



Subject Japanese

Curriculum Levels 5 & 6

Unit title: 着<

Author/s: Stephanie Griffiths (author), Sarah Perkins (comments)

All Curriculum Support Days resources reflect the work of subject specialists during a two-day forum. You should view them as 'work-in-progress', not as finished units to download and use. They demonstrate a range of ways of thinking about how you might build the 'front end' of the NZ Curriculum (the Vision, Principles, Values, Key Competencies, Effective Pedagogies and Learning Area Statements) into your existing units of work, by re-focusing how you teach rather than changing what you teach. The questions and comments recorded in the body of each resource are at least as important as the unit itself. If for some reason your software does not display such questions and comments, it is likely that you need to make some technical adjustment to how you are viewing the resource. References in senior units to achievement or unit standards are to current standards, and generally do not take into account possible revisions of these standards to take effect from 2011.

I would like to acknowledge Stephanie's willingness to share this unit of work and the accompanying resources with teachers of Japanese. It's hoped that the original notes in conjunction with comments from another teacher's perspective, will provide an insight into the thinking around planning in the spirit of the NZC. Electronic copies of the actual unit are available on the PPTA website for people to access and adapt to suit their situation.

着< A unit of work about clothes for students in years 10 and 11

Why this unit is worth re-working?

The changing world of clothing and fashion generally captures the interest of students and teachers alike. This unit invites student input, can easily be taught in an authentic context, and allows for opportunities where students can develop the key competencies

Registered User 7/5/09 19:18

Comment: This is a typical unit of work that many teachers of Japanese would usually cover with year 10 and/or year 11 students.

as part of their learning. Teachers will have existing materials they can adapt to suit their own situation.

There is a natural emphasis on communication as students learn to:

- express opinions and preferences;
- describe appearances;
- compare and contrast;
- ask for, give and decline permission; and
- give reasons.

As part of this unit, language knowledge involves students:

- expanding and consolidating their use of Japanese scripts;
- further developing their awareness of and ability to manipulate verbs and adjectives;
- using more complex language rules to express personal ideas and opinions
- using prior knowledge to make inferences; and
- noticing and making connections and comparisons with own language(s)

Cultural knowledge involves students:

- noticing and making connections and comparisons with cultural practices;
- communicating appropriately in different social situations
- an awareness of accepted social norms relating to body image.

The content is relevant and students will be able to communicate with students their own age who speak Japanese around the world. E.g. on social networking sites like The Japan Forum's つながーる

As students work through this unit, they will be 'challenged to consider their own identities and assumptions'. (*The New Zealand Curriculum (NZC) 2007*, Learning Languages, p24).

Rethinking the unit

The comments show the thinking process and some of the questions we might ask ourselves when adapting or creating materials in line with the NZC.

Rationale

Most teenagers (girls and boys alike) are concerned with their appearance and what they wear. Learning about clothes in another culture helps us focus on our attitudes to clothes - rules and regulations; what is appropriate to wear and when; the influence of seasons.

Registered User 7/5/09 7:02

Comment: Focussing Inquiry: what is important (and therefore worth spending time on) given where my students are at? (Teaching As Inquiry –p35, NZC). Thought is given to what we want the students to learn and why. How does this relate to the Learning Languages essence statement? (NZC p24)

Registered User 7/5/09 14:30

Comment: How could we find out from the students (in a manageable way) what they want to learn and why?

Students can also learn about Harajuku, internationally recognised as the mecca of outrageous fashion in Tokyo, and Japanese people's attitudes to appropriateness. This can be compared with expected standards of dress for the Imperial family, business men, クールビズ Cool Biz, pop idols etc.

Section One いろいろなふく

Introduces basic vocabulary for clothes and verbs of wearing. This can be used at any curriculum level and is excellent quick revision for Year 11.

Students are encouraged to ponder why Japanese has so many different words for 'wear.' (cf Eskimos and 'ice,' etc)

Also discuss concept of かわいい

Discuss the significance of colour across cultures (often a topic in media studies)

Resources

Show students Youtube clips of Harajuku fashion

[Erin ga Chosen](#) 見てみよう pictures about fashion

Use Japanese language fashion magazines to read through and cut up and label for vocab acquisition and general interest, layout, content, use of foreign models.

