# A day in Japan (**日本での一日**) – excursion summary

## Introduction

‘A day in Japan’ is a program for Year 10 students visiting the Nihongo Tanken Centre. It is suitable for students visiting the centre for the first time, or for students who have visited the centre in Years 7–9 who would like to experience something new.

The day leads students through a simulated home stay, including:

* meeting your host family at the airport
* settling in at your host family’s home
* learning about your host family and their home
* shopping
* finding your way around
* travelling by train
* being interviewed by the local TV station.

Throughout the day, students work in up to 3 teams to complete tasks, including 5 ‘survival challenges’ in which they showcase their ability to use Japanese in authentic situations.

In order to maximise speaking opportunities, we are able to accept 12 to 15 students for this program.

Where required, the Tanken Centre officers will adjust their language levels to ensure students are able to participate fully in the day.

**Note** – for the activities ‘Getting to know each other’ and ‘Photo album’, the visiting teacher will work with the Tanken Centre officers to act as one of the members of the host family. We understand not everyone may feel comfortable doing this. Please let us know in advance if you would prefer not to participate in the host family role so we can refine the activities accordingly.

## Sample agenda

|  |  |  |
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| Time | アクティビティ | Activity |
| 10:00 am | 日本へとうちゃく | Arriving in Japan |
| 10:05 am | ホストファミリーの家にとうちゃく | Arriving at your host family’s house |
| 10:15 am | ホストファミリーの家との会話 | Getting to know each other |
| 10:35 am | ホストファミリーの家でくつろぐ | Settling in (survival challenge 1) |
| 10:50 am | 家族のしゃしん | Family photos |
| 11:05 am | きゅうけい | Japanese-style recess |
| 11:20 am | おやつを買う | Shopping for snacks (survival challenge 2) |
| 11:40 am | カルタをしよう！ | Let’s play *karuta*! |
| 11:50 am | どこですか/どこにありますか | Where is it? (survival challenge 3) |
| 12:00 pm | 駅での会話 | At the train station (survival challenge 4) |
| 12:10 pm | おべんとう | Japanese-style lunch |
| 12:40 pm | テレビきょくのインタビュー | TV interview |
| 1:20 pm | クイズ | Quiz (survival challenge 5) |
| 1:40 pm | スピードインタビュー | Speed interview |
| 1:55 pm | 楽しんでいただけましたか | Hope you enjoyed the day in Japan |

## Overview of activities, with outcomes

### Arriving in Japan 日本へとうちゃく

Students are greeted by members of their ‘host family’[[1]](#footnote-1), who are holding a welcome sign at the entrance to the Tanken Centre (set up as the meeting point at the airport). Each student’s name is called out. The host family greets each student in Japanese and brings them inside to the centre’s foyer. Each student is also given a name tag.

Time allocation: 5 minutes

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| --- | --- |
| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and react appropriately to the greeting and the instructions given by the Tanken Centre officers. * Students reflect on the differences between Australian and Japanese people when they meet for the very first time. |

### Arriving at your host family’s house ホストファミリーの家にとうちゃく

Students enter their host family’s home, removing their shoes and putting on the slippers. Students enter the *tatami* room and sit at their allocated tables, while following the house rules. Students sit on the *zabuton*.

Time allocation: 10 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and react appropriately to instructions given by the Tanken Centre officers. * Students reflect on the differences between Australian and Japanese houses. |

### Getting to know each other ホストファミリーとの会話

This activity allows the Tanken Centre officers to build an understanding of your students’ language levels and supports your students to feel relaxed about communicating in Japanese in a new situation.

The Tanken Centre officers and the visiting teacher work with each team, playing the role of a host family member. Students answer a range of questions, in Japanese, based on their prior knowledge. Questions may relate to family, pets, where they live, sport, hobbies, and their favourite food.

During the discussion, students are served green tea. The host family member will also ask if the student likes the green tea, with students answering verbally or non-verbally.

Time allocation: 20 minutes

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| Syllabus outcome | Outcome in action |
| ML5-INT-01  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students listen to and respond to the questions asked. |

### Settling in (survival challenge 1) ホストファミリーの家でくつろぐ

The host family explains key phrases which students may need during their home stay. The host family shows cue cards, with English text, for example ‘You need to tell the family you are allergic to nuts and dairy’. Students use prior knowledge to communicate each phrase in Japanese, before the Japanese text is revealed. Teams take turns to respond to each cue card in Japanese.

**Survival challenge 1a – the first team to provide appropriate Japanese for each cue card wins a point.**

Next, students play a matching game at their tables, matching cue cards to the correct Japanese translation.

**Survival challenge 1b – the first team to finish the matching game wins a point.**

Time allocation: 15 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students recognise key words and phrases in written Japanese. |

### Family photos 家族のしゃしん

In this activity, students learn more about their host family. Each table is given an electronic photo album to look through. The album acts as a stimulus for a more challenging conversation about the host family, extended family, and holidays.

Time allocation: 15 minutes

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| Syllabus outcome | Outcome in action |
| ML5-INT-01  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students interact with their ‘host family’, discussing family members. * Students interact with their ‘host family’, applying Japanese pronunciation and intonation. |

### Japanese-style recess きゅうけい

Students sit at Japanese-style tables to eat and drink, while etiquettes relating to eating and visiting the toilet are introduced.

Time allocation: 15 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions. * Students learn about etiquettes associated with eating and with visiting the toilet in a Japanese house and reflect on the differences between Australian and Japanese snacks. |

### Shopping for snacks (survival challenge 2) おやつを買う

The host family has written a shopping list of some of their favourite snack foods for students to try and has left 2000 yen to take to the local convenience store. Working in pairs, students find and purchase the items on their list, staying within budget. The Tanken Centre officers act as shop assistants. Students may ask questions if they are unsure.

