# Nihongo Tanken Centre – Stage 5 activities

## Introduction

The Nihongo Tanken Centre offers a range of activities to visiting Stage 5 students, closely aligned with the outcomes of the Modern Languages K–10 Syllabus (2022).

For Year 10 students only, teachers may choose from 2 excursion options:

* standard excursion
* 'survival' excursion – a day in Japan.

A comparison of the 2 excursions is below.

|  |  |
| --- | --- |
| Standard excursion | A day in Japan |
| This program is suitable for students visiting the centre for the first time. Our staff modifies the content of the day based on students' existing knowledge, giving students opportunities to practise and extend their language skills.It is suitable for classes with 20–30 students.Students experience a 'look and feel' of Japan, learn language structures used in a range of situations and use their Japanese skills throughout the day. | This program is suitable for students' first or subsequent visit to the centre if they would like to experience something new.It is suitable for classes with 12–15 students.Students experience real-life scenarios and challenge themselves in survival situations while interacting with Japanese speakers. Students experience what to expect when they go to Japan, how to deal with new situations and use their critical thinking skills to manage challenges. |

The information in this document relates to the Tanken Centre’s **standard** excursion for Stage 5.

The Stage 5 standard excursion activities include:

* **set activities** selected by the Tanken Centre officers based on the information you provide regarding where your students are up to in their learning
* **optional activities** which you choose, based on your students’ needs.

The activities are aligned with outcomes and content from the Modern Languages K–10 Syllabus (2022). As an immersion centre, all activities support students to apply their knowledge of Japanese language and develop intercultural capability.

Based on the information you provide prior to your visit, you will be emailed a program for the day one week prior to your visit. Please be aware that the program and the length of the activities may be subject to change on the day, to align with your students’ language levels.

During the day, your students will compete in teams. Below is a description of each activity, which includes syllabus outcomes and the language structures we may use. We have provided the sample language structures **as a guide only** – you do not need to teach these to your students before your visit.

**You may choose 4 optional activities for your students, including a maximum of 2 technology-based activities.** The Tanken Centre officers will select the remainder of the activities, based on the information you provide when booking.

Set activities are listed on pages 4–11 and optional activities are listed on pages 12–21. The activities you choose will run between recess and the quiz grand prix.

## Sample program

This is a sample of the program we will send you prior to the day.



## Set activities

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

### Welcome to Japan, pleased to meet youようこそ日本へ、どうぞよろしく

This is the first activity of the day. Students explore the manners used when entering a Japanese house, and are introduced to the Tanken Centre officers and the day’s program.

Time allocation: 10 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese when entering the Tanken Centre.
* Students reflect on the differences between Australian and Japanese homes.
 |

#### Sample language structures

* 日本ののマナーです。
* げんかんでくつをぬぎます。
* くつはむきをかえて、きれいにそろえてください。
* たたみのへやにスリッパではいってはだめです。
* スリッパもきれいにそろえてください。

### Interviewインタビュー

This activity allows the Tanken Centre officers to build an understanding of your students’ language levels. Students come to the front of the class, in their teams, and answer 3–4 questions each. The questions are based on students’ prior knowledge, for example, name, birthday, hobbies, favourite subjects, weekend activities and past/future events. Students respond in Japanese.

Time allocation: 15 minutes

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

#### Sample language structures

* おはいつですか。
* はなんですか。
* きなはですか。
* ごはんにをたべましたか。
* にをしますか。

### Explore the Japanese house!たんけん！日本のいえ

Students explore the Tanken Centre to identify culturally-specific items in a Japanese home. Students then play a match-up game in *hiragana* using prior knowledge. Next, more challenging vocabulary related to the Japanese house is introduced. Students repeat and memorise what each item is called, then play a match-up game using new knowledge.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students learn vocabulary for culturally-specific features of Japanese homes, applying Japanese pronunciation and intonation.
* Students recognise *hiragana* to form words.
* Students reflect on the differences between Australian and Japanese homes, related etiquette and household items.
 |

#### Sample language structures

* しょうじはうすいかみでできています。
* とこのまはディスプレイをするところです。
* はいったり、さわったりしてはだめです。
* こたつはテーブルですから、すわってはだめです。
* これはげんかんにあります。
* トイレのていねいない方です。
* ここにみそしるをいれます。
* では、ゲームのにメモリーチェックをしましょう。

