



TY Beginners' Module

Japanese



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Guidelines for Transition Year beginners' module

1. Aims
2. Implementing the module
3. Teaching and learning
4. Students' progress
5. Additional notes for Japanese teachers

1. Aims

The TY beginners' module has been designed for schools and teachers who would like to introduce a language at beginner level in Transition Year. These modules will provide an opportunity to expose students to new languages and cultures.

The module takes into account that the Transition Year programme in schools has to be flexible and this is reflected in terms of time and content.

By the end of the course, the students will have developed their linguistic, digital, personal, and intercultural awareness competencies.

2. Implementing the module

The module consists of six units designed under the following headings:

- 1) Exploring Japan
- 2) Myself and others
- 3) Our hobbies
- 4) Food and table manners
- 5) Holidays
- 6) Intercultural awareness

Each unit consists of different tasks, learning outcomes, suggested scaffolding activities, self-assessment prompts and links to key competencies. Teachers can decide which or how many tasks they would like to carry out.

3. Teaching and learning

During the teaching of this module, we encourage teachers and students to use the target Language as much as possible. Using language mats and having visuals displayed in the classroom will help students. From a culturally inclusive point of view, it is important to try to refer to different countries where the target language is spoken during activities. Intercultural awareness can be developed by helping students to reflect on their own culture when appropriate and by completing the tasks suggested at the end of the module.

If you are already teaching the language to beginners, you will be able to use resources which you currently use with other year groups or within the MFL department such as placemats, visual supports, digital technology tools and other resources to support and encourage the learning.

Students will easily engage with this course as it is task-based and they will be given the language necessary to progress through the tasks in class. Accomplishing the different tasks will give students a great sense of achievement.

This Transition Year module aims to give students an opportunity to explore and enjoy a new language. Students are not working toward a Leaving Certificate qualification but are instead encouraged to acquire useful and simple language which will enable them to carry out the suggested tasks and which they can use on a holiday or in basic exchanges with speakers of the language.

4. Students' progress

Can-do descriptors are included with each task and can be used for student self-assessment. Teachers could encourage students to track their progress in terms of their level of confidence in the language, for example: 'I can complete this task a) on my own, b) with some help, or c) with a lot of help'. These can be reviewed as students make progress in the language. Students could also record their learning in a portfolio, set further learning goals for themselves, and include reflections on their learning.

5. Additional notes for Japanese teachers

- For each topic, please select as many the tasks as possible that best match students' interests and adjust the content accordingly.
- Adjust the amount of Japanese vocabulary and phrases used in each task as appropriate for your class. It is not necessary to introduce all of the vocabulary and phrases presented in this book, nor is it necessary to carry out all the learning activities within each task.
- The time allocated to each task is only a guideline.
- We understand that, within the limited class time available for TY Japanese, learning activities involving reading and writing Japanese scripts can be challenging depending on the nature of the activities and student motivation. To lower the barrier to learning Japanese scripts, we recommend making effective use of Romaji and the English translation, where necessary, while maintaining students' motivation for learning Japanese.
- Some of the tasks in this teaching material do not only involve using Japanese at the single-word level, but also include activities such as creating dialogues for ordering food and drinks in a restaurant, or writing a picture diary based on the assumption of having traveled to Japan. These tasks require students to use short but cohesive Japanese within meaningful contexts.

In such cases, the following approach is recommended as one possible guideline for TY Japanese learners:

At the initial stage of introducing vocabulary and phrases, limit the vocabulary and expressions used to the minimum necessary for completing the task.

- Unless students ask questions, avoid giving overly detailed grammatical explanations. However, do provide the minimum essential grammar points that students need in order to carry out the task.
- When explaining the task, always show a model example, including romaji and, if necessary, an English translation.
- Underline key words in the model sentences, and explain to students that by simply replacing the underlined words, they can easily express what they want to say in Japanese.
- In addition to this TY Japanese resource, you can also download ideas for learning activities and teaching materials specifically designed for Japanese classes in secondary education in English-speaking countries from the Japan Foundation website below.