**Survival challenge 2 – the pair which completes their list first, within budget and using Japanese to speak to the shop assistants, wins 3 points for their team.**

Time allocation: 20 minutes

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| Syllabus outcomes | Outcomes in action |
| ML5-INT-01  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students engage in conversations with the ‘shop assistants’ to ask for assistance and check their understanding. * Students interact with the ‘shop assistants’ to find the items on their list, applying Japanese pronunciation and intonation. |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students apply Japanese etiquette when they communicate with ‘shop assistants’ and reflect on the differences between Australian and Japanese shops. |

### Let’s play *karuta*! カルタをしよう！

Working in teams, students match snack picture cards with the appropriate information written in Japanese, looking carefully at the packaging of the products. The first team to complete the matching of the picture cards wins the game point.

Time allocation: 10 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students read the information about the products written in Japanese and match them with the correct picture cards. * Students understand what words and designs are used for attracting consumers, and reflect on the differences between Australian and Japanese snacks. |

### Where is it? (survival challenge 3) どこですか/どこにありますか

Students are at Shibuya, one of Tokyo’s most famous areas. Using a map, students find key places in the area, for example the Hachiko statue and the famous Scramble Square.

Students ask where each famous landmark is and follow the directions to locate each landmark on the map. (The activity will take place on the screen, with students moving the landmark icons to the correct position on the map.)

**Survival challenge 3 – each student who places the icon in the correct place wins a point for their team.**

Time allocation: 10 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow the directions for each landmark. |

### At the train station (survival challenge 4) 駅での会話

Students have finished looking around Shibuya and are now at the train station. They need to catch a train to Tokyo station, buy a ticket to Kyoto via bullet train and buy a lunch box. Firstly, students listen to the Tanken Centre officers role-playing a conversation and then interpret or translate what they hear. Next, students are shown 6 typical train station situations. In teams, students take turns to compose the question required for each situation.

**Survival challenge 4 – points are allocated for correct questions. If one team cannot provide the question, the challenge moves to the next team. The train station ‘staff’ then respond in Japanese, with teams earning extra points by interpreting or translating the response correctly.**

Time allocation: 10 minutes

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| Syllabus outcomes | Outcomes in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and translate the answers given by the train station ‘staff’. |
| ML5-CRT-01  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students compose and ask questions in Japanese, applying Japanese pronunciation and intonation. |

### Japanese-style lunch おべんとう

Students ‘purchase’ their *obentō*, then have lunch in the garden.

Time allocation: 30 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions. * Students learn about the etiquette when eating in a Japanese home and visiting a Japanese garden. Students reflect on the differences between Australian and Japanese food and demonstrate correct etiquette. |

### TV interview テレビきょくのインタビュー

Students are interviewed by the local TV station on the street, in an allocated tourist spot.

Students work in groups of 3, with 2 students being interviewed, and one student playing the role of TV reporter. Students develop a one to 2-minute script, based on the model provided by the Tanken Centre officers. Students are encouraged to include the expressions which they learnt throughout the day, as well as any other structures they are familiar with.

Students are then filmed in front of the green screen, and can share their videos with their friends and other Japanese students back at school.

Note: Students will be provided with an activity book during this time, as a memento of their day and as a resource to use back at school. The booklet will include optional activities and opportunities to talk further with the Tanken Centre officers, while waiting for other groups to be filmed.

Time allocation: 40 minutes

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| Syllabus outcome | Outcome in action |
| ML5-CRT-01  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students adapt the TV interview script to suit their context. * Students apply Japanese pronunciation and intonation throughout the interview. * Students apply Japanese etiquette when they communicate with the TV reporter and reflect on the differences between Australian and Japanese language and culture explored throughout the day. |

### Quiz (survival challenge 5) クイズ

Students showcase their learning by answering questions related to the situations encountered throughout the day.

One contestant from each team competes against a contestant from each of the other 2 teams, writing responses on a mini board. All other team members are the audience and are not allowed to help the contestants. Each team gains a point when their contestant gives the correct answer. All students take turns.

**Survival challenge 5 – the contestant who presses the bell first answers the question. The day’s winning team is decided by the end of this game.**

Time allocation: 20 minutes

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| Syllabus outcomes | Outcomes in action |
| ML5-INT-01  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students respond to a range of questions. * Students combine their knowledge of previously- and newly-learnt vocabulary and grammatical structures to answer a range of questions. |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to the questions and write the correct answers in Japanese on the mini board. |

### Speed interview スピードインタビュー

Students play a role, either an interviewer or a visitor, and practise speaking with a person in a different role for 2 minutes. The dialogue is provided, but students can make any changes if they wish. Partners change every 2 minutes. After several interview practice sessions, one student from each team is picked randomly to act in front of the class.

Time allocation: 15 minutes

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| Syllabus outcome | Outcome in action |
| ML5-CRT-01  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students ask and answer a variety of questions by using prior knowledge of vocabulary and grammar. * Students practise questions and answers using correct pronunciation and intonation. |

### Hope you enjoyed the day in Japan 楽しんでいただけましたか

This activity concludes the visit. The Tanken Centre officers thank students for participating throughout the day and reveal the final scores.

The plastic name tag cases are collected, and students may choose to keep their individual name tags as a souvenir.

The Tanken Centre officers escort students to the entrance area and say goodbye to students in a Japanese manner.

Time allocation: 5 minutes

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| Syllabus outcome | Outcome in action |
| ML5-UND-01  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions at the end of the excursion. * Students learn about the etiquette when leaving the Japanese house. Students reflect on the differences between Australian and Japanese farewells and demonstrate correct etiquette. |

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1. Tanken Centre staff will play the roles of host family members during the excursion. [↑](#footnote-ref-1)