

Activities

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Photos, text, and audio from “The Lives of Japanese Elementary School Students” to be posted on the TJF website in April 2005 are used for the activities on these pages. However, we have also included the photos used in the example on the Feature pages, in case access to the website is limited or not possible.

Though the activities here are geared towards elementary school students who are studying Japanese, they may be modified for use by junior high school and high school students by replacing the photos and text with those in the photo resource “Deai.” [↪ See www.tjf.or.jp/deai/](http://www.tjf.or.jp/deai/)

Activity 1

Who is in Grade 6 Class 1?

Theme	➤ Myself and My Friends
Objectives	➤ 1. Imagine what students in Grade 6 Class 1 are like from the photos and messages, and become familiar with them. 2. Learn vocabulary and expressions for introducing oneself and one’s friends.
Functions	➤ Giving information/Introducing/Descriptions
Expressions	➤ Particleも は... Vています は... Vます は... です ～がすきです／～がとくいです ～がいます／あります
Vocabulary	➤ Hobbies, sports, future professions, etc.
Materials	➤ 1. Photos: Group photo, Playing tag on the roof, <i>Kendama</i> (cup and ball) 2. Worksheet for the listening activity

1. Show students the group photo of Grade 6 Class 1 and discuss things they have noticed, imagining what kind of class Grade 6 Class 1 is.
2. Here is the example of Yotchan. Show photos of Yotchan playing tag and *kendama*. Have students imagine and discuss what she might be like.
3. Give the students the worksheet for the listening activity. Go over each part of the worksheet and highlight what type of information they should be looking for (see note 1). Use English or Japanese depending on the level of the class.

Sample Worksheet

Activity: Who is in Grade 6 Class 1?

Self-introduction

Name: _____

Circle the correct answer based on what you just heard.

☉ すきなこと [a. おしゃべり b. べんぎょう c. バスケット]

I like to [a. chat b. study c. play basketball]

☉ しゅみ [a. まんが、ごつしをよむ b. えいがをみる c. えをかく]

My hobby is [a. reading comics and magazines b. going to the movies c. drawing]

4. Give the students lists of vocabulary or certain vocabulary items that might hinder their overall comprehension of the passage or hinder the assessment process (see note 2). Using the list as a reference, introduce vocabulary and sentence patterns as necessary prior to the listening activity.

Example

すきな／きらいなことは～です	What I like/dislike is . . .
～が すきです	I like . . .
しゅみは～です	My hobby is . . .
とくいなことは～です	I am good at . . .
～に なりたいです	I want to be . . .
しょうらいの ゆめは～です	My future dream is . . .
おしゃべり	chatting
たべもの	food
かしゅ	singer
まんが	manga
ごつし	magazine
サッカー	soccer
バスケット	basketball
やきにく	grilled meat
うめぼし	<i>umeboshi</i>
サッカーせんしゅ	soccer player
だいく	carpenter
ほんをよむこと	reading books
スポーツをすること	playing sports
おんがくをきくこと	listening to music
しょうがっこうのせんせいになること	to become an elementary school teacher

5. Read Yotchan’s message to the students, or download the audio message from the website and play it for them. (We suggest that each self-introduction be replayed a minimum of 3 times).
6. Have the students work on the worksheet as they begin to understand the information (see note 3).
7. After the students have turned in their completed forms, replay each profile and go over the information together, jotting down information on the board and talking about specific information as the students ask questions, etc.
8. Finally, give volunteers a chance to introduce the students in Grade 6 Class 1. (You may want to photocopy the photos of students in Grade 6 Class 1 with word balloons, allow the students making the introduction to freely write imagined lines in the balloons, and display the posters in the classroom.)

● Other Activities/Expansion

Students can present their own self-introductions as well as compare and contrast their own likes/dislikes, hobbies, etc. with those of a particular student from Grade 6 Class 1. You may want to use this activity in preparation for units on introductions of oneself and friends in other curricula. (Example: U.S. National Standards “My Friend and I” 1.3 Presentational Communication)

Notes

1. Since these are actual Japanese students who are speaking, they use some slang expressions and words that are not often seen in regular Japanese language classes. This may be a time to tell your students to “listen in context” and try to get the gist of the message, and that it is not necessary to understand and translate “word for word” what the Japanese students are saying. If students try to translate literally, they may become frustrated and not perform well on this activity.
2. Provide this information to your students before they begin the activity so that they can grasp the information that you want to assess. (i.e. the word “あだな” is used often in these self-introductions meaning “nickname” and the students may be used to hearing the phrase “わたしの なまえ” instead of “わたしの あだな”).
3. Have the students quietly listen only the first time the self-introduction is played. In this manner, the students will listen to the whole message in its entirety before they begin to write. During the second playing of the message, they may cease to concentrate on certain parts of the spoken passage as they try to write notes on items they understood. Again, emphasize that it is not necessary for them to translate the spoken passage “word for word.”