Classroom Resources (Japan Foundation Sydney) <https://classroomresources.sydney.jpf.go.jp/>

Teaching and Learning Resources (Japan Foundation London) https://jpf.org.uk/language/teaching_resources.php

- If any TY Japanese students express an interest in pursuing further self-study in Japanese, please do introduce them to the following free online course offered by the Japan Foundation. Registration with a name and email address is required, but it is a high-quality course developed by Japanese language specialists.

JF Japanese e-learning 'Minato' (Japan Foundation) <https://minato-jf.jp/>

Finally, reflecting on your own experiences of learning about the Japanese language and culture, what have you found particularly interesting? Or what memories have stayed with you as especially enjoyable?

We would also recommend you to take opportunities to share your learning experiences that could be positive or negative with TY Japanese students whenever appropriate.

Notes

[illegible]





1

Exploring Japan



1: Exploring Japan

Task A:

Come visit me

Topic overview:

In this topic we present a series of tasks and activities designed to awaken students' curiosity about the Japanese language and culture they are going to learn about in the beginners' module. The tasks are also aimed at helping students to tap into their existing knowledge about Japan and the language.

Task description

Groups have to research a specific tourist attraction and 'sell' their chosen attraction to the class.

Learning Outcomes	Students will: • Use digital technologies to research and compile information about a tourist attraction from Japan. • Learn about attractions they could visit on a possible trip to Japan. • Give a short oral pitch or mini-presentation in Japanese/English explaining why their attraction should be visited.	
Resources	• 'Come visit me' tourist attraction template (see Student Resources).	
	Expected time taken 80 minutes	<i>The task time can be reduced if students do their research for homework and complete the worksheet at home</i>
Task Outline	• In groups, students are given or choose a specific tourist attraction in Japan (Mount Fuji, The Golden Pavilion, Miyajima Island etc). • Each group has to look for information about the attraction, using at least two reliable websites, and complete a template. • Each group shares their tourist attraction findings with the other class groups. • Once every group has studied the various attractions, the class can vote on which one they would like to visit the most etc. and explain their reasons.	Notes for Teachers <i>Students could create a one-slide summary, infographic, or digital poster, in addition to the template.</i> <i>Ask students to explain why the websites they chose were reliable and useful. That pushes digital literacy beyond the mere copying of facts and helps students practise thinking and problem solving.</i> <i>Add evidence-based comparison: ask groups to compare attractions using agreed criteria such as cost, accessibility, cultural value, popularity, and suitability for teens.</i>
Self-assessment: Can-do descriptors	I can: - Develop opinions based on evidence I analyse and read from websites and my peers' work.	<i>Teachers can use the carousel methodology where groups share each other's tourist attractions.</i>
Key Competencies	• Being creative • Communicating • Working with Others • Thinking and Solving Problems	<i>One person from each group stays at their table to give information about and to promote the tourist attraction, while their teammates visit the other tables to view the other tourist attractions.</i>



Task B:

Becoming a Japanese language detective

Task description

Students act as language detectives by using various visual clues in authentic Japanese materials and applying their prior knowledge to infer meaning, even with their limited knowledge of Japanese written characters.

Reference materials used to design this task:

Marugoto plus 'A1 L12 Cando-30' (Japan Foundation)

<https://a1.marugotoweb.jp/en/can-do30.php>

Learning Outcomes	Students will: • Have first-hand exposure to authentic materials from Japan. • Students use their existing knowledge to infer the content of the visual information in the materials, individually or in groups. • Even with little or no knowledge of Japanese written characters, students will identify, share, and explain the language-learning strategies used to gather information in the material. • Develop Japanese linguistic and cultural knowledge through the use of authentic materials.	
Resources	• Recommended authentic materials for this task: A snack wrapper, convenience store or fast-food menu, or a small tourist brochure would be manageable for the students and teacher. Pick materials that have at least three of the following: - clear visuals - limited text - repeated numbers or prices - some English or romaji - a familiar real-world function, such as buying food or traveling. • 'Decoding the target language' reflection template (see Student Resources).	Notes for Teachers <i>Encourage your students and other staff members to bring these types of recommended items to school after their holidays so you can create a bank of authentic resources for use in the TY Japanese classroom.</i> <i>It can be frustrating for students if the material has too much dense text/kanji and/or an unfamiliar function.</i>
	Expected time taken 40 minutes.	



