build Your Dream Cafe Menu.' Students must work in groups of 4 to choose international foods and practice the phrase 'I want [food], please'."*
- **Prompt 3 (Etiquette Trivia):** *"Create a 5-question trivia game about global table manners (e.g., slurping noodles vs. making noise with utensils, using hands vs. forks) written in simple English for 3rd-year JHS students."*

5. Sharing School Life Comparisons

Contrasting the daily life of a Japanese student (school uniforms, cleaning time, club activities, no cars to school) with what school life looks like in your home country.

- **Prompt 1 (A Day in the Life Comparison):** *"Write a comparative presentation script comparing a typical school day in Japan with my country. Focus on things like school buses, cafeteria food vs. Kyushoku, and the absence of a daily school cleaning hour (Souji)."*
- **Prompt 2 (School Club Discussion Prompt):** *"Japanese students love Bukatsu (school clubs). Help me design a speaking activity where students practice 'I belong to the [club]' and ask me questions about what sports or arts clubs exist in Western schools."*
- **Prompt 3 (School Uniform Debate Prep):** *"I want to lead a simple, structured mini-debate with advanced 3rd-year JHS students on the topic: 'Should schools have uniforms?' Give me a list of 3 basic arguments for each side written in clear English."*

6. Hosting Cultural Question & Answer Corners

Setting up a "Question Box" (*Shitsumon-bako*) in the English room where students can anonymously drop written questions about the world, which you answer publicly.

- **Prompt 1 (Translating & Simplifying Complex Questions):** *"A Japanese student left a note asking: 'Why do American homes not take off shoes at the door?' Draft a polite, simple 3-sentence reply in English that can be posted on the wall."*
- **Prompt 2 (Prompting Shy Students to Ask Questions):** *"Students are too shy to use my Question Box. Give me 5 fun 'Question Prompts' I can tape to the front of the box to give them ideas (e.g., 'Ask me about my favorite anime,' 'Ask me about my pet')."*
- **Prompt 3 (Lunchtime Intercom Broadcast Script):** *"I am doing a 2-minute English announcement over the school intercom during lunchtime. Write a script where I answer 1 popular student question about global pop culture or sports in an upbeat, clear tone."*

7. Introducing Native Games & Playground Culture

Teaching students the games children play in your country during recess or parties, modifying them to practice English structures.

- **Prompt 1 (Adapting Playground Games for ESL):** *"How can I adapt the game 'Simon Says' or 'Duck, Duck, Goose' to teach body parts or adjectives to primary school kids in Japan? Give me the exact instructions and target phrases."*
- **Prompt 2 (Indoor Rainy Day Games):** *"It's raining, and recess is indoors. Give me 3 classic pen-and-paper games from Western culture (like 'Hangman' or 'Battleship') adapted to help Japanese JHS students practice spelling or coordinates."*
- **Prompt 3 (Tag/Chasing Game Variations):** *"Explain the rules of 'What's the time, Mr. Wolf?' to a Japanese teacher so they understand how it safely practices counting and time-telling grammar in an open gymnasium."*

8. Broadening Geography & World Map Literacy

Helping students realize that the English-speaking world extends beyond just America, introducing various accents, flags, and countries.

- **Prompt 1 (World Map Trivia Game):** *"Create a 'Where in the World is the ALT?' game. I will give you a list of 3 clues about a country. Format it into a fun riddle appropriate for a 2nd-year JHS English warm-up."*
- **Prompt 2 (Global Accent Awareness Lesson):** *"I want to show my students that English is spoken globally. Give me a lesson plan concept that introduces different English-speaking countries (e.g., UK, Australia, Canada, Jamaica) using flags, sports, and unique slang."*
- **Prompt 3 (Flag Design Activity):** *"Design a creative lesson worksheet layout where elementary students learn colors and shapes by coloring in different global flags, practicing 'This flag is red, white, and blue'."*

9. Showcasing Diverse Pop Culture, Music, & Media

Using global music, movies, sports, and trends (like the Olympics, Marvel movies, or popular music charts) to connect with students' modern interests.

