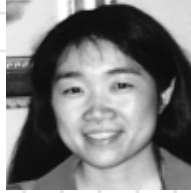




# MAKING A BRIDGE BETWEEN THE U.S. AND JAPAN

—Let's Make Profiles with Photos—



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## PURPOSE

In this unit, students use TJF photo sheets and the booklet *The Way We Are* to learn about the everyday lives of high school students in Japan. While observing the ways in which Japanese high school students are both different from and similar to themselves, the students decide what they would like to convey about themselves to Japanese students and make profiles about themselves, with photographs and captions, similar to those in *The Way We Are*.

## POINTS TO BE STUDIED

### LANGUAGE OBJECTIVES

#### TARGET FUNCTIONS

❖ Explaining a reason, describing photo scenes and surprising aspects of the Japanese students portrayed in them, listening for specific information, giving opinions using comparison, listening and reading for information, asking questions

#### TARGET EXPRESSIONS

❖ ~から / ~ので, ~すぎる, ~ているところ, ~より~のほうがいい, ~が一番いい

#### TARGET VOCABULARY

❖ 高校生, 写真, ~に興味がある, 理由, 選ぶ, 同じ, 違う, 思う, アルバイト, かせぐ, クラス, 単位, 演劇部, 学費, 生活費, おこづかい, 配る, 以上, キロ, 工業高校, 定時制, ~部, 部員, 驚く, 役に立つ, 変える, 撮られる, 比べる, プロフィール, 特技, ことば, 人間, 将来, 根性, 努力家, お人よし, 放送, つり

### CULTURAL OBJECTIVES

- To find an aspect of Japanese high school students' lives that catches one's interest, using the TJF photo sheets
- To write about the gap between one's preconceived image of Japanese students and the information learned in this unit
- To think about which photo scenes of American students would be interesting for their Japanese counterparts
- To learn more about the four Japanese students from their profiles
- To create written profiles that would help the students introduce themselves to Japanese students

## SOURCE MATERIALS

### Lesson 6

Photo sheets<sup>1</sup> or *The Way We Are*<sup>2</sup>  
Work sheet (Handout #1\*)

### Lesson 7

Key to Information on the Subjects (Handout #1\*)  
Photo sheets or *The Way We Are*  
OHP / OHP sheet which is describing profiles of four  
Japanese high school students (Handout #2\*)  
Photos of four Japanese high school students (Handouts  
#3-5, as for Hino Takashi, see the lesson plan "The Daily  
Lives of Japanese High School Students")

- 1 This is a series of photo sheets produced by TJF, consisting of photographs and captions depicting the daily lives of four high school students.
- 2 This booklet, produced by TJF in 1998, is a collection of 26 photo-profiles selected from 222 entries submitted to the Daily Lives of Japanese High School Students Photo Contest, held in 1997.

## PROCEDURE

### LESSON 1: On Japanese High School Students

The students write what they know about Japanese high school students, how and when they got that information, what more they would like to know about them. The students choose photos they like from the TJF photo sheets and explain why they choose the ones they did. (Introduce sentence patterns with *なぜ*, *どうして* and *～から / ～ので*.)

### LESSON 2: Expressing Thoughts

The students discuss the selected photos to determine what the people in the photos are doing, what their interests are, their likely reasons for photographing the scenes they did, and so on, and each group presents its findings to the class. The students describe how the expectations they had about Japanese high school students before viewing the photos were either confirmed or negated by what they saw in the photos.

### LESSON 3: Listening and Writing

The teacher distributes a question sheet and a simple profile sheet, both in Japanese, about one of the subjects of the photo sheets, and reads the profile aloud. The answers to the questions are included in the profile. The students write the answers on the question sheet as they listen to the teacher read the profile. Working in groups of three, the students

then repeat this process for the other three subjects of the photo sheets, with one student in each group reading out the profile while the other two write the answers on the question sheet.