1: Exploring Japan

Task Outline	Starter discussion Show an item with no explanation. Ask: "What do you think this is?" and "What clues do you notice?" Think, pair, share Students work individually first, then in pairs, then share with the class. The students fill in a 'Decoding the target language' reflection template (see Student Resources). Decode the clues Ask students to circle or note: Numbers. Images. Colours. Romaji. English words. Repeated symbols or patterns. Familiar brand names. Class discussion Collect ideas on the board under headings such as "clues from pictures," "clues from numbers," and "clues from language." Reveal the answer Explain what the item actually is and what key details confirm this. Reflection Students complete a short template: I thought it was... I used these clues... I was correct / partly correct / not correct. Next time I will look for... Students fill in the form 'Think about your language learning!'. They could include the language learning strategies they have learned from the task above. (see Student Resources).	Scaffolding <i>Use only one item at first.</i> <i>Keep the text short and visually rich.</i> <i>Pre-teach a few useful clue words such as "price," "date," "menu," and "station."</i> <i>Allow students to work in pairs before whole-class sharing.</i> <i>Give sentence starters for the reflection.</i> Differentiation Support: provide a clue bank with icons for numbers, pictures, English words, and romaji. Challenge: ask stronger students to justify why a clue is reliable or misleading. Extension: compare two similar items and decide which clues are most useful. <i>Language learning strategies can be placed on the classroom wall to be referred to at other times during the module.</i>
Self-assessment: Can-do descriptors	I can: - Use limited Japanese language knowledge in conjunction with prior knowledge to infer the content of authentic target-language material. - Reflect on and become aware of the language-learning strategies I use to understand how the Japanese language works.	
Key Competencies	• Communicating • Working with others • Thinking and Solving Problems • Managing Learning and Self	



Task C:

What do I think and know about Japan?

Task description

Students brainstorm what they know about Japan. They may also have the opportunity to set goals for what they would like to learn.

Learning Outcomes	Students will: • Name and describe some aspects of Japan such as geographical features, weather, landmarks, and food. • Brainstorm and share what is known about Japan. • Set a personal goal for what I want to learn in this Japanese module.	
Resources	• 'When I arrive, I will...see/hear/feel/taste.' template (see Student Resources).	
	Expected time taken 40 minutes.	
Task Outline	• Teachers show a short video or images with music from Japan to set the scene. (Eg. YouTube: visitjapan1216 channel, etc.) • Ask students to imagine they are arriving in one of Tokyo's airports. • Ask them to write down what they saw in the video and share this with the whole class. • Ask them to discuss what they think they will see/hear/feel/smell/taste when they arrive. • Students write their answers to the sentence starters (I hear, I see, I feel, I smell, I taste) using the airplane template and share their answers with their partner and then with the class. (BGM Eg. Joe Hisaishi for Japan Airlines "Ashita no tsubasa" (Wings for Tomorrow): https://youtu.be/nEBa8Tdc7Fk?si=PnjAlgpsUDo4d70r) • The teacher acts as a facilitator and has the students share their answers with a partner or with the whole class. • Ask students to identify one thing from their discussion they'd like to learn more about during the course to set their personal goals of learning Japanese.	Notes for Teachers • It would be good to choose videos from YouTube or other websites that introduce both the traditional and modern aspects of Japan. Videos on the website of the Japan National Tourism Organization (JNTO) are regularly updated with new content. • If there are any teachers or students who have been to Japan at your school, having them share their experiences of arriving in Japan can provide students with more engaging and interesting input about the country. • 'Ashita no Tsubasa' (Wings for Tomorrow) by Joe Hisaishi is a famous piece of music that is always played onboard Japan Airlines flights just before landing in Japan. He has also composed music for many Studio Ghibli animated films. One day, if students travel to Japan on this airline, they might hear it on the plane just before landing.