- **Prompt 1 (Pop Song Cloze Text Creator):** *"I want to use a popular, clean English pop song for a listening gap-fill activity. Suggest 3 current, slow-tempo pop songs that are culturally safe for a Japanese school, and write a guide on which words to remove for a JHS level."*
- **Prompt 2 (Movie Clip Discussion Guide):** *"I want to show a 1-minute clip from an animated movie (like Disney or Pixar) to practice feeling adjectives (happy, sad, scared). Give me a 3-step activity guide on how to utilize the clip interactively."*

- **Prompt 3 (Global Sports Trends Pitch):** *"Students in Japan mostly know baseball and soccer. Help me design a short 3-minute presentation introducing a popular sport from my home country (e.g., American Football, Cricket, Rugby) focusing on simple rules and fun facts."*

10. Directing Cross-Cultural Interactive Assemblies

Planning or executing large-scale events where an entire grade or the whole school gathers for an "International Day" full of stations, performances, or presentations.

- **Prompt 1 (International Day Station Blueprint):** *"Our school is hosting an afternoon 'English Festival' for 150 students. Give me an organizational blueprint for 4 different interactive cultural booths (e.g., passport stamping, traditional games, photo booths) that use minimal budgets."*
- **Prompt 2 (Massive Group Trivia Coordination):** *"I need to run a school-wide assembly quiz game. Give me a format (like 'True/False Corners' or 'Whiteboard Team Quiz') that keeps 200 Junior High students engaged and behaving well simultaneously."*
- **Prompt 3 (Closing Speech for School Festival):** *"Write a 1-minute inspiring closing speech for a school culture festival. The message should thank the students for their hard work, celebrate their openness to global culture, and be written in accessible, encouraging English."*

4) Extracurricular & School Life Integration

In Japan, this is often referred to generally as *Bukatsu* (club activities) and *Gakko Gyoji* (school events). This is where the magic happens for an ALT's reputation.

In a Japanese school, a teacher who only stays in the classroom is viewed as just doing their job. But an ALT who jumps into school lunches, coaches sports clubs, edits speech contest scripts, and cheers at the sports festival becomes a beloved member of the community. It builds immense trust, which makes the students respect you and listen to you much more when you are back in the classroom.

In Japan, school doesn't end when the bell rings. Building relationships outside the classroom is heavily valued and establishes your reputation as a "team player."

- **Speech Contest Coaching:** Helping selected students polish their pronunciation, intonation, gestures, and emotional delivery for the annual regional English Speech Contests.
- **English Club Facilitation:** Leading a relaxed, after-school club involving English board games, movies, cooking western food, or casual conversation.
- **Active Participation in School Events:** Showing up, cheering, and helping out during massive school events like *Undoukai* (Sports Day), the Culture Festival, or graduation ceremonies.
- **Interacting during Recess & Lunch:** Eating *Kyushoku* (school lunch) in the classrooms with the students, or playing dodgeball/soccer with them on the playground during breaks.

Here are **10 major Extracurricular and School Life tasks**, along with **3 detailed AI prompts** for each.

1. English Speech Contest Coaching (*Suteechi Kontesto*)

Every year, schools select top students to compete in regional English speech contests. You are the head coach responsible for polishing their pronunciation, rhythm, and stage presence.

- **Prompt 1 (Pronunciation & Intonation Mapping):** *"I am coaching a 2nd-year JHS student for a speech contest. Here is their text: [paste speech]. Give me a guide on exactly which words they should stress, where they should slide their pitch up or down, and where to insert a 1-second pause for maximum dramatic impact."*
- **Prompt 2 (Overcoming 'Katakana' Accent Brackets):** *"My speech contest student is pronouncing English words with heavy Japanese flat vowel sounds (e.g., saying 'beautiful' like 'byu-ti-fu-ru'). Give me 3 physical mouth exercises or visualization techniques to help them smooth out their delivery."*

- **Prompt 3 (Gestures & Body Language Scripting):** *"Based on this paragraph of a student's speech about global warming: [paste paragraph], suggest 3 natural hand gestures or facial expressions they can use on stage to look confident without looking robotic."*

2. English Club Facilitation (*Eigo-bu*)

Leading the after-school English club, which is usually a relaxed, non-academic environment where students want to do fun, Western-style activities.