### Themed photo shootテーマできねんさつえい

Team photos are taken using Japanese props, with the best team photo winning a game point. Each team randomly selects a theme card and then chooses suitable props to support their theme. In front of the class, students say their themes and pose for the photo shoot. A class photo is also taken and all photos are shared with the accompanying teacher, for distribution back at school.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese for a group and class photo shoot, identifying and using Japanese-related props.
* Students recognise *hiragana* to form words.
 |

#### Sample language structures

* グループのしゃしんと、クラスのしゃしんをとります。
* このテーマにあったプロップスをつけてください。
* プロップスをつけるは、30です。
* つぎは、チームです。
* いちばんうしろは、ちます。
* ２ばんめは、ひざをつきます。
* いちばんまえは、すわってください。

### 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 explained. Students are required to listen, identify information in Japanese and follow the instructions in Japanese.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses 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.
 |

#### Sample language structures

* XXさんがおやつをもってきます。
* みなさんで、おやつをください、といいます。
* トイレでトイレのスリッパをはいてください。
* べるまえにといいますか。
* べたあとにといいますか。

### Japanese-style lunchおべんとう

Students enjoy an *obentoo* lunch box in the centre’s Japanese garden. Etiquette for eating and the rules of the Japanese garden are explained in Japanese. Students are required to listen, identify information in Japanese and follow the Japanese instructions.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses 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 snacks, and demonstrate correct etiquette.
 |

#### Sample language structures

* まんなかののエリアはディスプレイのエリアですからはいらないでください。
* おをたべおわったら、おはしをおはしのふくろにいれます。
* わないともらえませんから、れんしゅうしましょう。
* いちばんきなこえで、おべんとうをください！といったチームがいちばんにもらえます。

### Quiz grand prixクイズグランプリ

In this final team activity, students sum up their day’s learning by answering questions related to the topics explored throughout the visit.

One contestant from each team competes against a contestant from each of the other 3 teams. All other team members are the audience and are not allowed to help the contestants. The relevant team gains a point each time a contestant gives the correct answer. All students take turns.

Time allocation: 25 minutes

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

#### Sample language structures

* このにあったをつくってください。
* をきいて、カタカナのことばだけを、ボードにいてください。
* しつもんがわかったら、ブザーをおしてください。
* チームのなまえをよばれたら、こたえてください。

### Presentation of certificates – goodbye and see you againしゅうりょうしょう – さようなら、またあいましょう

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

The name card cases are collected, and students may choose to keep their individual name cards as a souvenir.

The certificates with the students’ pictures (taken earlier in the day) are given to the teacher to distribute to their students after the visit.

Etiquette for leaving the Japanese house is explained. All instructions are given in Japanese. Students are required to listen, identify information in Japanese and follow the instructions.

Time allocation: 5 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students listen to and follow instructions given in Japanese when exiting the Tanken Centre.
* Students reflect on the differences between Australian and Japanese homes.
 |

#### Sample language structures

* これで、きょうのゲーム、アクティビティーはぜんぶわりです。
* 、チーム、XXてん、、、チーム、XXてん、かったのは、XXチームです。
* あとでにもらってください。
* いまから、スリッパをはいて、げんかんにきます。げんかんで、スリッパをくつばこにいれてください。

## Optional activities

You may choose **4** optional activities, including **no more than 2** technology-based activities. Please choose activities based on your students’ interests and level of Japanese, so you can consolidate their current knowledge.

### Daily routine relayにっかリレー

Students create sentences using their knowledge of verb tenses and time. Students repeat the sentences based on the picture cards, then are challenged to change the sentences according to the prompts. For example, students are shown a card with a time word (such as yesterday, tomorrow) and an affirmative (〇) or negative sign (✖) and change the sentence accordingly:

* Original sentence: At 8am, I have a breakfast.
* New sentence (with ‘yesterday’ card and ✖ sign): I didn’t have a breakfast at 8 am yesterday.