### LESSON 4: Writing

Using the photo sheets as a visual aid, the teacher introduces the new sentence pattern *～すぎる*. The students write in English about what they found surprising and what else they would like to know about the four Japanese students introduced in Lesson 3.

### LESSON 5: Thinking about What to Introduce to Japanese High School Students

#### 1. Introduction (10 mins.)

The teacher asks the students what they wrote at the end of the previous lesson.

#### 2. Brainstorming (10 mins.)

The teacher asks students to think about what photo scenes would be helpful for introducing American students' lives to Japanese high school students.

- ◆ what we do for fun
- ◆ trends (clothes, music, dances, etc.)
- ◆ customs
- ◆ the same things that we want to know about Japanese students

#### 3. Individual impressions (10 mins.)

The teacher asks the students to describe in Japanese five possible photo scenes using *～ているところ*.

#### 4. Sharing in class (15 mins.)

Students write their ideas on the board and comment on them.

- ◆ カフェテリアで昼ご飯を食べているところ
- ◆ ドーナツを食べているところ
- ◆ スポーツ(バスケ、ゴルフ、テニス、サッカー、ローラーホッケー、ラクロス)をしているところ
- ◆ ダンスパーティーで踊っているところ
- ◆ 宿題をしているところ
- ◆ ロッカーを開けているところ
- ◆ アメリカの国旗を着ているところ

#### 5. Assignment of homework

For homework, the teacher instructs the students to refine the five scenes they described in this lesson.

### LESSON 6: Discussion

#### 1. Introduction (5 mins.)

The teacher asks the students what they would like to tell Japanese students about themselves.

## 2. Sharing in pairs (20 mins.)

The teacher goes over the dialog of handout #1, then models the conversation. In pairs, the students talk about what scene they would like to create and elicit partners' opinions.

## 3. Comparing each other's scenes (10 mins.)

The students choose the three scenes they plan to create and write them on the board. They compare their ideas and see how many of their suggestions are similar.

## 4. Planning in class (10 mins.)

The students discuss their ideas, what changes they would make, and work together to decide five scenes each student would take, trying to avoid similar scenes.

## 5. Assignment of homework

The teacher instructs the students to take photos and bring them to class in a week's time.

## LESSON 7: Making a Profile

### 1. Introduction (10 mins.)

The teacher asks the students what scenes they decided to present in their photos.

### 2. Japanese students' profiles (20 mins.)

Using the OHP, the teacher shows the "Key to Information on the Subjects (bottom of Handout #1)," found on page 4 of *The Way We Are*. Using the OHP (Handout #2), the teacher shows the profile of each of the four students (Hino Takashi, Nishi Hideki, Yoda Keiko, and Fukuoka Setsuko). The students guess which profile belongs to which student and explain their rationale using ~から / ~ので.

### 3. Creating a profile (15 mins.)

The students create their own profiles using the "Key to Information on the Subjects."

### 4. Assignment of homework

The teacher instructs the students to finish their individual profiles for homework.

## LESSON 8: Making Captions

### 1. Introduction (5 mins.)

The teacher asks the students if it was difficult to make their own profiles.

### 2. Whose profile is this? (10 mins.)

The teacher collects the profiles that the students created as homework, then mixes them up. The teacher gives a profile to each student and tells them to find the person who created the profile they've received. The teacher goes over asking questions in Japanese about the information included in the profile. The students walk around the room and ask each other questions in order to find the person that matches their profile. After finding their matches, the students go back to their seats.

### 3. Clarifying information (10 mins.)

The teacher asks the students if there were words they did not understand or did not know how to say in Japanese.

### 4. Captions (5 mins.)

The teacher introduces four photo sheets and reads their captions. The students examine what ending forms are used in these captions.

### 5. Making personal captions (15 mins.)

The teacher asks the students to draw sketches of the photo scenes they have taken or will take. The students create captions for those photo scenes.