Any articles about fashion from [Nipponia](#) or [web-japan.org/kidsweb](#)

Student activities

Wordfinds

Colour in hiragana colour words

Coolage of clothes and words/ students draw own designs and label in Japanese

Listening exercises to deduce structure

Disappearing... (similar to battleships)

Match up

Make sentences based on pictures

Fill in gaps

Reading

Listening comprehension – lost child

Speaking – describe what your person is wear and other student has to either draw or flip over pages of different outfits (mix and match)

Manga about trying on clothes in Harajuku

CFs

Registered User 7/5/09 14:29

Comment: Considerations: what might the Learning Intention(s) be? What will the students be able to do?/What are the Success Criteria?/what are we looking for? How does this fit with the Proficiency Descriptor (NZC) and what students will be able to communicate at these levels.?

Registered User 7/5/09 14:30

Comment: How could we find out about students' prior understanding? What could be used as a measure?

Registered User 7/5/09 6:54

Comment: It's worth noting 'Viewing' as the new receptive skill for Learning Languages (LL), NZCp24.

Registered User 7/5/09 15:41

Comment: What will be meaningful learning experiences for our students? Will every student need to complete each activity? Is that important? Would it be possible for individual students to work through activities at their own pace?

Are these strategies most likely to help our students learning? How will we know what's effective? How can we find out?

Describe thing or action ～すぎます

Pertinent to students – Write what YOU do too much of (sleep, go out with friends, play computer games, Xbox etc)

Describe your clothes using ～すぎます

Research

クールビズ (Sustainability issues)

Production

Fashion show – also take pictures for class fashion magazine / make origami clothes (<http://www.origami-club.com/en/>)

Thinking: Structured overview **Kanji:** 下、半、

Section Two せいふく

This is suitable for Year 11.

Describe own school uniform and compare it with uniform of neighbouring school, Japanese sister school or Japanese school from internet.

Students names and own uniform rules can be included as well as exercises about senior management describing students in wrong uniform (listening comprehension)

Vocabulary

Students encouraged to read vocab list by being asked to brainstorm in Japanese about words associated with school uniform.

Use Venn diagram to divide words in to せいふく / しふく

Read about Japanese students and classify good and bad points of uniform/mufti

CFs

Permission : ～てもいいですか、～てもいいです、～てはいけません

Join Colour words: colour noun + と + colour noun + の.....

Giving reasons: から

Compare: より

Describe own school rules regarding uniform

How would you ask for permission in a series of different situations that relate to student life?

Give your opinion about your school uniform with reasons

Do survey about school uniform

Registered User 7/5/09 18:00

Comment: Language Knowledge (NZC AOs L5&6) involves students understanding how Japanese is organised for different purposes.

Registered User 7/5/09 14:28

Comment: It's worth noting 'Presenting or Performing' as the new productive skill for Learning Languages (LL), NZCp24.

Registered User 7/5/09 14:46

Comment: What Key Competencies are we encouraging students to develop as part of their learning? What will they be able to do differently? Should the focus be on all the Key Competencies (KCs) , one main one, or several?

Registered User 7/5/09 15:05

Comment: Here's an opportunity for students to be actively involved in local, national or global communities (Participating and Contributing, NZC p13). How can we help students develop this KC as part of this unit?

Registered User 7/5/09 16:49

Comment: What could the second language(L2) input involve here? E.g magazine snippets (ref Nipponia below), youtube clips, Japanese school website(s)

Why would we introduce these structures together?

Registered User 7/5/09 16:52

Comment: Why would students be describing their school rules in Japanese? What's the context? Who are they describing them to? What scaffolding/support might students need to help them communicate their opinions etc? E.g. sentence starters/ digital recordings they can refer to for help with pronunciation e.g. cellphone, ipod/mp3

As result of survey decide good and bad points.
Do the same about sister school (etc) uniform

Activities

Sing the Toilet Song

Play Tenant-landlord game

Production

Compare different school uniforms

Find out about the history of the Japanese school uniform cf [Nipponia](#), [Pingmag](#)

Design ideal school uniform with reasons.

Section Three しぶく What do many Year 13 students wear to school? Does this happen in Japan? Why not? Why is it allowed in NZ schools? Discuss what is appropriate mufti.

CFs

Joining い adjectives

Production:

Design favourite mufti outfit to wear to school

Thinking:

Structured overview

Kanji: 小、中、学、校、生、大、小、好

Section Four きもの

きもの changes with the seasons, so the influence of the seasons on Japanese life is discussed along with the clarity of seasons.