- **Prompt 1 (Low-Budget Cooking/Craft Activity):** *"I need a fun, 45-minute activity for my after-school English club. Give me 3 ideas that involve either a simple Western holiday craft or a no-bake food activity (like decorating cookies) using cheap ingredients from a Japanese supermarket."*
- **Prompt 2 (Long-Term Project Blueprint):** *"Create a 4-week project plan for a middle school English club where the students create their own short English comic book or stop-motion video. Break down what they should achieve in each 1-hour weekly session."*
- **Prompt 3 (ESL Board Game Adaptation):** *"I want to play standard board games like Monopoly, Scrabble, or Clue with my English club, but the language is too hard. Give me a set of modified, simplified rules to make one of these games accessible to JHS English learners."*

3. Integrating into School Lunches (*Kyushoku*)

Eating lunch in the classroom with a different group of students every day or week. This is a prime opportunity to chat with kids who never speak up in class.

- **Prompt 1 (Lunchtime Topic Cards):** *"I eat lunch with different Junior High students daily, but they are too nervous to talk while eating. Generate a list of 10 printable, ultra-simple 'Question Cards' (e.g., 'Anime? Animal? Sports?') that I can place on the desks to spark casual, low-stress chatter."*
- **Prompt 2 (Handling Silence Politely):** *"When I sit down for Kyushoku, the classroom completely freezes up out of shyness. Give me a strategy on how to use self-deprecating humor, simple gestures, or Japanese-English hybrid phrases to break the ice and lower their anxiety."*
- **Prompt 3 (Kyushoku Etiquette Phrases):** *"What are the mandatory Japanese phrases and cultural protocols I must follow during school lunch (from saying 'Itadakimasu' to clearing my tray and doing the milk carton folding process)?"*

4. Playing at Recess & Lunch Breaks (*Hiruyasumi*)

Going out to the playground or gymnasium during breaks to play sports, tag, or board games with the students.

- **Prompt 1 (Playground Invitation Phrases):** *"Give me 5 simple English phrases paired with simple Japanese words that I can use to approach students on the playground and ask to join their soccer, basketball, or dodgeball game without disrupting their play."*
- **Prompt 2 (High-Five & Cheering Vocab Bank):** *"Generate a list of 10 enthusiastic, short English cheering phrases (like 'Nice catch!', 'Close!', 'Good try!') that I can shout while playing sports with Japanese students to teach them casual, conversational English organically."*
- **Prompt 3 (Indoor Recess Card Games):** *"Students stay inside during winter recess to play games like Uno or Trump (playing cards). Give me a 2-minute explanation script to teach them a simple Western card game like 'Go Fish' or 'Slapjack' using basic English rules."*

5. Participating in Sports Day (*Undoukai / Taiikusai*)

Attending, helping set up, and actively participating in the school's massive annual outdoor sports festival.

- **Prompt 1 (Cheering Station Blueprint):** *"I am assigned to the Red Team for the school Sports Day. Write an encouraging, rhythmic English chant or cheer that I can teach my team's students to shout together during the opening ceremonies or races."*
- **Prompt 2 (Understanding the Events):** *"Explain the rules, cultural significance, and safety protocols of traditional Japanese Sports Day events like 'Tama-ire' (ball-tossing), 'Oodama-korgashi' (giant ball rolling), and the Kibasen (cavalry battle) so I know how to participate safely."*
- **Prompt 3 (Thank-You Note to Physical Ed Teachers):** *"Write a polite thank-you message in simple Japanese/English to drop on the desk of the PE teachers (Taiiku-sensei) who spent weeks organizing the Sports Day, thanking them for letting me participate."*

6. Supporting the Culture Festival (*Bunka-sai*)

Helping students prepare displays, musical performances, or plays for the school's annual creative showcase.