### 6. Handing out captions and profiles

The teacher collects the written captions and profiles at the end of the lesson. The teacher highlights mistakes and returns the profiles to the students in the next class. The students correct their mistakes and return their corrected profiles and photo scenes with captions in class. The students then present their final products to the class and turn them in.

## From the committee

A teacher without access to the pictures used in this lesson finds other pictures and writes profiles of people based on known individuals. Two major strengths of this lesson are the questionnaires, which help promote interest, motivation, and self-directed learning, and the development of a profile at the end of the unit. The questionnaires, however, do need to be carefully monitored so that they do not encourage stereotyping of Japanese students. The profiles developed at the end of the unit provide students with another method of measuring their improvement. With a little more time, a variation on creating a profile on yourself could be to create one on a famous person.

## WORK SHEET

### せいしゅん 青春のワンショット

A: 何をしているところを写真に撮られたい?

B: うーん、そうね。

うーん、そうだね。 \_\_\_\_\_ しているところと、

\_\_\_\_\_ しているところと、

\_\_\_\_\_ しているところを撮られたいかな。

どれにしたらいいと思う?

A: うーん、 \_\_\_\_\_ しているところが一番いいかな。

それと、 \_\_\_\_\_ しているところより、

\_\_\_\_\_ しているところの方がいいかな。

B: うん、そうだね、そうするよ。ありがとう。

A: どういたしまして。私/ぼくは、 \_\_\_\_\_ しているところと

\_\_\_\_\_ しているところと、

\_\_\_\_\_ しているところを撮られたいと思うんだけど、

どう思う?

B: うーん、 \_\_\_\_\_ しているところが一番いいかな。

それと、 \_\_\_\_\_ しているところより、

\_\_\_\_\_ しているところの方がいいかな。

A: うん、そうだね、そうするよ。ありがとう。

B: どういたしまして。おたがいさま。

### Key to Information on the Subjects

なまえ  
名前

とし  
年

クラブ

しゅみ

とくぎ

い  
行ってみたいところ

す  
好きなことば

じぶん にんげん  
自分はどうな人間?

しょうらいのゆめ

## WHO'S PROFILE?

### クラブ

1. えんげき部 と ほうそう部
2. やきゅう部
3. じゅうどう部 と ジャズダンス  
同好会
4. じゅうどう部

### 好きなことば

1. じぶんできめるんだ。
2. EMOTIONS
3. 智をもって武を制す(“Wisdom conquers might”)
4. 根性( tenacity )

### しゅみ

1. 読書とことばあそび
2. 読書とつり
3. 絵をかくこと
4. マンガをかくこと

### 自分はどんな人間？

1. いやな人間、きたない人間だと思う。どんな時でも、けいさんして (to calculate) 行動するからだ。
2. 努力家
3. お人よし
4. まけずぎらいで、とくに男子にまけるのは大きらい。明るくわらいながら一日をすごすのが大好き。

### とくぎ

1. きべん( glib talk )とホラ話 ( talking big )
2. 人をわらわすこと
3. 書道
4. せおいなげ( judo-back throw )

### しょうらいのゆめ

1. じぶんにしか( only )そうぞう( to make )できない「モノ」をつくりたい。のんびりとしていたい。
2. よくわかりません。
3. イースター島のモアイ像をバックに、のぼる朝日をながめながらシャンパンを飲むこと。
4. こころの広い人間になること。みんながなかよく生きていけるようなせかいをつくりたい。

### Answers

クラブ : 1.Hino 2.Nishi 3.Yoda 4.Fukuoka  
しゅみ : 1.Hino 2.Nishi 3.Yoda 4.Fukuoka  
とくぎ : 1.Hino 2.Fukuoka 3.Nishi 4.Yoda  
行ってみたいところ : 1.Hino 2.Nishi 3.Yoda 4.Fukuoka

好きなことば : 1.Hino 2.Yoda 3.Nishi 4.Fukuoka  
自分はどんな人間? : 1.Hino 2.Nishi 3.Fukuoka 4.Yoda  
しょうらいのゆめ : 1.Hino 2.Nishi 3.Yoda 4.Fukuoka

## PHOTOS OF NISHI HIDEKI



These days, Hideki is preoccupied by his acne. Lately he seems to be more concerned about his hairstyle, too, and he's spending longer in front of the mirror than he ever used to.