This is compared with NZ. When is it appropriate to wear a きもの? Different events and festivals are discussed. Do we have similar occasions in NZ?

Influence of Japanese origami on fashion cf <http://eyesing.typepad.com/eyesing/2007/10/christian-dior-.html> (Ppt)

Discuss layers of kimono worn when Masakosama married Crown Prince

Resources:

[Nipponia](#), [Pingmag](#), web-japan.org/kidsweb/

Registered User 7/5/09 16:55

Comment: Teaching Inquiry: what strategies are most likely to help my students learn this? (Teaching As Inquiry, p35, NZC).

Thought is given to Ellis' 10 principles for successful instructed language acquisition (2005).

We want there to be plenty of opportunities for students to practice communicating in Japanese (*principle #7*) so it becomes second nature (ref. *principle #4*); Which strategies allow the students to interact in Japanese? (*principle #8*)

Registered User 7/5/09 17:17

Comment: What opportunities will help students increase their Language Knowledge and Cultural Knowledge to become effective communicators? (NZC p24)

Registered User 7/5/09 17:25

Comment: How can we help students develop an intercultural understanding as part of their learning? What can we do to encourage students to make comparisons and connections between languages and cultures? (ref iCLT: http://secondary.tki.org.nz/learning_languages/japanese)

CFs

Change of state: になります

Joining sentences: ~て

What something looks like: ~そうです

When...: 時

Vocabulary:

Revise words associated with the weather

Discuss different seasons (compare with NZ)

Listening Comprehension

Listen to the weather report and decide what to wear or pack for a holiday

Listen to interview with Japanese women about wearing きもの

Reading Comprehension

Letter and photo about wearing kimono from Japanese friend. Students reply by asking questions about wearing kimono.

Informative reading passage about pre-war kimono and modern trends and how young Japanese people have adapted the kimono into modern outfits.

Production:

Make fashion magazine with photos taken on fashion show day

Make origami てるてるぼうず

Kanji: 時

Thinking Skills: Structured overview

Themes: clothes, manners, rules, influence of seasons.

Communication

Class surveys about uniform

Read and write reply to letter about kimono

Make class fashion magazine

Understanding language

Registered User 7/5/09 17:50

Comment: As the core strand, Communication is what we want the students to be able to do in Japanese. Note: link to Success Criteria/what we are looking for?

Influence of American English and other languages on Japanese – ワンピース(How did it come about?)、ズボン Number of different words 'to wear'	
Text Types Manga, magazine article, letter, informative reading passage	
In selected linguistic & sociocultural contexts, students will:	For example:
communicate information, ideas, and opinions through different text types;	<ul style="list-style-type: none"> give information about clothes using descriptive words in manga, dialogues, letters
express and respond to personal ideas and opinions;	<ul style="list-style-type: none"> comment on how they feel about school uniform and formal clothes
communicate appropriately in different situations;	<ul style="list-style-type: none"> use appropriate language in a letter use of different あいづち in manga
understand ways in which Japanese is organised for different purposes;	<ul style="list-style-type: none"> letter writing /manga writing conventions; use of foreign words
understand ways in which Japanese culture is organised for different purposes.	<ul style="list-style-type: none"> many words meaning 'wear'
	<ul style="list-style-type: none"> Formality of group clothes (work/school/kimono) Individuality of street fashion (harajuku) Seasons and clothes Appropriateness of what to wear (special occasions)

Registered User 7/5/09 18:29

Comment: It's really helpful to have this reference to text types linked to the NZC AOs L5&6.

Refer to 'A Wide Range of Text Types & Forms' and examples of text types at: http://secondary.tki.org.nz/learning_languages/japanese/

Registered User 7/5/09 18:38

Comment: A lot of thought has gone into the variety of text types students can understand and produce at these levels. Refer to the Proficiency Descriptor for Levels 5 & 6 (NZC). Maybe students could be encouraged to source/select/recommend text types e.g. they found interesting for Listening, Reading & Viewing to share with other students.

