<table>
<thead>
<tr>
<th>Unit Title: Harmony Day</th>
<th>Duration: 5 weeks (Term 2 Weeks 1–5)</th>
</tr>
</thead>
</table>

**Unit overview**

**Harmony Day**
Students create a bilingual poster to promote the school’s Harmony Day. They explain the cultural activities of the day and invite members of the community to participate.

**Students with prior learning and/or experience**
Students create a bilingual program for the Harmony Day, detailing the events and the cultural significance of these events for the Japanese-speaking community.

**Students with a background in Japanese**
Students create a bilingual video with subtitles in Japanese explaining Australia Day to new immigrants.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>IWB Activities</td>
</tr>
<tr>
<td>• experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences LJA5-4C</td>
<td>Dictionaries</td>
</tr>
<tr>
<td>• demonstrates understanding of how Japanese writing conventions are used to convey meaning LJA5-6U</td>
<td>Websites</td>
</tr>
<tr>
<td>• analyses the function of complex Japanese grammatical structures to extend meaning LJA5-7U</td>
<td><a href="http://www.spirit-kooks.com/2015/03/harmonyday.html">http://www.spirit-kooks.com/2015/03/harmonyday.html</a></td>
</tr>
<tr>
<td>• explains and reflects on the interrelationship between language, culture and identity LJA5-9U</td>
<td><a href="http://matsurisydney.com/">http://matsurisydney.com/</a></td>
</tr>
<tr>
<td></td>
<td>Worksheets</td>
</tr>
<tr>
<td>Content</td>
<td>Teaching, learning and assessment</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Students:</td>
<td>Introductory activity</td>
</tr>
<tr>
<td>- recognised and use <em>hiragana</em>, <em>katakana</em>, and familiar <em>kanji</em> in texts, using knowledge of <em>kanji</em> to predict the meaning of new words (ACLJAU031)</td>
<td>Teacher-led discussion around the concept of harmony and social inclusion in Australia:</td>
</tr>
<tr>
<td>- What does harmony mean?</td>
<td>- What does harmony mean?</td>
</tr>
<tr>
<td>- How do we represent harmony in our classroom, school or community?</td>
<td>- How do we represent harmony in our classroom, school or community?</td>
</tr>
<tr>
<td>- Is harmony an important concept in Japanese society?</td>
<td>- Is harmony an important concept in Japanese society?</td>
</tr>
<tr>
<td>- The concept of <em>wa</em> 和 is introduced.</td>
<td>- The concept of <em>wa</em> 和 is introduced.</td>
</tr>
<tr>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>- view relevant websites for events that showcase Japanese culture in Australia and Japan</td>
<td>- view relevant websites for events that showcase Japanese culture in Australia and Japan</td>
</tr>
<tr>
<td>- discuss their findings in English.</td>
<td>- discuss their findings in English.</td>
</tr>
</tbody>
</table>
| - Students learn vocabulary relating to Japanese festivals, eg::$\begin{itemize}
\item まつり
\item さんかします
\item やたい
\end{itemize}$ | - Students learn vocabulary relating to Japanese festivals, eg: $\begin{itemize}
\item まつり
\item さんかします
\item やたい
\end{itemize}$                                                                                                                                                                                                                                                                                    |
| - Students learn to read and write *kanji* vocabulary relating to the event, including: $\begin{itemize}
\item 日時
\item 場所
\item 時間 (dates, day, time, schedule )
\end{itemize}$ | - Students learn to read and write *kanji* vocabulary relating to the event, including: $\begin{itemize}
\item 日時
\item 場所
\item 時間 (dates, day, time, schedule )
\end{itemize}$                                                                                                                                                                                                                                                                                    |
| - Students learn to read and write relevant *katakana* vocabulary relating to the event, including: $\begin{itemize}
\item イベント
\item パフォーマンス
\item スケジュール
\item ブッシュダンス
\item ブーメランなげ
\item ディジュリドゥ
\item アンザック・ビスケット
\item ラミントン
\item ハーモニーデー。
\end{itemize}$ | - Students learn to read and write relevant *katakana* vocabulary relating to the event, including: $\begin{itemize}
\item イベント
\item パフォーマンス
\item スケジュール
\item ブッシュダンス
\item ブーメランなげ
\item ディジュリドゥ
\item アンザック・ビスケット
\item ラミントン
\item ハーモニーデー。
\end{itemize}$                                                                                                                                                                                                                                                                                    |
| - Students revise *kanji* characters for months, dates and times for use in the poster, eg: $\begin{itemize}
\item 2017年3月21日、月曜日、10時から3時まで...
\end{itemize}$ | - Students revise *kanji* characters for months, dates and times for use in the poster, eg: $\begin{itemize}
\item 2017年3月21日、月曜日、10時から3時まで...
\end{itemize}$                                                                                                                                                                                                                                                                                    |
<table>
<thead>
<tr>
<th>Students:</th>
<th>The teacher:</th>
</tr>
</thead>
</table>
| - in pairs/groups, brainstorm ideas for a school Harmony Day  
- discuss the ideas as a class  
- make a group summary in English and Japanese using a table format of culturally appropriate events. | - provides models for a poster text type for students to deconstruct  
- explains language features and structure, and the purpose of the poster, ie to inform and promote an event  
- elicits the following information from the students, eg:  
  Where would this poster be displayed?  
  Who would be interested in attending the event?  
- provides opportunity for guided practice of the text type for students to jointly construct as a group. |