Then, they play a relay game in which each student says a correct sentence on the spot. It is a race against time and the team which completes the relay with a shorter time wins.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-CRT-01creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students create sentences using prompts.
* Students demonstrate correct pronunciation and intonation.
 |

#### Sample language structures

* あさごはんをたべます。
* がっこうにいきます。
* かいものにいきます。
* をよみます。
* べんきょうします。
* きのう、スポーツをしました。
* きのう、9にスポーツをしました。
* きのう、9にスポーツをしませんでした。

### *Kanji* maths relayかんじすうがくリレー

Working in 2 teams, students compete in a *kanji* maths relay, which combines their maths skills with their levels of coordination! Firstly, students review their knowledge of *kanji* numbers with flashcards, then practise equations using the *kanji* maths sheets. Secondly, students play a relay game. The game instructions are given in Japanese, with help from volunteer students.

Each team takes turn to come to the front of the class. Each student must walk across the room with 3 dice balanced on the palm of one hand and a baton in their other hand, using the baton to hit the bell on the other side of the room, before walking back to their team. If any dice fall, the student must pick them up, re-stack them on their palm and continue walking. Then, each student answers the *kanji* maths question on the board in Japanese. It’s a race against time, needing both maths skills and coordination. The fastest team wins a game point.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students read and complete maths questions written in *kanji*.
 |

#### Sample language structures

* わかったら、をあげてください。
* さいころをおとしたら、ひろってください。
* スタートラインにもどったら、ボードをみます。
* つぎのゲームをしますから、となりのへやにいってください。

### Calendar gameカレンダーゲーム

In this **technology-based** activity, students review dates and days in Japanese and compete in an information-gathering game by listening to and identifying information through the conversation.

Firstly, students review their knowledge of vocabulary (dates, days) by looking at the calendar on the interactive whiteboard, listening to and repeating these words after Tanken Centre officers. Secondly, students see the dates on the screen and say these dates in Japanese one by one. Then students create a sentence with the date on the board by focusing on whether it should be present or past tense based on the given date. Finally, students listen to the conversation between the Tanken Centre officers and choose the correct information on the interactive whiteboard to complete the information gap.

The fastest team which completes all the information gaps correctly wins a game point.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-CRT-01creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students create sentences using prompts.
* Students demonstrate correct pronunciation and intonation.
* Students reflect on the difference in Japanese word order related to days and dates.
 |

#### Sample language structures

* じゅんばんに、かいってください。
* スタート、といったら、ただしいアクティビティー、、をえらんで、ボードのボックスにいれてください。
* おわったら、ベルをおしてください。
* コンサートにいきましょう。

### Mystery starミステリースター

In this **technology-based** activity, students explore the ways of asking various questions to collect information about a mystery star. Students review how to ask questions about age, nationality and occupation. Only yes/no answers are given by the staff, therefore students have to think strategically to get the maximum information about the mystery star. For example, a question such as ‘How old is the mystery star?’ is not allowed. Instead ‘Is the mystery star younger than 30 years old?’ is acceptable. Students continue to ask questions using their new knowledge. Teams are awarded a point for guessing correctly.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-INT-01exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students ask questions in Japanese in order to gather information about the mystery star.
 |

#### Sample language structures

* これは、ですか。
* ミステリースターはか、あててください。
* スポーツせんしゅですか。
* 30よりうえですか。
* ほかのしつもんでもいいです。
* わたしのこたえは、はい・いいえ、だけです。
* にヘルプしてもらってもいいです。
* しつもんは、チームで2つずつです。
* チームに1ポイントです。

### Memory challengeメモリーチャレンジ

In this **technology-based** activity, students learn/review writing of ‘tricky’ words both in *katakana* and *hiragana* in Japanese. On the interactive whiteboard, groups of pictures are shown in the categories of sports, food, drinks, daily objects and countries. Each category is shown for 15 seconds and students memorise the pictures and write down the words accurately in Japanese on their mini whiteboards. *Katakana* words need to be written in *katakana* (for example pizza, orange juice) and Japanese words need to be written in *hiragana* (for example water, milk). After 2 minutes, the Tanken Centre officers check the students’ responses and then provide advice on how to avoid mistakes when writing these tricky words. Accurate writing in the correct format is one point and the team with the highest total points wins the game point.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students use knowledge of script to write words correctly.
 |
| ML5-CRT-01creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Students use knowledge sounds and script to write words or phrases correctly.
 |

#### Sample language structures

* みなさんは、ミニボードに、でみたことばを正しくいてください。
* カタカナのは、カタカナで、ひらがなのは、ひらがなでかいてください。

### Where is the shop?店はどこにありますか

In this **technology-based** activity, students provide the correct location of each shop on a map on the interactive whiteboard.

