# Japanese – Sample Unit – Stage 4

**Unit Title:** Time to celebrate  
**Duration:** 5 weeks (Term 4 Weeks 6–10)

## Unit overview

Students obtain information about traditional and modern ways of celebrating festivals in Japanese-speaking communities. They present their findings to their peers in a short description of one festival.

**Students with prior learning and/or experience**

Students collate information from texts, comparing and contrasting traditional festivals in Japanese-speaking communities with holidays in Australia. They research a Japanese festival and present their findings to the class in a short written description in Japanese.

**Students with a background in Japanese**

Students access a range of texts to identify how the celebration of cultural events is maintained or adapted in the Australian context. They analyse the information and present their findings in a report for the local Japanese newspaper.

## Outcomes

A student:

- identifies main ideas in, and obtains information from, texts LJA4-2C
- organises and responds to information and ideas in texts for different audiences LJA4-3C
- demonstrates understanding of key aspects of Japanese writing conventions LJA4-6U
- applies features of Japanese grammatical structures and sentence patterns to convey information and ideas LJA4-7U
- identifies variations in linguistic and structural features of texts LJA4-8U
- identifies that language use reflects cultural ideas, values and beliefs LJA4-9U

## Resources

- YouTube clips related to Japanese and Australian festivals, including Aboriginal and Torres Strait Islander festivals, cultural events and celebrations
- Websites
- Online vocabulary quizzes
- Worksheets and exercises
- Flashcards, pictures and posters
- Interactive whiteboard (IWB) activities
- Templates for graphic organisers (Think/Pair/Share, Venn diagram, Lotus diagram and Placemat Protocol)
### Content

<table>
<thead>
<tr>
<th>Students:</th>
<th>Teaching, learning and assessment</th>
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<tbody>
<tr>
<td>• recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity (ACLJAC010, ACLJAC011)</td>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>• recognise and use hiragana and some kanji (ACLJAU013)</td>
<td>• Students:</td>
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<td>• interact with peers and known adults on topics of interest (ACLJAC003)</td>
<td>– think/pair/share a list of common festivals, commemorations or cultural events celebrated in Australia, including Aboriginal and/or Torres Strait Islander festivals, eg Vivid Sydney, agricultural shows, multicultural celebrations, NAIDOC week, The Coming of the Lights Festival</td>
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<td>• recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation (ACLJAC012)</td>
<td>– organise these festivals/celebrations/commemorations into traditional and modern festivals using a graphic organiser, digital mind map or table</td>
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#### Introduction

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<td>– view digital media presentations of Japanese festivals</td>
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<td>– learn the vocabulary for some events in a calendar of Japanese festivals, eg おしょうがつ、せつぶん、ひなまつり、こどものひ、たなばた</td>
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<td>– compare similarities and differences between Japanese festivals and festivals, days or cultural events celebrated in Australia, including Aboriginal and/or Torres Strait Islander festivals</td>
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#### Using a Japanese calendar, the teacher introduces the names for months of the year and the relevant kanji 月

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<td>– practise writing the new kanji for month and apply stroke order conventions</td>
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<td>– add the appropriate months to the worksheet, eg 一月、二月、三月。</td>
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#### The teacher models how to ask someone in which month they were born (おたんじょうびはなんがつですか。), modelling the correct pitch, accent, rhythm and intonation.

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<td>– consolidate the new language structure through spoken practice</td>
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<td>– complete a class survey of birthday months, writing the Japanese answers using the new structure and the kanji for months of the year, eg Question: おたんじょうびはなん月ですか。 Answer: 三月です。</td>
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• respond in English or Japanese to information and ideas in a variety of spoken, written and digital forms for specific contexts (ACLJAC005, ACLJAC006)
• understand elements of Japanese grammar, including the systematic nature of verb conjugation (ACLJAC014)

• Students:
  – collate the information from the class survey and present the date in Japanese using online survey software.

• Students:
  – build vocabulary related to Japanese festivals, eg はる、なつ、あき、ふゆ、おもち、たこやき、そば、きもの、ゆかた
  – create a word bank related to their particular celebration or festival to introduce to the class prior to their presentation, eg おとんだま、おせちりょうり、おに、ひなにんぎょう、こいのぼり、かぶと、としこそば。

• Students learn to:
  – understand and use honorific prefixes を、ご eg おたんじょうび、おしょうがつ、おひなまつり、おもち、ごはん,
  – recognise that there are two groups of adjectives, eg ゆうめいな、きれいな、すきな、かわいい、おもしろい、うつくしい、あかい
  – understand the importance of particles in creating meaning in sentences, eg は、が、と、を。

• Students practise writing a description using scaffolds provided by the teacher, eg せつぶんは二月です。ひなにんぎょうはかわいいです。お正月におそうにをたべます。

• Using all the information presented in class, and other information gathered through research, students, working in groups:
  • choose a festival
  • collect and collate the information
  • prepare a presentation for the class summarising their findings.

Information such as the name of the festival, date, what people do at the festival and short descriptive sentences in Japanese may be included. お正月は一月です。おせちりょうりをたべます。おいしいです。
**Assessment:** Students present their research findings about a Japanese festival to the class in a short written description in Japanese.