Hideki loves milk; he drinks more than a liter of it everyday. Mother often chides him for drinking so much. Sometimes he comes home with a one-liter carton like the one in the photograph, bought at the supermarket or corner store for about ¥180-¥200, and drinks it straight out of the carton.



The northern part of Hiroshima Prefecture where we live is lush green countryside. Every day we cycle about 15 kilometers to school along roads and lanes through rice paddies, vegetable fields, and steep hills. Almost all of us commute to school by bicycle.



Hideki says he is most relaxed when he's stretched out reading a comic book. For Japanese of our age, reading manga is as important a pastime as listening to music or watching movies. Hideki reads the weekly manga magazines *Shōnen Jump* and *Shōnen Sunday* cover to cover.



As the catcher for the school's baseball team, Hideki is at ball practice about four hours everyday. He doesn't have much energy left for studying and often falls asleep at his desk. On weekends, he's at practice all day.

Photos by Nishi Miyuki

—Photos and texts are reprinted from *The Way We Are* (Tokyo: The Japan Forum, 1998), pp. 10-13.

## PHOTOS OF YODA KEIKO



Arriving at school in the morning, the girls wear their uniforms with personal flair. They can choose between red and green neck ribbons, and Keiko likes the school's uniform, which she thinks is quite stylish.



About 40 percent of Keiko's classes are technical-skills-related. In classes working with machinery, the girls practice right along with the boys.



Enjoying lunch with a friend. Like most students, Keiko brings a packed lunch, or *bentō*, everyday. She's especially fond of *tamagoyaki* (rolled egg), onigiri with umeboshi, soybean hamburgers, and steamed meat buns (*nikuman*) for lunch.



Keiko may be the only girl in the club, but she can throw a male opponent as skillfully as anyone. Extracurricular clubs in Japan's high schools are quite active, with many members who go to school for practice even on holidays and during summer vacation. Keiko's club practices six days a week.



Keiko loves to dance and belongs to an informal jazz dance group. In this photo, the girls are working on choreography on the theme "cheering the baseball team" for the upcoming dance contest. Just before the contest, the entrants practice about four times a week.

Photos by Yamazaki Hideyuki

—Photos and texts are reprinted from *The Way We Are* (Tokyo: The Japan Forum, 1998), pp. 14-15.

## PHOTOS OF FUKUOKA SETSUKO



"Itadakimasu!" Setsuko always takes big bites and eats with gusto. She obviously enjoys eating. Just watching her makes you feel good somehow. She likes things like *agedōfu* (fried tofu), not fatty meat.



Setsuko gets up at around 4:00 in the morning, loads her bicycle up fore and aft with newspapers, and sets off on her delivery run. The early-morning air is fresh, and the road is so quiet you barely recognize it as the same place that is crammed with traffic during most of the day.



The morning sun lit up her face. Setsuko is always cheerful and positive, and at this moment her smiling face was literally beaming. Where does she get all that energy?



Her PE-class activity this night was softball. The only girl on a field full of guys, Setsuko was the pitcher. She strikes a powerful figure, pitching out there under the lights in the center of the playing field. In the town or at school, she possesses an irresistible charm.



In the midst of her deliveries she paused and looked up at the sky. Passers-by greet her with a "good morning" or a "*gokurōsama*."

Photos by Iwase Miya

—Photos and texts are reprinted from *The Way We Are* (Tokyo: The Japan Forum, 1998), pp. 20-23.