Firstly, students practise key phrases relating to locations with the Tanken Centre officers. Then they listen to the information about where 5 shops are located on the map, moving the icon for each shop to the correct location. Students are given 30 seconds to ask questions in Japanese in order to check the accuracy of their map.

Teams are awarded a point for creating the correct map. There are 4 rounds.

Time allocation: 25 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students follow directions around town and confirm their understanding.
 |

#### Sample language structures

* のまえに、パンがあります。
* のうしろに、があります。
* レストランは、とスーパーのあいだにあります。
* のをきいて、ボックスのにあるをしいにかしてください。
* おかしのとなりにおべんとうがあります。
* レストランは、とスーパーのあいだにあります。
* えいがかんは、ショップのにあります。
* ぎんこうのにハンバーガーショップがあります。

### Spot the *katakana*!カタカナをさがせ!

Students identify the *katakana* words of a set of food or country names by circling the correct symbols in order on the *katakana* sheet. The team with the most correct *katakana* letters wins a game point.

Time allocation: 10 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students identify vocabulary associated with Japanese food and/or country names, and circle the correct *katakana*.
 |

#### Sample language structures

* じゅんばんに、ただしいカタカナにまるをつけるゲームです。
* さいしょの人、パ、にまるをつけます。
* そして、そのつぎの人は、はじめにもどって、パにまるをつけます。
* たくさん、じゅんばんに、ただしいカタカナにまるをつけたチームがかちです。

### Tanken café 1たんけんカフェ1

Students listen to 2 café ‘customers’ having a conversation in Japanese about what they will order.

Students listen to and identify the information from the conversation then find the *katakana* letters to match to the appropriate food cards. Students build the *katakana* words based on the conversation by choosing the correct letters from the *katakana* piles on the table and form the orders on the board in front of them.

The fastest team to correctly build the words with matching food pictures wins a game point.

Time allocation: 15 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-UND-01analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding | * Students understand typical conversations at a café.
* Students reflect on the differences/similarities between Australia and Japan in relation to ordering food and the correct etiquette.
* Students recognise *katakana* to form words.
 |

#### Sample language structures

* まず、シェフをきめます。
* オーダーをカタカナでって、といっしょにシェフにわたして下さい。
* ここはカフェですから、カードをなげないでください。
* わたしはサラダにしようかな、XXさんはサラダきですか？
* サラダはちょっと、もっとたくさんべたいです。
* じゃあ、サンドイッチはどうですか？おいしそうですよ。

### Tanken café 2たんけんカフェ2

Students learn how to communicate with the waiter and have a conversation with their friend at the café.

Firstly, students watch the restaurant skit by the Tanken Centre officers and the teacher. Then they take the roles of customer at the restaurant. Secondly, they practise the conversation by reading the sample script. After that, students need to create their own free conversation and practise in groups of 2. (If one student does not have a partner, a teacher takes a part.) After they practise, they perform their skit for the Tanken Centre officers. Lastly, 3 pairs or groups perform in front of the whole class.

Time allocation: 35 minutes

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML5-INT-01exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language | * Students interact in spoken Japanese to order food and have a conversation with a partner in a café situation.
* Students use correct pronunciation and intonation.
 |

#### Sample language structures

* いらっしゃいませ、こちらへどうぞ。
* わたしは、サンドイッチにします。は？
* サンドイッチは、ちょっと。わたしはスパゲティーにします。
* はい、ごちゅうもんは？
* サイドイッチをおねがいします。
* はい、かしこまりました。
* 、はごはんにをたべましたか。
* しゅうまつにをしますか。
* サーフィンをします。そして、ネットフリックスをみます。
* きなはなんですか。

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