The revised unit		
The following overview is a blend of Stephanie's original notes (as thought had already been given to how this unit might be taught in the spirit of the New Zealand Curriculum), notes to show my thinking around aspects I've included, and links to the Learning Languages Essence Statement (p24), the AOs, and Learning Languages Guidelines for Teaching and Learning at: http://secondary.tki.org.nz/learning_languages		
Japanese: ふく	Curriculum Levels 5 & 6	Contextualising the unit Where this unit might fit in a Japanese language programme will

	depend on where students are at. E.g. Year 10 or 11
<p>Our Aim for this unit We want to be able to interact and communicate with people who speak Japanese around the world about things that are of interest. We want to develop the skills to be able to communicate in Japanese and discover new ways of learning, new ways of knowing, and more about what we're capable of. (NZC LL essence statement p24). Many of us are concerned with our appearance and what we wear, and the changing world of clothing and fashion is influenced by global trends. Learning about clothes in another culture helps us focus on our attitudes to clothes. We can do this by exploring our own ideas and opinions about what we wear and what others wear; what is appropriate to wear and when; and the influence of seasons. As part of the learning we can expect to be challenged to consider our own identities and assumptions'. (NZC LL p24).</p>	
<p>Proficiency Descriptor Students can:</p> <ul style="list-style-type: none"> • understand and produce more complex language; • communicate beyond the immediate context; and • understand and produce a variety of text types. 	
<p>Achievement Objectives In selected linguistic and socio-cultural contexts, students will:</p> <ul style="list-style-type: none"> • Communicate information, ideas, and opinions through text types – (<i>selecting & using language, symbols & texts</i>) • Express and respond to personal ideas and opinions – (<i>managing self and relating to others</i>) • Communicate appropriately in different situations – (<i>participating and contributing in communities</i>) • Develop strategies for learning, and notice language and make appropriate connections (<i>thinking</i>) 	
Communication in Japanese	
<p>Learning Intentions</p> <ul style="list-style-type: none"> • How can we describe appearances/what something looks like? • How can we describe what people are wearing? • How can we express an opinion and say what we prefer (in Japanese)? • How do we give a reason why....? • How can we ask for permission/say it's ok to do something/or say it's not ok to do something? • How can we compare things? 	
<p>How can we develop the key competencies as part of our learning in this unit? Possibilities could include:</p>	

Registered User 8/5/09 6:56
Comment: E.g. It might be more appropriate in year 10 if students have been studying Japanese since year 7.

Registered User 8/5/09 15:15
Comment: Other ideas could be added here from a discussion with students. There's an opportunity for teacher & student input – what do the students want to learn and why?

Registered User 8/5/09 15:15
Comment: I want students to become familiar with a variety of text types, so possible Success Criteria with what I want the students to be able to do by the end of this unit are linked with the AOs and the Text Types later in the formatting.

Registered User 8/5/09 16:36
Comment: Refer to 'How the key competencies relate to learning languages (http://secondary.tki.org.nz/learning_languages/japanese).

Registered User 8/5/09 15:15
Comment: I wondered about referring to the 6 skills students develop as they communicate here. I want to keep in mind we now have Viewing & Presenting/Performing skills as well as L,S,R, & W.

Registered User 8/5/09 15:16
Comment: The examples of possible Learning Intentions are phrased as questions rather than with an infinitive to invite students to share any prior understanding.

Registered User 26/6/09 9:18
Comment: I want the Key Competencies are integral to everything we do with our students, so I haven't separated them in this format i.e. students need to develop each KC as they learn to communicate.

Comment: I want the Key Competencies to be integral to the learning, and am not sure how best to show this yet. Maybe I could use different coloured highlighters to indicate which key competencies are being developed as part of each of the learning experiences.

In the meantime, I've kept these possibilities noted here to indicate the sorts of things I'm thinking about. In terms of formatting, it might be better to have the Language Knowledge and Cultural Knowledge feeding directly into what we want the students to be able to communicate.

- **Using Language, Symbols and texts**
 - Students having opportunities to discuss language features in various text types.
 - Students being encouraged to explore, source, and select text types of interest to share with everyone (e.g. podcasts, adverts) and create texts (e.g. on social networking sites like The Japan Forum's つながーる)
 - Students having time to identify their strengths in this competency and set individual goals for their learning needs (e.g. I think I'm aware of language features at word level, and my next steps are to focus on awareness at a sentence level.)
- **Managing self & relating to others**
 - Students having plenty of opportunities to communicate in Japanese and practise sharing their ideas and opinions. They'll be encouraged to identify what support they need, where they might find it, and how they can take some ownership of their learning (e.g. asking someone to record words/phrases they struggle with on their cellphone so they can play it back & practice)
 - Students being encouraged to speak in Japanese in classtime and use strategies like ～は英語で何といいますか。 to negotiate and clarify meaning with others.
- **Participating and contributing**
 - Students being encouraged to make connections with people interested in Japanese in their community locally/internationally
 - Students developing a sense of responsibility and a sense of belonging through productions such as the fashion show/fashion magazine.
 - Students being actively involved in the wider community (e.g. contributing to social networking sites like The Japan Forum's つながーる)
- **Thinking**
 - We can encourage students to be curious and open-minded, and reflect on their language learning processes they use. They will be encouraged to try at least one different strategy for learning throughout this unit, and evaluate whether or not it helped their learning at the end of the unit.