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| - obtain and process information from a range of spoken, written and digital texts (ACLJAC166, CLJAC167) | - Students:  
| - recognise and use **hiragana**, familiar **kanji** and/or **katakana** in simple texts (ACLJAU175) |  
  - research festivals that are celebrated around the world through viewing and reading a range of spoken, written and digital texts and identify information, including key expressions used  
  - collate the information from sources, and identify similarities and differences.  
| - apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation (ACLJAU174) | - Students:  
| - explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures (ACLJAU180) |  
  - create a word bank of new words (including loan words) and new **kanji**, eg お正月、バレンタインデー、ゴールデンウィーク、ホワイトデー  
  - use the **kana** chart to read and write loan words  
  - examine the components of the new **kanji** to identify any radicals that represent known meanings  
  - use **furigana** to assist with learning the meaning of the new **kanji**.  
| - understand and use elements of Japanese grammar and sentence structure to express ideas (ACLJAU176) | - Students:  
| - Students learn to understand and use new grammatical structures, eg:  
  - ~より~の方が(adjective) です/(verb) ます  
  - ~ながら  
  - ~たのしく (as formulaic expressions)  
  - **conjunctions** そして、それから、でも、しかし。 |
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<td>• respond in English or Japanese to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences (ACLJAC167, ACLJAC168)</td>
<td>Students research festivals that are celebrated around the world. Students present their findings in summary form in a table.</td>
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<td>• reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating (ACLJAC172, ACLJAC173)</td>
<td>The teacher uses the following questions to initiate a discussion with students about Australian and Japanese festivals and celebrations:</td>
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<tr>
<td>Assessment: Students present their research findings to their peers, comparing Japanese and Australian festivals and celebrations in a digital presentation in Japanese.</td>
<td>• 日本にはどんな祭りや行事がありますか。</td>
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<tr>
<td></td>
<td>• オーストラリアにはどんなお祭りや行事がありますか。</td>
</tr>
<tr>
<td></td>
<td>• 日本の祭りや行事と似ていますか。違いますか。</td>
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| • access and evaluate information from a range of spoken, written and digital texts | • Students:
  - access a diverse range of spoken, written and digital texts and summarise key information in Japanese about celebrations and festivals in Australia and Japan
  - compare perspectives about each festival in Japanese as they view or read each clip
  - express their own perspective about particular Japanese and Australian festivals/celebrations
  - consider whether they celebrate the particular festival in their home and how it may be similar/different to how they celebrate in Japan (how important Japanese celebrations are maintained in the Australian context).

| • apply knowledge of Japanese grammar to organise and elaborate on ideas and opinions | The teacher discusses with students the various grammatical structures and phrases used for:
  - making comparisons, eg:
    - ～と～とでは/比べて
    - ～によると。。。そうです。
    - ～という点で/～の面でちがうと思います。/にていると思います。
  - justifying opinions, eg:
    - から
    - ので
    - ～し
    - なぜなら。。。
  - stating opinions, eg:
    - 私の意見では/～と考えでは

| • use an increasing range of kanji, identifying form and function of components in individual kanji | Students learn to use or revise the following kanji, including kunyomi and onyomi:
  - 意
  - 違
  - 皆
  - 査
  - 般
  - 普

|                  | Students learn to read and write some kanji compound words, eg
  - 祝日
  - 祭日
  - 行事
  - 地域
- 交流
- 伝統
- 祭典
- 開催

- Students complete learning activities to practise grammatical structures, consolidate new language and kanji.

Students:
- interview their family members in Japanese about their experiences and perceptions of how Japanese festivals are celebrated in Japan and how they are celebrated here in Australia (students may record these interviews)
- identify the perspectives of each family member
- consider how their family has maintained their Japanese celebrations or festivals or adapted them to the Australian context, and also consider the reasons for the changes.

The teacher:
- provides a text type model for a newspaper report for students to deconstruct
- explains language features and structure, including context, purpose and audience
- provides an opportunity for guided practice of the text type for students to jointly construct as a group.

Students examine examples of reports from a range of written and digital texts and analyse the language used.

Assessment: Students share their experiences and discuss how their celebration of cultural events is maintained or adapted in the Australian context. They present their findings in a report for the local Japanese newspaper.

- Students reflect on how celebrating Japanese festivals and events contributes to their sense of identity and how it is important to their Japanese cultural heritage.

- Students reflect on how and why being a speaker of Japanese contributes to their sense of identity and is important to their Japanese cultural heritage.
Assessment activities
Outcomes assessed: LJA4-2C, LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U
Students present their research findings about a Japanese festival to the class in a short written description in Japanese, focusing on:
• obtaining and presenting relevant information
• accuracy of language structures and vocabulary
• accurate use of hiragana and kanji.

Students with prior learning and/or experience
Outcomes assessed: LJA4-2C, LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U
Students present their research findings to their peers, comparing Japanese and Australian festivals and celebrations in a digital presentation in Japanese, focusing on:
• obtaining and presenting relevant information and ideas
• accuracy and range of language structures and vocabulary
• accurate use of hiragana, katakana and kanji
• structure and sequence of information.

Students with a background in Japanese
Outcomes assessed: LJA4-2C, LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U
Students share their experiences and discuss how their celebration of cultural events is maintained or adapted in the Australian context. They present their findings in a report for the local Japanese newspaper, focusing on:
• obtaining and presenting relevant information, ideas and opinions
• accuracy and range of language structures and vocabulary
• accurate use of a range of kanji
• structure, sequence and depth of information.