



日本の学生生活 Japanese Student Life

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<http://inside.catlin.edu/site/japanese/Gakusei%20Seikatsu/>



日本の学生生活

日本の学生生活 is a series of multimedia and multi-sensory cultural and language units designed to give Japanese language students an introduction to Japanese student life, focusing mainly on three topics: elementary school life, high school life, and school uniforms. This is the second edition, a complete redesign of an earlier project designed by Lori-Ann Abe, John Johnson, and Andrew Scott at the Japan Foundation Summer Institute in Urawa, Japan.

This set of units is web (HTML) and Flash-based and offers students, not only a chance to learn about Japanese student-life through watching authentic and original videos, but interact with the cultural and language in a fun and interesting manner, through a vibrant and user-friendly interface, and through scavenger-hunt type, structured-viewing activities, language activities, and a plethora of optional creative projects. All of this may be placed on a CD-ROM or may be accessed via the web. It is compatible for both Mac's and PC's.

Current Edition (Completed February, 2007)

An overhaul of all units, videos, and designs occurred in Fall, 2006 up until February, 2007. This was done by Andrew Scott.

Characteristics of this edition:

- *Three complete units on Elementary and High School Life, and School Uniforms*
 - Use of authentic and original videos taken from interviews and observations completed in Summer, 2007
 - Each major unit is accompanied by a structured viewing activity packet focusing on culture, and a language activity focusing on the language they may have heard in the videos.
 - Each major unit is accompanied by several options for creative cumulative projects which encourage the students not only to compare and contrast the lives of Japanese students and their own, but also to adopt and communicate the perspective of these Japanese students, essentially 'placing themselves in their shoes.'
- *Multimedia and Multi-Sensory interface*
 - User-Friendly and vibrant HTML and Flash-based website, making use of Japanese-English roll-overs, anime theme songs, as well as consistent and intuitive navigation through the site.
 - Website and accompanying activity packets make use of several original and authentic images taken at Japanese schools and a uniform merchant
 - A multimedia index houses all of the videos used in this unit for quick viewing of the videos.
- *Compatibility*
 - Is compatible with all major web-browsers as well as both Mac's and PC's, as long as Flash Player and Adobe Reader are installed.
 - All packets can be found in the website, and are in both PDF and editable .DOC (Word) formats.
 - Can be used as a basis for a lecture, but is intended and designed for group or individual exploration. Most activities are designed as scavenger hunt activities which require multiple viewings of videos.

Description of Units

Elementary-School Unit:

Summary: The elementary-school unit focuses mainly on three topics: elementary school classes (kokugo, shodou, ongaku, and katei), school activities (cleaning, class songs, and school lunch), and fun activities that elementary students do (sports, swings, ayatori, etc.), based on a list compiled from a survey of 40 elementary students in Japan.

Cultural Goals/Objectives:

- 1) Students will be able to understand and interpret the reasons behind school-cleaning and school-lunch practices in Japanese elementary schools. They will also be able to compare and contrast these experiences with their own lives at school.
- 2) Students will be able to see what kind of fun activities elementary school students do in Japan, and compare and contrast these activities with the ones they usually do. They will also be able to explain traditional Japanese activities such as janken, ayatori, and daruma otoshi.
- 3) Students will be able to draw clear conclusions about Japanese elementary school life.

Language Objectives:

- 1) Be able to recognize the vocabulary for the classes, activities, and fun things they find
- 2) Be able to write these vocabulary down
- 3) Be able to talk very briefly about their daily routines.

Projects:

1): “If I were Designing a School”:

We saw a lot of information about Japanese elementary school students. Now, it is your chance to design your own Japanese school rules and regulations. Please watch the videos again and design a set of school rules

2): “Teach me a game!”

In the “fun activities” section, you saw a lot of activities and games that elementary students play in Japan. The videos only contained a tiny bit of information about those games. Now is your chance to find out even more information!!! Using the web, books, or other sources, pick one of the following activities, explain them in detail, and give a demonstration on how to use them.

3): “Comparison and Contrast”

You have seen so much information about life in a Japanese elementary school. Now is your chance to express what you have learned. Using pictures, drawings, and all of the information you have learned, make a collage comparing and contrasting Japanese elementary school and elementary schools in your area.

4) “Researching Japanese Elementary Schools”

You have seen so much information about life in a Japanese elementary school. Now, is your chance to find out even more about Japanese elementary schools!!! Using the web, choose one of the following topics and research Japanese elementary schools:

1. School Festivals and Special Events
2. Taisou: Stretching
3. School Uniforms
4. English Classes in Elementary schools
5. School Holidays
6. Anything else you can think of (please ask me)

5) “Illustrated Story”

You have seen so much information about life in a Japanese elementary school. Now, is your chance to write and draw a story pretending you were a Japanese elementary student. In your story, talk about their daily lives, the fun things they do, and other happenings at school.