1: Exploring Japan

Self-assessment: Can-do descriptors	I can: - Identify some aspects of Japan such as geographical features, places and landmarks, food, famous people. - Set goals for what I would like to learn when studying the Japanese language, including one thing from the brainstorm activity.
Key Competencies	• Communicating • Working with others • Participating in Society



Task D:

Let's reflect!

Task description

Students reflect on what they already know about the Japanese language and their own language, as well as on language use in their daily lives.

Learning Outcomes	Students will: - Reflect on what they already know about Japan. - Reflect on languages which they speak, hear, read or use in daily life.	
Resources	• Loop game template (see Student Resources). • KWL chart (see Student Resources).	
	Expected time taken 40 minutes.	
Task Outline	• Students complete a loop game as a class group which will incorporate language and cultural elements. • Use a KWL chart to find out what the students already know and what they would like to know about Japan. • Each student completes a poster entitled 'Languages around Me'. They draw a circle with ME in the middle, they write what languages they speak/hear at home, then draw another circle to include the languages they hear/speak in their neighborhood, and so on with their school, town etc.	Notes for Teachers <i>Teachers can also ask students in small groups to create their own loop game for their peers.</i>
Self-assessment: Can-do descriptors	I can: - Identify some aspects of Japan such as geographical features, places and landmarks, food, famous people. - Reflect on the languages that are spoken around me.	
Key Competencies	• Communicating • Working with others • Managing Learning and Self	





2

Myself and Others



2: Myself and Others

Task A:

Introducing myself in Japanese

Topic overview

This topic will help students recognise and use some very basic phrases to talk about themselves. Students will learn to introduce themselves and others with personal details such as where they live, how old they are, physical descriptions and personal characteristics.

Task description

In this task, students will learn basic Japanese self-introduction phrases. In addition, they will also learn key features of Japanese writing (focus on katakana). Then, they will then practice writing their names in katakana. Students may also be given the opportunity to create simple business cards (Meishi) in Japanese with their original designs and exchange them with their classmates while performing introductions in simple Japanese.

Learning Outcomes	Students will:	Notes for Teachers
Resources	• Introduce oneself using 2–3 memorised Japanese phrases with appropriate bowing. • Recognise the three Japanese writing systems (hiragana, katakana, kanji). • Accurately copy their names in katakana. • Design and produce a simple meishi using katakana. • Participate in a structured business card exchange using basic Japanese. • Erin introduces herself to classmates in the classroom: https://www.erin.jpf.go.jp/en/lesson/01/basic/ • 3 levels of bowing: https://www.youtube.com/shorts/unCt7j5dY7w • Different ways to bow in Japan: https://www.youtube.com/shorts/-4NKk9TgzmK • Introduction to Japanese “Types of written characters”: https://a1.marugotoweb.jp/en/introduction.php#writing • Katakana letters and the pronunciation: https://a1.marugotoweb.jp/en/katakana.php • 5 Tips to write your name in Katakana: https://www.youtube.com/watch?v=1e4_WkxLtAY • Exchange Business Cards: https://www.erin.jpf.go.jp/en/lesson/01/let-us-try/	• Play Erin’s self-introduction video (from 1:09); follow with a brief comparison of Japanese and Irish schools. <i>Teach key phrases:</i> はじめまして / ～です / どうぞよろしく. <i>Model a simple self-introduction with bowing.</i> <i>Introduce Japanese writing systems (focus on katakana).</i> <i>Provide pre-prepared katakana and romaji name cards, or display students’ names in katakana and romaji on the OHP.</i> • Students practise copying their names. Use the katakana chart resource for stroke order support. Students design a simple meishi (fold A4 sheet into 8 pieces). <i>Encourage neat katakana and simple decoration.</i> <i>Assign as homework if needed; aim for 4–5 cards per student.</i> • Teach business card etiquette: <i>Two hands when giving/receiving</i> <i>Light bow</i> <i>Briefly examine the card before putting it away</i> <i>Conduct a mingling activity: students introduce themselves and exchange cards.</i> • Optional: show a real Japanese business card to reinforce authenticity.
⌚	Expected time taken 40minutes with activities 1-3 (80 minutes with additional activities 4&5)	