- **Prompt 1 (English Drama Play Adaptation):** *"The 3rd-year students want to perform a short, 10-minute English play (like Cinderella or Peter Pan) for the Culture Festival. Provide a highly simplified, dramatic script with parts for 8 students using easy grammar structures."*

- **Prompt 2 (Cultural Booth Design):** *"The English department wants to set up a display booth for the Bunka-sai. Give me an idea for a visually stunning interactive booth showcasing global architecture or fashion that students can build using cardboard and art supplies."*
- **Prompt 3 (Emcee/Announcer Script):** *"A student was chosen to announce the English club's performance at the Culture Festival. Write a crisp, confident 30-second introduction script for them in English, complete with pronunciation keys for difficult words."*

7. Assisting with School Trips & Excursions (*Shukuhaku Gyoji* / *Shugaku Ryoko*)

Accompanying a grade on their multi-day graduation trip (like going to Tokyo, Kyoto, or Okinawa) or local field trips.

- **Prompt 1 (Bus Game Facilitation):** *"I am sitting on a tour bus with Japanese JHS students for 3 hours on a school trip. Give me 3 verbal, low-prep games we can play as a whole bus (like '20 Questions' or an alphabet chain game) using simple English."*
- **Prompt 2 (Scavenger Hunt Task Sheet):** *"We are taking students to a local historical park/museum. Create a 5-item English 'Scavenger Hunt' checklist that forces them to look closely at exhibits and fill in basic English words (e.g., 'Find an old coin. What color is it?')."*
- **Prompt 3 (Safety & Boundary English Phrases):** *"Write 5 firm but polite English/Japanese warning commands I might need to use on a school field trip to keep students safe (e.g., 'Please stay behind the line,' 'Stay with your group,' 'Look out for cars')."*

8. Graduation Ceremony Etiquette & Farewells (*Sotsugyou-shiki*)

Navigating the incredibly rigid, formal, and emotional atmosphere of a Japanese graduation ceremony, including writing farewell messages.

- **Prompt 1 (Yearbook Farewell Message Bank):** *"Write 5 different variations of a 3-sentence farewell/graduation message for a school yearbook. Keep the English inspirational but structurally simple, focusing on themes of 'Follow your dreams' and 'Never give up!'"*
- **Prompt 2 (Ceremony Protocol Blueprint):** *"Explain the exact behavioral expectations for an ALT sitting on stage or in the staff section during a Japanese formal graduation ceremony (when to bow, how long to stand, clothing dress code, and what to do during the national anthem)."*

- **Prompt 3 (Speech to Graduating Third-Years):** *"I have been asked to give a 1-minute speech at the farewell party for the graduating 3rd-year students. Write an emotional, encouraging speech in clear, slow English that will resonate with teenagers moving on to high school."*

9. Cleaning Time Mentorship (*Souji*)

Joining the students during their mandatory daily 15 minutes of school cleaning. This is an unmatched venue for casual, shoulder-to-shoulder interaction while working.

- **Prompt 1 (Cleaning Task Conversational Starters):** *"I am sweeping and wiping floors with a group of 1st-year middle schoolers during Souji time. Give me 5 casual, non-interrogative questions I can ask them while we work to get them talking about their weekend or favorite video games."*
- **Prompt 2 (Command Vocab for Cleaning):** *"Generate a list of 5 useful vocabulary words and simple phrases related to cleaning (move the desk, squeeze the rag, sweep the corner) that I can teach the kids naturally through action while cleaning together."*
- **Prompt 3 (Setting a Good Example Protocol):** *"What are the unspoken cultural rules of Souji time in Japan (e.g., changing into indoor shoes, wearing a bandana/cap if required, not slacking off) that I need to mirror to earn the respect of the faculty?"*

10. Chaperoning Club Competitions (*Taikai*)

Attending weekend tournaments or matches for sports clubs (baseball, kendo, volleyball) to cheer on your students alongside parents and other teachers.