High-School Unit:

Summary: The high-school unit is based on an interview of two Japanese high school students from Minami-Urawa High School in Japan. As it is an actual, unedited interview, the language is far more challenging than that of the elementary level. In order to give a wide view of high school life, this unit focuses on 8 topics: 1) favorite class, 2) least favorite class, 3) feelings on school cleaning and 4) school uniforms, 5) fun things done in school, 6) after-school activities, 7) school clubs, 8) and studying.

Cultural Goals/Objectives:

- 1) Students will be able to understand and interpret the cultural reasons behind school cleaning, uniforms and other practices in Japanese high schools. They will also be able to compare and contrast these experiences with their own lives at school, and begin to voice opinions on these issues.
- 2) Students will be able to listen and comprehend authentic Japanese language, and be able to describe a 'typical' high school student's view on school-life.
- 3) They will gain a basic understanding of study habits, classes, after-school clubs and other stuff that Japanese high school students do on a regular basis, both in school and out.
- 4) Students will be able to listen to the interviewees' answers, be able to interpret what they hear, compare and contrast with their lives, and make further educated guesses about Japanese high school students.

Language Objectives:

- 1) Be able to recognize the vocabulary for the classes, activities, after-school activities, with the major goal of understanding the main idea(s) of the interview.
- 2) Be able to recognize and analyze the vocabulary and grammar in the interview and make guesses about their meaning and usage
- 3) Be able to listen to a video clip/conversation and transcribe it in Japanese.

Projects:

1): If I Were Designing a Japanese High School

We saw a lot of information about Japanese high school students and their lives. Now, it is your chance to design your own ideal Japanese high school, including not only the activities, classes, and schedules, but school cleanings and uniforms. Please watch the videos again and design your ideal Japanese school making sure to include the following:

1. School Cleaning
2. School Uniforms (You may look at the School Uniforms unit for more info)
3. Class Schedule
4. Manners and Expectations
5. What Clubs you have
6. School Lunch

2): Promoting a Japanese Club and Preparing an Activity for the Bunkasai

In Japanese high schools and even middle schools, school clubs are extremely important to students' lives. These clubs can range from sports teams to tech clubs (like computers, animation) to even traditional clubs such as Ikebana and Sadou/Chadou (tea ceremony). Each year, clubs come together in a Cultural Festival, called Bunkasai, and present an activity or demonstration of their club members' prowess. Now, it is your chance to design your own ideal Japanese high school club and performance for the Bunkasai! Please include the following:

1. Develop your club from the beginning: What kind of club is it? What do you do? When do you meet? Why is it 'cool'? Be as detailed as possible!!
2. Develop a means of promoting your club like a poster, etc., with the goal of getting as many people as possible to sign up!!!
3. Develop a five to ten minute activity for a Bunkasai/Cultural festival.

3): High School Student Life Storybook or Journal

You have seen so much information about life in a Japanese high school. Now, is your chance to write and draw a story or make a journal, pretending you were a Japanese high school student. In your story, talk about your daily lives, the fun things they do, and other happenings at school, among others.

School Uniforms Unit:

Summary: The school uniform unit is a supplemental unit with information regarding not only the styles and prices of school uniforms, but the differences in how they are implemented in elementary and high-school, and how they are implemented through the year and grade to grade. This unit is comprised mainly of an interview of a manager of a uniform store (Mori Shoukai) in Urawa, Japan. In terms of language-level, this unit is far more intensive as natural and authentic speech is preserved.

Cultural Goals/Objectives:

- 1) Students will be able to analyze and discuss differences among elementary school and high school uniforms in Japan, as well as the different types and prices of uniforms.
- 2) Students will be able to analyze and discuss why Japanese school uniforms have so many variations dependant on school, grade, season, and activity.
- 3) Students will be able to analyze and discuss the inner-workings, background of a Japanese uniform store and the items it contains.
- 4) Students will be able to analyze all information contained in this unit, conduct additional research and develop a strong argument for having or not having uniforms at their school.