2: Myself and Others

Key Language	はじめまして。(with light bowing) <my name>です。 どうぞよろしく。(with light bowing)
Suggested Scaffolding Activities	1. Practice introducing and presenting one's own name in Japanese with light bowing (15 degrees approx.) in pairs first and then to more classmates, walking around the tables. 2. An explanation of basic information about the Japanese writing system and pronunciation. 3. An introduction to katakana characters and practice writing one's own name in katakana. 4. Write one's name in katakana and create a business card. 5. Watch a video on how to exchange business cards, then introduce one's name to classmates and exchange business cards.
Self Assessment: Can-Do Descriptors	I can: - Introduce my own name to others using basic Japanese phrases with light bowing. - Understand the basics of Japanese writing systems (focus on katakana). - Write my own name in katakana. - Exchange business cards with others using basic Japanese phrases in an appropriate Japanese manner.
Key Competencies	• Managing Learning and Self • Communicating • Being Creative



Task B:

My Japanese avatar

Task description

Students create a single PowerPoint slide with their own avatar and a short self-introduction in Japanese.

They write simple sentences in romaji and/or Japanese script to say their name, where they live, age, and one or two basic physical features.

Students then show their slides and introduce themselves to the class in Japanese

From an IT skills perspective, students will learn how to create their own avatar and how to type using Japanese hiragana and katakana using the Japanese keyboard.

Learning Outcomes	Students will: • Write 4–5 short sentences about themselves in romaji and/or Japanese script. • Use a Japanese keyboard (for those ready) to type some hiragana and katakana. • Create a simple visual slide with an avatar and Japanese text. • Give a short spoken self-introduction in Japanese to classmates. • Notice and discuss some similarities and differences between Japanese and their own cultures when talking about names and identity
Resources	• Tablets or PCs • Avachara: https://avachara.com • A sample visual of my Japanese avatar (see Student Resources). • How to type in Japanese (Japan Foundation Sydney): https://classroomresources.sydney.jpf.go.jp/resources/developing-typing-skills-for-beginners/ • Tutorials on the use of digital technologies in the classroom: https://ppli.ie/teaching-and-learning/digital-technologies-and-mfl/digital-technologies-tutorials/2/
	Expected time taken 60 minutes with activities 1-3 (120 minutes with additional Japanese Typing activities 4-5)
Key Language	Model for Self-Introduction Greeting (Opening): はじめまして。 Name: イーファです。 Place of residence: アイルランドに すんでいます。 Age: 16さいです。 physical features: かみがながい/みじかいです。めが 黒い/ちやいろい/あおいです。 Greeting (closing): どうぞよろしく。