<table>
<thead>
<tr>
<th>Students:</th>
<th>Students learn to:</th>
</tr>
</thead>
</table>
| - review examples of a range of written and digital posters  
- analyse the language features used, noticing how the choice of language and text structure works to achieve the purpose  
- discuss the specific context and audience for the poster  
- analyse the function of different scripts in the poster, ie katakana for effect. | - make suggestions, eg ～ませんか。～ましょうか。～は、どうですか。いいですよ。/そうですしましょう。  
- use persuasive language, eg みなさん、グリーンヒルズ高校のハーモニー・デーに行きましょう！たのしようですね。  
- using V たり structure to list activities  
- give reasons, eg たくさんのお店 があるから、楽しいですよ。  
- use appropriate language and register when creating their poster, eg polite form ます・です。 |

<table>
<thead>
<tr>
<th>The teacher provides a series of exercises for students to practise and consolidate the new grammatical structures</th>
<th>Students:</th>
</tr>
</thead>
</table>
| - create a range of bilingual texts and resources for the school and wider community (ACLJAC027) | - create a draft of their poster using digital technologies  
- use strategies to look up any unfamiliar nouns, adjectives and verbs in Japanese and check that they can be used in the same context as English  
- submit the draft of their bilingual poster to the teacher for checking  
- amend posters based on teacher feedback  
- print final posters to be displayed in the classroom. |
<table>
<thead>
<tr>
<th>Students:</th>
<th>Students with prior learning and/or experience</th>
</tr>
</thead>
</table>
| • reflect on intercultural experiences as a learner of Japanese, recognising how cultural identity influences ways of communicating, thinking and behaving (ACLJAC028, ACLJAC029) | **Assessment activity:** Students create a bilingual digital poster to promote the school’s Harmony Day. They explain cultural activities of the day and invite members of the community to participate.  
• Class members evaluate each other’s posters with a rubric for relevant cultural content and accurate and appropriate use of Japanese expressions.  
**Reflection activity**  
• Students:  
  – discuss how the festival fosters intercultural communication and understanding  
  – lead a discussion with the following questions:  
    Were these posters suitable for the target audience?  
    Would the events have appealed to a Japanese person? Why? Why not?  
    How did specific knowledge of their own/Japanese culture influence your decisions when deciding what activities to include or exclude? |
| • use knowledge of familiar kanji to predict the meaning of unknown words (ACLJAU193) | **Introductory activity**  
• Students:  
  – read a blog (modified by the teacher) from a Japanese person’s perspective about Harmony Day in Australia  
  – make a list of useful vocabulary terms and expressions  
• Students learn to read and write some kanji compound words, eg:  
  – 文化  
  – 食事  
  – 参加。  
• Students:  
  – brainstorm ideas for a school Harmony Day  
| • understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures (ACLJAU194) | • The teacher introduces and instructs students on ways they could incorporate the conditional form たら、と、時、なら、ば into their work, eg  
  – ハーモニー・デーに参加したら、オーストラリアの多文化をもっと理解することができます。  
  – ハーモニー・デーに参加すれば、オーストラリアの多文化をもっと理解することができます。
- Students create a summary in English and in Japanese of culturally appropriate events suitable for the Japanese-speaking community, eg

**Question:** ハーモニー・デーでは、どんなアクティビティーをしたらいいと思いますか。

**Answer:** 日本の料理が楽しめる屋台を企画したらいいと思います。また、歌や踊りなどのパフォーマンスをしたら、おもしろいと思います。

- Students discuss the cultural significance of these events for the audience, eg

太鼓はいいアクティビティーだと思います。太鼓は、日本の文化のいい紹介になります。日本人もオーストラリア人も楽しむことができます。

- Students:
  - use digital technologies to design layout of the program with information in English and Japanese appropriate to the audience, using the correct register and using polite language
  - submit a draft to their teacher for comment/editing
  - make adjustments and modifications to their draft based on teacher feedback.