Language Objectives:

- 1) Be able to recognize the vocabulary for the uniforms, prices and other information with the major goal of understanding the main idea(s) of the interview.
- 2) Be able to listen to authentic Japanese and pull out Gairaigo (foreign loanwords), and be able to analyze their meanings and importance in the Japanese language.
- 3) Be able to listen to a video clip/conversation and transcribe it in Japanese.
- 4) Be able to use the information and language contained in the unit, as well as previously learned language to answer specific questions, in Japanese, about the videos and the information contained in them.
- 5) Using all of the information that they have gained in the unit, write a short composition arguing for or against the usage of school uniforms. This will be conducted in the target language.

Projects:

1): “Create Your Own Uniform Store”

We have just watched several videos about Japanese school uniforms and how they are sold. Now it is your chance to create an imaginary uniform store in Japan. Using any method of presentation you choose, design a uniform store, making sure to keep the following aspects in mind:

1. Which schools (elementary, middle, high school) would you serve?
2. How many styles of uniforms would you sell? What would be their prices?
3. What would you call your store?
4. What other things would you sell at your store?
5. How would you sell your items? (I.e. have a store, have an internet-based company, be a catalogue store and deliver to schools)
6. How can you make your store particularly Japanese?

2): Create Your Own Uniform

Your school is about to implement a Japanese-style school uniform for all students of your school, but the head of the uniform committee wants your input. Using all that you know about Japanese school uniforms, design a system of uniforms for your middle or high school! Since these uniforms should reflect a truly Japanese style (you can be creative though!!) please focus on the following aspects when designing the uniforms:

1. What will you use in your uniform design to tell among different grade levels and/or different homerooms?
2. How would the uniforms be different for girls and boys?
3. Would your uniforms change in style from season to season??
4. What kind of uniforms would you design for P.E. or sports?
5. Would you require students to have uniform accessories such as shoes, socks (in some Japanese schools, they do have uniform socks), ties (this is important!), backpacks, sports bags, etc?

Using Nihon no Gakusei Seikatsu

When using this learning system, please keep the following in mind:

1. It is designed to be a constructivist learning tool with which students can explore and synthesize (in groups or individually) the language and cultural information contained in these videos, in a hands-on fashion, building and constructing their own knowledge base of the topics. Even though this set of units goes very well with discussion, it is not meant to be used as a lecture tool.
2. This unit is an introduction to elementary, high school lives, and school uniforms, with basic samples of language and cultural activities. Please feel free to develop new activities which are personalized to the needs of your class and students, as well as present further information not contained in this unit.
3. The units are structured in a very similar manner and the sequence of activities was carefully designed for maximum success to be the following:
 - A. **Developing and Analyzing Pre-Existing Background Knowledge:** (Introductory Survey and Discussion based on the responses)
 - B. **Structured Watching/Listening Activity (Culture)**
 1. *Pre-Watching Activity:* Survey to establish preconceived notions as well as background knowledge w/ discussion.
 2. *Global Activity:* An activity to have the students understand the main idea of the unit as well as preview the topics, learn the setting of the video, and begin guessing about the full contents of the video unit. w/discussion
 3. *Specific Activity:* An activity to have the students pull out, comprehend, and analyze very specific details about the topics and ideas contained in the videos w/ discussion.
 4. *Post-Watching Activity:* Cumulative project (held after language unit) or teacher-generated activity to have the students synthesize all of the information and generate conclusions.
 - C. **Language Activities (Dependent on Unit; contained in packets)**
 - D. **Cumulative Projects:** Designed to have students synthesize and make conclusions with all information they have learned, in a creative manner. More importantly, students will be encouraged strongly to not only compare and contrast lives of Japanese students to their own, but to 'place themselves in the proverbial shoes of the Japanese students.

Duplicating this Project/Creating Your Own Unit

This website and learning system is inherently a self-contained Webquest, or a hands-on, student-centered, and web-based research project, the fundamental activities and structure of this learning tool are easily duplicated. This is an example of a process to design a simple Webquest:

1. **Choose a topic related to your subject area** (social studies, Japanese, Chinese, etc.)
2. **Develop essential questions...** What exactly do you want your students to learn? What aspects of the topic do you want them to focus on?
3. **Conduct Ample Web-Research:** It is important that you find as many quality-websites as possible, checking for their content, validity, authenticity and recent updates. These will serve as a basis for the cultural information your students will use for research, so it is important that the websites you give them are of the highest quality.
4. **Develop Activities and Points for Discussion:** Develop cultural and/or language activities in which students will be encouraged to explore the websites you gave them and develop a knowledge base, in order to analyze and synthesize the information in order to answer your 'essential' questions.
5. **Develop a Cumulative Project** which encourages the students to display their knowledge and conclusions in a creative manner, as well as personalizing this knowledge and these conclusions, relating them to their own lives, environment, opinions, and cultural perspectives, among others.