2: Myself and Others

Suggeste Scaffolding Activities	1. Teacher model Teacher shows a model PowerPoint with their avatar and reads their self-introduction in Japanese. With visual and romaji support, students guess meaning. Teacher then explains each sentence and practises pronunciation with the class. 2. Planning the text Students write their own self-introduction in their notebook or on A4, following the model. They choose options for hair (long/short) and eyes (black/brown/blue). Teacher circulates and supports vocabulary, and checks each student's draft before they move to PowerPoint. 3. Avatar creation Students create their avatar using Avachara and save the image, or draw themselves if devices are not available. No account or personal data is needed; students simply save the image file or glue their drawing to their paper. 4. Typing/writing the slide text Students copy their checked sentences onto their slide. Differentiation: Some students type only in romaji. Others use the Japanese keyboard to type in hiragana/katakana. Teacher may provide each student with a small card showing their name in katakana and romaji. 5. Pair work and sharing In pairs, students show their avatars and read their self-introductions to each other. Volunteers present their slide to the class. Optionally, classmates ask one simple question (e.g. "Nan sai desu ka?") with support on the board Activities to learn typing using a Japanese keyboard • The teacher briefly explains sections 1 (Hiragana) and 2 (Katakana) from "How to type in Japanese" as mentioned above in the Resource Section, created by JF Sydney. • Students individually complete the worksheets "The Hiragana Chart for Typing" and "The Katakana Chart for Typing" created by JF Sydney. (This part can also be assigned as homework.) • Students complete a PowerPoint slide of their self-introduction with their avatar and present it to the class.	Notes for Teachers • This task is designed to familiarize students with key vocabulary related to personal information combined with the IT skills. • However, depending on the school, if students have limited access to IT tools during Japanese lessons, this activity can be completed entirely by handwriting in their notebooks or A4 paper. • Teacher explains to students that Japanese typing skills are extremely useful in today's digital society. • In addition, if students in TY become able to type in Japanese using romanized input, their ability to recognize Japanese characters will improve, and the barrier to learning them will be lowered. • In the LC Japanese exam, students are required to write Japanese by hand; however, if they have already become familiar with Japanese characters during TY, the psychological burden of learning to write them properly by hand at a later stage will be greatly reduced. • To make learning Japanese typing enjoyable for students in secondary education, free online games available on the internet can be highly effective. For example, there are websites like the ones listed below. https://kanablast.com/ https://typingdouzo.com/ link:https://studydojo.netlify.app/ • Allowing students who finish their classwork early to play such games as a reward can help increase their motivation to learn Japanese characters. In order to boost students' motivation for learning Japanese script, it is important to adopt teaching methods that they find enjoyable and engaging. • If typing in Japanese is difficult for some students, allowing them to create a PowerPoint using Romaji only is also a practical option for differentiation in TY Japanese classes.
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2: Myself and Others

Self Assessment: Can-Do Descriptors	I can: - Write 4–5 short sentences about myself in romaji and/or Japanese. - Use technology (or drawing) to create a visual about myself in Japanese. - Present my visual and give a short self-introduction in Japanese. - (Challenge) I can type some Japanese words using a Japanese keyboard.
Key Competencies	• Being Creative • Managing Learning and Self • Communicating
Language and cultural awareness	Name structures across cultures: Compare how Chinese and Irish/English names differ in structure and cultural significance. My name, my identity: Reflect on the meaning and cultural importance of own name compared to a Chinese name. The power of names: Engage in group discussions to explore why names matter and how they reflect cultural diversity.



Task C:

Our Japanese anime gallery

Task description

The aim of this task is for students to use key vocabulary/language chunks that they have used to describe themselves and use them to describe anime characters from Studio Ghibli movies.

This company has produced many wonderful, animated films over the years, and, quite unusually in the anime industry, it has issued a message saying, “Please feel free to use (still images from our anime) within the bounds of common sense.” as follows <https://www.ghibli.jp/info/013772/>.

- (i) The teacher should begin this task by displaying a picture of a famous anime character from Studio Ghibli, which could be well known to the students. The teacher will then elicit vocabulary/chunks from the students to describe this character.
- (ii) Students then watch the Studio Ghibli movie they have selected at home or in school. Then, each student researches an anime character from the movie and writes a short description. Each student must choose a different character. The description in Japanese should include at least the following four points: 1. name of the movie, 2. name of the character, 3. physical appearance, and 4. personality. Depending on the availability of information and the students’ motivation, more information could be added in Japanese such as age, profession, place of residence, the character’s role in the film etc.
- (iii) Students display their chosen portraits around the room in a gallery format. They introduce their character to the class and listen to descriptions from others.

Notes for teachers

- Before doing this task, it is recommended that students revise how to introduce themselves in Japanese in Task B on the previous page.
- As of June 2026, many Studio Ghibli films are available to watch on Netflix in Ireland.
- Encourage students to choose a character connected to their interests to increase engagement.
- If the class size is large, the teacher can also divide the students into groups of four or five and have each group choose a different movie.
- For students who like Japanese anime, having the opportunity to talk about their favorite anime character and the additional information in English can greatly enhance their motivation to learn more Japanese.
- Instead of preparing a portrait, students may create and display a poster of the character they wish to research, either on paper or using PowerPoint. In this case, depending on the students’ level of Japanese, it is acceptable that they use only Romaji for the text.
- Please tell students that the use of still images from the web site of Studio Ghibli should be limited to Japanese-language learning activities within the classroom or for personal enjoyment, and that they should not be used for commercial purposes.
- In this task, students are NOT required to talk about their own personal information, so it allows those who may feel uncomfortable sharing personal details about themselves or people close to them, such as family or friends, to take part with confidence.