- **Prompt 1 (Cheering from the Sidelines Etiquette):** *"I am going to watch our school's baseball team play in a regional tournament this Saturday. What is the proper etiquette for an ALT cheering on the sidelines? Can I shout in English, or should I follow specific team cheering patterns?"*
- **Prompt 2 (Congratulating / Consoling Scripts):** *"Write two brief scripts I can use on Monday morning when I see the club students in the hallway: Script A for if they won the tournament (praising their victory), and Script B for if they lost (comforting their hard work)."*
- **Prompt 3 (Interacting with Parents/Community):** *"At weekend games, parents often approach the ALT to say hello. Give me 3 polite, easy-to-memorize Japanese phrases to introduce myself, thank them for their hospitality, and praise their children's athletic skills."*

5) Navigating Japanese Staff Room Etiquette (Shokuinshitsu Operations)

Navigating Japanese Staff Room Etiquette (職員室 / *Shokuinshitsu Operations*) is perhaps the most critical pillar for your survival, sanity, and career longevity in Japan.

The Japanese staff room is a highly structured, hierarchical, and collectivist environment. It runs on unspoken rules, traditional protocols, and deep professional respect. As an ALT, you are a guest in this ecosystem. Understanding how to navigate it smoothly ensures the Japanese faculty views you as a true professional, not a disruptive outsider.

- **Morning Meetings (*Asari*) & Keigo Greetings:** Sitting quietly during morning briefings and using mandatory formal Japanese phrases (like *Ohayou gozaimasu* or *Otsukaresama desu*).
- **Cleaning Duties (*Souji*):** Participating alongside the students and teachers during the daily 15-minute school-wide cleaning block (wiping desks, sweeping floors).
- **Desk Warming Logistics:** Productively managing long stretches of downtime during test weeks or school vacations when you have no classes but are legally required to sit at your desk.

Here are **10 major Staff Room Etiquette tasks and situations**, along with **3 detailed AI prompts** for each to act as your cultural compass.

1. Navigating the Morning Meeting (*Asari*)

Every morning before classes start, all teachers gather standing or sitting around the central desks for a rapid-fire briefing conducted entirely in fast, formal Japanese.

- **Prompt 1 (Survival Guide for Non-Japanese Speakers):** *"I have to sit through a 15-minute morning meeting (Asari) completely in Japanese. Give me a strategy on what visual cues to look for, how to copy the physical bowing actions of my peers, and how to remain looking professional and attentive even when I don't understand a word."*
- **Prompt 2 (Delivering a Morning Announcement):** *"I need to announce to the staff during the morning meeting that I am leaving school 1 hour early today for a dentist appointment. Write a short, formal 2-sentence script in polite Japanese (Keigo) that I can read from a sticky note."*
- **Prompt 3 (Deciphering the Daily Schedule Board):** *"The school uses a massive whiteboard filled with kanji to track daily schedule changes, absent teachers, and events. Give me a list of the top 10 most common kanji terms an ALT should memorize to read this board autonomously."*

2. Master The Art of "Desk Warming" Productively

"Desk warming" is the term ALTs use for long periods of downtime when students are taking exams, or during summer/winter vacations when you have no classes but are legally required to sit at your desk for 8 hours.

- **Prompt 1 (Productive Professional Development Plan):** *"I have 6 hours of desk-warming time today with zero classes. Help me build a structured timeline to break up my day into productive tasks, including curriculum research, Japanese study, and creating materials, so I look busy and professional to my boss."*
- **Prompt 2 (Designing an ALT Portfolio):** *"I want to use my downtime to organize all the worksheets and games I've created. Help me design a layout for a physical 'ALT Resource Binder' that I can keep on my desk to show the JTEs what materials are available for future use."*
- **Prompt 3 (Polite Self-Study Boundaries):** *"I want to study Japanese at my desk during my free time, but I don't want to look lazy. Give me advice on how to set up my workspace (notebooks vs. textbooks, using digital apps respectfully) so it looks like professional self-improvement."*

3. Entering and Exiting the Staff Room Correctly

You don't just walk through the door. There are mandatory greetings required the moment you cross the threshold in the morning, and the moment you leave at night.