Phrase List for Students' Messages (For listening activity)

しーちゃん

すきな ことは(おしゃべり)です I like (chatting).
(ほぼさん)に なりたいです I want to be (a nursery school teacher).

のぐろう

しゅみは(サッカーを する こと)です My hobby is (playing soccer).

オグッチ

しゅみは(サッカー) My hobby is (soccer).
すきな たべものは(やきにく) My favorite food is (grilled meat).
きらいな たべものは(うめぼし) My least favorite food is (*umeboshi*).
しょうらいの ゆめは(サッカー せんしゅ)か(だいく)です
My future dream is to be (a soccer player) or (a carpenter).

さや

しゅみは(まんがを よむ こと)です My hobby is (reading manga).
(おんがくを きく こと)も すきです I also like (listening to music).

よっちゃん

すきな ことは(バスケット)です What I like is (basketball).
しゅみは(まんが、ざっしを よむ こと) My hobby is (reading manga and magazines).

あり

とくいな ことは(バドミントン)です I am good at (badminton).
すきな ことは(まんがを よむ こと)です What I like is (reading manga).
しょうらいの ゆめは(しょうがっこうの せんせい)に なる こと
My future dream is to become (an elementary school teacher).

まおっちゃん

わたしの しゅみは(バスケットを する こと)です
My hobby is (playing basketball).
すきな かしゅは(ブリトニー・スピアーズ)や(ヒラリー・ダフ)です
My favorite singers are (Brittany Spears) and (Hillary Duff).

Activity 2

Guess What They're Doing!

Theme ▶ Daily Routine

- Objectives** ▶
1. Imagine what a day with Grade 6 Class 1 would be like from the photos. Compare a day in Grade 6 Class 1 with a typical day in your own life, and learn about Japanese elementary school life.
 2. Learn Japanese vocabulary related to activities in elementary schools (じゅぎょう, やすみじかん, きゅうしよく, そうじ). Learn ～があります／～がありません, ～をします／～をしません.

Time Required ▶ 20 minutes

- Materials** ▶
1. Photos: Entrance (Changing our shoes), Serving lunch, Cleaning, Class (Raising our hands in class), Recess (Jumping rope in the school field)
 2. Japanese vocabulary cards related to school life: じゅぎょう, やすみじかん, きゅうしよく, そうじ
 3. Worksheet (In the top section, students write what they learned in English, and in the bottom section, the new Japanese vocabulary they studied in the lesson.)

1. Show photos from a typical day in Grade 6 Class 1: Entrance (Changing our shoes), Serving lunch, Cleaning, Class (Raising our hands in class), Recess (Jumping rope in the school field). Ask students to imagine and discuss what the subjects of the photos are doing (English).
2. Provide brief explanations for any activities with which the students are not familiar.

Notes

げんかん: Schools have large *genkan*, lined with lockers where the school children store their outdoor shoes. Inside the school they wear soft, slipper-like shoes called *uwabaki*. Some schools require special sneakers to be worn on the school grounds and yet another pair of sneakers for use inside the school gym. The indoor *uwabaki* and gym shoes are generally color-coded for each school.

For more information: *The Japan Forum Newsletter No.8 "A Day in The Life"* June 1997 Removing Shoes <http://www.tjf.or.jp/eng/ge/ge02kutsu.htm>

きゅうしよく: School lunches are provided in public elementary schools. Part of the cost is borne by the students' parents. Though prices depend on the community, the fee at Sakura Elementary School is about 4,000 yen per month.

Meals are prepared in the school kitchen following a menu drawn up by a trained nutritionist for the school. School lunches prepared at a local school-lunch center are delivered to elementary and junior high schools without school-lunch kitchens of their own.

In the 2003 school year, 96.2% of public elementary schools served lunches. School lunches were introduced in the period after the end of World War II in order to supplement the diet of children at a time of many hardships in Japan. Today the educational objectives of school lunches in elementary and junior high school are to foster proper eating habits and table manners, and to learn cooperation with classmates through the tasks of serving, clearing away, etc.