Language Knowledge for Communication involves students:

- expanding & consolidating their use of Japanese scripts
下、半、小、中、学、校、生、大、小、好、時
- further developing their awareness of and ability to manipulate verbs and adjectives
- Joining い adjectives

Cultural Knowledge for Communication involves students:

- noticing and making connections and comparisons with cultural practices
- communicating appropriately in different social situations an awareness of accepted social norms relating to body image.
- Students can explore attitudes to appropriateness and

<ul style="list-style-type: none"> · Joining sentences ～て · Giving reasons: から · Join Colour words: colour noun + と+colour noun + の..... · Compare: より · Change of state: になります · What something looks like:～そうです • using more complex language rules to express personal ideas and opinions · いadj + と おもいます · ～すぎます · ～てもいいですか、～てもいいです、～てはいけません • using prior knowledge to make inferences; • expanding their vocabulary – clothing items & verbs of wearing/ words associated with school uniform/mufti/the weather/seasons; and • noticing and making connections and comparisons with own language(s) · Noting the Influence of American English and other languages on Japanese – ワンピース(How did it come about?)、ズボン 	<p>expected standards of dress for the Imperial family, business men, クールビズ Cool Biz, pop idols etc.</p> <ul style="list-style-type: none"> · They can be encouraged to ponder why Japanese has so many different words for ‘wear.’ (cf Eskimos and ‘ice,’etc) · They can also discuss the concept of かわいい and discuss the significance of colour across cultures. · Students can reflect on what they wear to school e.g. uniform/own clothes and make comparisons with what students at other schools wear (e.g. nationally/globally). · They can discuss appropriate ways to interact with others when asking permission to do something/told it’s not ok to do something/sharing opinions. · Students can explore the influence of the seasons on Japanese life and in the Japanese language, They could engage in inquiry learning about the clarity of seasons in Japan and NZ. Different events and festivals could be discussed. Do we have similar occasions in NZ? · They could inquire into the Influence of Japanese origami on fashion/discuss the number of different words for ‘to wear’
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Resources
After deciding on the original concept for the unit-what am I going to teach?/how am I going to teach it? resource material is sourced from a variety of places to meet the learning needs of the students.

Acknowledgments: This unit of work has been created with the help of these resources:
 What a Relief (Massey University) Moshi Moshi (National Curriculum Guidelines for Japanese 1993)
<http://pingmag.jp> <http://web-japan.org/nipponia>
<http://minnanokyoza.jp> http://casls.uoregon.edu/mosaic/JPN_mosaic.php
<http://www.japteach.com/index.html>

[Erin ga Chosen 見てみよう](#) Youtube clips of Harajuku fashion

Registered User 8/5/09 15:16
Comment: How can we help students develop an intercultural understanding as part of their learning?
 What can we do to encourage students to make comparisons and connections between languages and cultures? (ref iCLT: http://secondary.tki.org.nz/learning_languages/japanese)

Registered User 7/5/09 6:54
Comment: It’s worth noting ‘Viewing’ as the new receptive skill for Learning Languages (LL), NZCp24.

Japanese language fashion magazines Any articles from [Nipponia](#), [Pingmag](#) or [web-japan.org/kidsweb](#) etc
 Manga about trying on clothes in Harajuku <http://www.origami-club.com/en/>
<http://eyesing.typepad.com/eyesing/2007/10/christian-dior-.html> (Ppt) Teacher's own resources

Learning Experiences could include:

- Incidental language use with students **speaking** in Japanese in class, & using strategies to clarify meaning. (*principle#7*)
- Keeping a diary/blog in Japanese. i.e. **Writing** practice (*principle#7; principle#10*)
- **Viewing** Youtube clips of Harajuku/Erin ga chosen fashion (*Principle#6*)
- **Reading** articles from Nipponia or [Nipponia](#) or [web-japan.org/kidsweb](#)
- **Presenting and Performing** students' own fashion show – also take pictures for class fashion magazine
- Making links with the local Japanese community by inviting Japanese speaking people into the class to share their expertise
- Creating a poster displaying class rules
- Responding to stimulus material(s) by giving preferences and opinions
- Refining student profiles in Japanese for electronic exchanges
- Conducting a survey about the school uniform (maybe this could be done online as well to get responses from students at a nearby school/sister school)
- **Listening** to and singing Japanese songs, and making up their own raps/chants to help language learning
- Class discussions
- **Listening** to simple, authentic sound files e.g. a weather report; an interview with Japanese women about wearing 着もの
- **Reading** a letter and **viewing** a photo about wearing Japanese clothing. **Writing** a reply to the letter.
- **Reading** a passage about how trends have adapted traditional clothing into modern outfits

Text Types:

Manga, magazine article, letter, informative reading passage

In selected linguistic & sociocultural contexts, we want to be able to

**Possible Success Criteria:
E.g. We will be able to:**

· communicate information, ideas, and opinions through different text types;	· give information about clothes · use descriptive words in manga, dialogues, letters
· express and respond to personal ideas and opinions;	· comment on how they feel about school uniform and formal clothes · れい：～から、好き。
· communicate appropriately in different situations;	· use appropriate language in a letter · use of different あいづち in manga

Registered User 24/6/09 12:42

Comment: What strategies are most likely to help my students' communicate in Japanese?/help them develop an intercultural understanding/help them develop all 6 language skills

Registered User 8/5/09 15:16

Comment: Thinking about Ellis' 10 principles for successful instructed language acquisition (2005) . is it helpful to use a code to see if all 10 principles are reflected in the unit lessons? See e.g.

Registered User 8/5/09 15:16

Comment: It's worth noting 'Presenting or Performing' as the new productive skill for Learning Languages (LL), NZCp24.

Registered User 8/5/09 15:16

Comment: Se e.g. A lot of thought has gone into the variety of text types students can understand and produce at these levels. Refer to the Proficiency Descriptor for Levels 5 & 6 (NZC). Maybe students could be encouraged to source/select/recommend text types e.g. they found interesting for Listening, Reading & Viewing to share with other students.

<ul style="list-style-type: none"> understand ways in which Japanese is organised for different purposes; 	<ul style="list-style-type: none"> recognise letter writing /manga writing conventions; recognise and use foreign loan words use the different words meaning 'wear' appropriate れい : ~をかぶる / ~をきる
<ul style="list-style-type: none"> understand ways in which Japanese culture is organised for different purposes. 	<ul style="list-style-type: none"> Describe or explain the formality of group clothes (work/school/kimono) Comment on the individuality of street fashion (Harajuku) Talk about the relationship between the Seasons and clothes Discuss the appropriateness of what to wear (special occasions)

Registered User 8/5/09 15:16

Comment: I'd want the students to be really clear about what I'm looking for. Where possible I'd try to have exemplars for them to refer e.g. Examples of letter writing/manga writing conventions in poster size on the wall; the different verbs for 'to wear' on display (maybe with corresponding pictures) and a heading

Reflecting on the unit

I found it helpful to refer to the Teaching as Inquiry cycle as a framework when reworking the revised unit. It provided a skeleton guide to help focus my thinking. The thinking process doesn't necessarily happen in a linear fashion for me, as is probably evident from my notes. There's a lot to be said for asking questions and taking time to think about why we do what do.

I also found it helpful to look at what people had done with unit plans for other languages and in other learning areas on the PPTA website (www.ppta.org.nz), and referred to the Learning Languages Guidelines for Teaching and Learning at: http://secondary.tki.org.nz/learning_languages/japanese.

Working through this process has reinforced my belief that units of work are living documents that we are constantly changing and adapting to suit the needs of our students and our situation, so they have some relevance to the year we're teaching in. Thank goodness for electronic copies.

This reworked unit is by no means a finished product – I feel it's like a first draft/ the beginning of a work in progress. There's still a lot of thinking that could be done – especially around the principles, and values I'd hope students might develop through learning Japanese.

I'd encourage people to look at resources on the PPTA website that accompany this plan, as it is often most helpful to work through

Registered User 29/5/09 14:28

Comment: My ideal unit plan is a one page overview (A4 or A3). For the purposes of this exercise, I've tried to write my thoughts up so other people can have an insight into my thinking – I'm not necessarily proposing that every unit would be as detailed as this overview.