- **Prompt 1 (The Morning Entrance Greeting):** *"What is the exact phonetic phrase, bowing angle, and vocal tone I should use when entering the staff room at 8:00 AM? Give me the standard professional version and explain the cultural meaning behind it."*
- **Prompt 2 (The Evening Departure Greeting):** *"I am finished with my workday and ready to go home, but all the Japanese teachers are still working hard at their desks. Write the exact phrase I need to say loudly to the room before I leave, and explain why slipping out quietly is a cultural taboo."*
- **Prompt 3 (Returning from an Outside Class):** *"When I return to the main base school after teaching a day at a smaller 'visit school,' what should I say to the principal and Vice-Principal to report my safe return politely?"*

4. Understanding Omiyage (Souvenir) Etiquette

When you travel during vacations or return to Japan from your home country, it is a strict social expectation that you bring back small, individually wrapped treats (*Omiyage*) for the entire staff.

- **Prompt 1 (Sourcing the Right Gift):** *"I am going home to my country for winter break and need to buy Omiyage for 35 school staff members. Give me a checklist of criteria the snacks must meet (packaging, flavors, dietary restrictions) to be culturally appropriate for a Japanese workplace."*
- **Prompt 2 (The Desk-by-Desk Distribution Script):** *"I am walking around the staff room placing an Omiyage on every teacher's desk. Write a brief, polite Japanese phrase I can say as I hand it to them, explaining that it is a souvenir from my hometown."*
- **Prompt 3 (Receiving Omiyage Gracefully):** *"Teachers frequently leave random snacks on my desk while I am away teaching. Give me 3 variations of simple Japanese phrases I can use to thank them later when I see them in the staff room."*

5. Communicating with School Leadership (The Principal & Vice-Principal)

Navigating interactions with the *Koucho-sensei* (Principal) and *Kyoto-sensei* (Vice-Principal), who hold the highest authority and must be treated with supreme deference.

- **Prompt 1 (Pitching an Idea to the VP):** *"I want to request permission from the Vice-Principal to start a small English newsletter for parents. Write a formal approach script in simple English/Japanese, highlighting how this benefits the school's public image."*
- **Prompt 2 (The Formal Tea Reception Protocol):** *"The principal has invited me into their private office for a 1-on-1 chat and served me green tea. What is the proper etiquette regarding when to take the first sip, where to place my hands, and how to sit formally (Seiza or chair etiquette)?"*
- **Prompt 3 (Handling an Operational Mistake):** *"I mistakenly forgot to submit a vacation request form on time, and the Vice-Principal looks annoyed. Write a deeply polite, apologetic email or spoken script to formally take responsibility and promise it won't happen again."*

6. Mastering Tea & Coffee Station Hierarchy

The staff room kitchen area (*Kyutaisu*) has its own set of rules regarding who washes dishes, who buys the coffee beans, and how communal refrigerators are managed.

- **Prompt 1 (The Community Contribution Check):** *"I want to use the communal staff room coffee maker and microwave. How do I politely ask my supervisor if there is a monthly 'coffee fund' (Cha-dai) I need to pay into, and what are the rules about washing my own mugs?"*
- **Prompt 2 (Offering to Help Senior Teachers):** *"I am making myself a cup of tea, and my supervisor is working hard next to me. Write a casual but polite Japanese phrase to offer to make them a cup as well, and explain the boundaries of this gesture."*
- **Prompt 3 (Communal Fridge Boundaries):** *"Draft a simple, polite note in Japanese characters to stick onto my personal lunch container inside the shared staff fridge to ensure it isn't mistaken for communal food."*

7. Desk Workspace Organization (*Seiri Seiton*)

Japanese workspaces are heavily scrutinized. A messy, chaotic desk is seen as a sign of a messy, chaotic mind, which can damage your professional reputation.

- **Prompt 1 (The MEXT-Standard Desk Layout):** *"Give me a structural guide on how to organize my physical desk space in a Japanese staff room. Where should personal items go versus official files, and how clean must the desk be before I leave for the evening?"*
- **Prompt 2 (Handling Confidential Student Information):** *"My JTE left a stack of graded student tests on my desk. What are the strict privacy and security rules regarding covering up student names or grades from view when other students or visitors walk through the staff room?"*
- **Prompt 3 (Personalizing the Desk Respectfully):** *"I want to put a few small personal items on my desk (a small calendar, a photo, a flag). Give me a set of boundaries on what is deemed 'cute and acceptable' versus 'unprofessional and distracting' in a Japanese school environment."*

8. Navigating the Staff Welcome/Farewell Parties (*Enkai*)

Official school drinking parties held at local restaurants (*Izakaya*). Attendance is highly encouraged, as this is where teachers finally drop their professional guards (*Honne*) and build real bonds.