そうじ: In many schools, each group of students (*han*) takes turns

cleaning a designated area every week, such as the classroom and corridor, the gym, the entrance hall and special classrooms. They use brooms, dustpans, hand cleaning mops (*zokin*), and sometimes handled mops. Each school designates a specific time for cleaning, the most common times being during the lunch break or after school. Cleaning equipment is stored in each classroom. At the end of the term, a thorough cleaning (*osoji*) is undertaken, including tasks that cannot normally be done such as waxing the floors.

3. Have students compare the activities of Grade 6 Class 1 with their own. Discuss, using in English as appropriate, and practice the following patterns using the discussion content.

Example 1

Teacher: (きゅうしょく)がありますか。
 Student: あります。/いいえ、ありません。
 Between Students
 Student A: (きゅうしょく)ある？
 Student B: ある。/ううん、ない。

Example 2

Teacher: (そうじ)を しますか。
 Student: します。/いいえ、しません。
 Between Students
 Student A: (そうじ)する？
 Student B: する。/ううん、しない。

4. On their worksheet, have students summarize what they have learned through a comparison of Grade 6 Class 1 and their own class. In addition, have students write new Japanese vocabulary words they have learned.

Note

The aim of this exercise is for students to take an interest in the daily life of Grade 6 Class 1 through a comparison. Thus, the subject of comparison should be Grade 6 Class 1 and the students' own class.

Other Activities/Expansion

Show students a timetable from Grade 6 Class 1, and discuss what kind of subjects they study. Have students explain their own timetables using ○じかんめは ~です。Next, practice the pattern どんな べんきょうが したいですか。~の べんきょうが したいです, and have students create their ideal timetable. Finally, have the students present their timetables using わたしの じかんわりです。~の べんきょうが ○じかんあります。In English, discuss the reasons for the timetables and the students' ideal school.

Activity 3

What Do You Eat for Breakfast?

Theme ▶ Food

Objectives ▶ 1. Learn what students in Grade 6 Class 1 eat for breakfast.
 2. Learn あさ/ひる/よるごはん、たべます/たべません、いつも/よく/ときどき. Learn Japanese vocabulary words that will be used in the survey (あさ/ひる/よるごはんは、いつも なにを たべますか。~を たべます) and the presentations (いちばん おおいのは ~です。○にんでした。にばんめは、~です。○にんでした。)

3. Learn what students in Grade 6 Class 1 have for breakfast, and compare with one's own breakfast. Realize the diversity in Grade 6 Class 1, and one's own class.

Time Required ▶ 40 minutes

Materials ▶ 1. Photo: Having breakfast
 2. Grade 6 Class 1 Survey “あさごはんに たべるもの”
 3. Worksheet (Take notes on interview and summarize content.)

1. Show the photo of Kentaro having breakfast and practice the following patterns to discuss one's own meals. Introduce あさ/ひる/よるごはん、たべます/たべません、いつも/よく/ときどき as appropriate, and practice briefly.

Example

Teacher: ~さん、あさ、~を たべますか。
 Student: はい、いつも(よく/ときどき)たべます。/いいえ、たべません。



2. Distribute the Grade 6 Class 1 Survey “あさごはんに たべるもの.” Introduce Japanese vocabulary necessary to read the survey, and discuss.

Example

(ろくねん いちくみの)あさごはんは、いちばん おおいのは ~です。
 じょしは ○にんです。だんしは ○にんです。

3. Go over Japanese vocabulary necessary to conduct a survey.

Example

Student A: あさ/ひる/よるごはんは、いつも なにを たべますか。
 Student B: ~を たべます。
 Student A: ありがとうございます。

4. Have students conduct surveys using their worksheet. Divide the class into three groups responsible for breakfast, lunch, and dinner, respectively. Food names may be in English.

5. Summarize the findings on poster paper or use a projector to show the survey results to the entire class. Have students present their findings (a graph format is also acceptable).

Example

あさごはんは、いちばん おおいのは ~です。○にんでした。
 (じょしは ○にんです。だんしは ○にんです。)
 にばんめは、~です。○にんでした。
 (じょしは ○にんです。だんしは ○にんです。)

6. In English, discuss what students have realized through the surveys (diversity within Grade 6 Class 1, diversity within students' own class, etc.).