**Assessment activity:** Students create a bilingual program in digital format for the school’s Harmony Day, detailing the events and cultural significance of these events to the Japanese-speaking community.

- Students reflect on their own cultural identity to consider how this event may be significant for Japanese-speaking communities, and how it may be a bridge for interaction between English and Japanese speakers.

- Students write a reflection in English or Japanese:

  How could I showcase Japanese culture through an event like Harmony Day? How did this task help me to discover more about my cultural identity? (If appropriate)

**Students with a background in Japanese**

Students research websites about Australian public holidays and Australia Day.

- access a variety of informative and imaginative texts to identify and analyse, in written and spoken forms, textual elements such as viewpoints, theme, stylistic devices, influences and values
- initiate and sustain interactions with others to discuss ideas and points of view

### Students:
- research the history of and meaning behind Australia Day using websites in English and Japanese and create a summary document in Japanese
- use dictionaries and other resources to understand unknown English/Japanese words.

### Students:
- consider the appropriate target audience for the informative bilingual video
- discuss the appropriate content and language for the video, eg

最近オーストラリアに移民してきた日本人は、オーストラリア・デーについて、何を学ぶべきでしょうか。(What would recently arrived Japanese immigrants need to know about Australia Day?)

オーストラリアに移民してきた日本人にとって、どんなことがおもしろいと思いますか。(What would Japanese immigrants find interesting about Australia Day?)

- The teacher introduces passive and causative forms and demonstrates how they could be used in the video, eg オーストラリア・デーは、祝日で、各地でさまざまなイベントが開催されます。市民権の授与式も行われます。

ハーモニーデーは文化の調和について考えさせる日です。

### Students:
- consider what form of language would be appropriate for the video (formal register)
- write a draft bilingual script and submit it to the teacher for comment
- amend and make adjustments to the bilingual script based on teacher feedback
- record their video and include subtitles in Japanese
- present their video to the teacher for evaluation.

### Students:
- explore affixes, eg 文化的、国際的
- learn to write kanji compounds, eg 調和、協調、尊敬、民族、人種、多様。
- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices
- understand and apply complex grammatical structures to enhance communication and achieve particular effects
- reflect on their language choices, and communicative and cultural behaviour in Japanese and English-speaking contexts

<table>
<thead>
<tr>
<th>Assessment activity: Students create a bilingual video with subtitles in Japanese explaining Australia Day to new immigrants.</th>
</tr>
</thead>
</table>

- Following completion of the video, students view bilingual posters made by peers and write in Japanese an evaluation of Harmony Day. Students may compare the school’s Harmony Day with how 文化祭 (high school cultural festivals) are conducted at Japanese schools.
- Students use reflective language in their evaluations, eg 多文化主義について、考えさせられました。さまざまな文化について理解することの大切さを学びました。オーストラリアは多民族国家ですから、お互いの文化を尊重して、協調して暮らすことが重要です。

### Sample assessment activities

**Outcomes assessed:** LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U

Students create a bilingual digital poster to promote the school’s Harmony Day. They explain cultural activities of the day and invite members of the community to participate, focusing on:

- relevance of information and ideas
- accurate use of hiragana, katakana and kanji
- accuracy and range of language structures and vocabulary
- appropriate cultural content and references.

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

Outcomes assessed: LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U

Students create a bilingual program in digital format for the school’s Harmony Day, detailing the events and cultural significance of these events to the Japanese-speaking community, focusing on:

- relevance of information and ideas
- accurate use of hiragana, katakana and kanji
- accuracy and range of language structures and vocabulary
- appropriate cultural content and references.
**Students with a background in Japanese**

Outcomes assessed: LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U

Students create a bilingual video with subtitles in Japanese explaining Australia Day to new immigrants, focusing on:

- relevance of information, opinions and ideas
- accurate use of *hiragana*, *katakana* and *kanji*
- accuracy and range of language structures and vocabulary
- appropriate cultural content and references.