- **Prompt 1 (The Enkai Seating & Drinking Rules):** *"I am attending my first school Enkai this Friday. Explain the unspoken rules regarding seating arrangements (Kanji vs. Shimoza), the protocol of pouring drinks for other teachers, and the etiquette of the initial 'Kampai' toast."*
- **Prompt 2 (The Next-Morning Thank You):** *"I had a great time at the Enkai last night, and a senior teacher paid for my drinks. Write a short, mandatory Japanese phrase I must say to them the very next morning at their desk to express my gratitude."*
- **Prompt 3 (Navigating Conversational Boundaries):** *"At the Enkai, teachers get very casual and might ask personal questions. Give me advice on how to maintain a polite, safe boundary regarding my private life while still appearing fun, open, and participative."*

9. Handling Unexpected Interaction with Visiting Parents/Board Officials

Parents, Board of Education (BOE) officials, and community leaders frequently walk into the staff room unannounced to deliver documents or meet leadership.

- **Prompt 1 (The Stand-and-Bow Reflex):** *"When a guest or parent enters the staff room, all the teachers suddenly stand up and bow in unison. Explain the exact etiquette of this reflex—when do I stand up, how long do I hold the bow, and what should my facial expression be?"*
- **Prompt 2 (Simple Greeting for External Guests):** *"An external visitor walks directly past my desk and makes eye contact. Write a universally safe, polite Japanese greeting phrase I can say while performing a seated bow to acknowledge their presence professionally."*
- **Prompt 3 (Directing a Lost Guest):** *"A parent walks into the staff room looking lost while trying to find the nurse's office or a specific teacher. Write an easy script to politely tell them to wait a moment while I call a Japanese staff member to assist them."*

10. Navigating Dress Code Transitions (*Cool Biz* to *Warm Biz*)

Japan has strict nationwide governmental seasons for workplace attire to save energy, pivoting smoothly between high summer (*Cool Biz*) and deep winter (*Warm Biz*).

- **Prompt 1 (Cool Biz Compliance Checklist):** *"The school just announced the start of 'Cool Biz' season. Give me a detailed checklist of what clothing items are acceptable for an ALT (polo shirts, no ties, short sleeves) versus what is still considered too casual or revealing for a school environment."*
- **Prompt 2 (Ceremony Dress Code Upgrades):** *"Tomorrow is a formal school ceremony (Opening Ceremony / Shigyoushiki). Explain how my outfit must change from my daily staff room wear to match the ultra-formal standards expected of faculty on stage."*
- **Prompt 3 (Indoor vs. Outdoor Shoe Protocol):** *"Explain the strict operational boundaries regarding my school footwear. What are the rules about crossing lines from the genkan (entrance) to the staff room, and what type of shoes are deemed professional for indoor staff use?"*

Your AI-Empowered ALT Journey Begins Here

You now have a flawless, hyper-specific roadmap covering all **5 unique dimensions** of your Assistant Language Teacher role in Japan across all 5 specialized pillars:

- A. Team-Teaching & Classroom Facilitation**
- B. Lesson Planning & Materials Creation**
- C. Cultural Ambassador & Internationalization**
- D. Extracurricular & School Life Integration**
- E. Navigating Japanese Staff Room Etiquette**

Whenever you face a tricky classroom situation, need a game fast, or feel nervous about staff room rules, open Gemini or ChatGPT, grab one of these tailored prompts, fill in the blanks, and let the AI give you the answers! Good luck (*Ganbatte kudasai*)!

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Congratulations on making it to the end of this guide! You now possess the exact framework and prompts needed to save hours of work, eliminate lesson-planning stress, and thrive as an ALT in Japan.

But reading the prompts is only Step 1. Mastering how to tailor them to your unique schools, personality, and workflow is where the real transformation happens.

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See you on the call!

Erwin Brunio

Founder, OFW Digital Skills Academy