2: Myself and Others

Learning Outcomes	Students will: • Create a simple text about an favourite anime character from one of the Studio Ghibli movies . • Recognise and use common vocabulary and phrases for describing people. • Recognise well known characters from the Studio Ghibli movies.	
Resources	• The “Still Images from Films” section (Studio Ghibli): https://www.ghibli.jp/info/013772/ • A chosen portrait of an anime character from the Studio Ghibli for demonstration purposes. • A sample visual of our Japanese anime gallery (see Student Resources).	
	Expected time taken 40 minutes with activities 1&2 (80 minutes with additional activities 3&4)	
Key Language	Model https://www.ghibli.jp/works/chihiro/#frame&gid=1&pid=19 Name of the movie: えいがのなまえは、「せんとちひろのかみかくし」です。 Name of the character: このひと/キャラクターは、おぎのちひろです。 Physical descriptions: かみがながい/めがくろい/です。 Personal characters: やさしい/です。 Age (optional): 10 さい/です。 Profession (optional): しょうがくせい/です。 Examples of Vocabulary Physical descriptions: かみがながい/みじかい/です めがくろい/ちやいろい/あおい/です Personal characters: やさしい/しんせつ/きびしい/おもしろい/まじめ/です Profession: しょうがくせい、ちゅうがくせい、こうこうせい、だいがくせい、かいしゃいん せいじか、かしゅ、はいゆう、デザイナー、スポーツせんしゅ	
Suggested Scaffolding Activities	1. Model description using an image. 2. Provide sentence structures. 3. Practice pronunciation through repetition. 4. Support students in presenting their work.	
Self Assessment: Can-Do Descriptors	I can: • Say what the name of the movie is. • Say what the name of the character is. • Describe what the character looks like. • Describe the character's personality. Options • Say how old the character is. • Say what the character's profession is. • Give additional information about the character.	Notes for teachers • Keep language limited and relevant to the task. • Avoid overloading students with too many adjectives or details. • Focus on clarity and confidence rather than accuracy at this stage.



2: Myself and Others

Key Competencies	• Being Creative • Managing Learning and Self • Communicating • Participating in Society
Language and cultural awareness	• Discuss the differences and similarities between Japanese/Irish/European/other countries' anime stories/characters. • Discuss another Japanese anime movie they are interested in, and why. • Discuss which Japanese anime movies are available to watch in Ireland at the moment.





3

Our Hobbies



Task A:

A class survey about our hobbies

Topic overview

This topic should enable students to recognise and use some very basic phrases to talk about their hobbies and daily routines. Students will also learn the names of some famous people related to Japan and to present their hobbies.

Task description

Students will survey their group members in class about hobbies using a survey sheet. They will then record the results and present one or two simple findings to the class in Japanese, using sentence frames and key vocabulary provided by the teacher.

Learning Outcomes	Students will:	Notes for teachers
Resources	• Recognise and pronounce a small set of Japanese hobby words. • Recall numbers 1–20 in Japanese. • Ask or respond to a simple hobby question using a model sentence. • Complete a class survey using a survey sheet or recording answers. • Present one or two results from the survey to classmates in simple Japanese. • Survey Sheet: My Hobby/Hobbies (See Student Resources) A song to learn the numbers 1-10: https://www.youtube.com/watch?v=zqNotzty3kE A song to learn the numbers 1-20: https://www.youtube.com/watch?v=D3won-7W3Js Learn the pronunciation of numbers 1 to 8 while doing Radio Taiso 1: https://www.youtube.com/watch?v=SGPBSqxKGAc • When introducing sports vocabulary, it might also be interesting for students to watch a video and talk about Japanese school Sports Day (Undoukai) as a related topic. E.g. Show a YouTube video of a Sports Day at a Japanese school and discuss the differences and similarities between Japan and Ireland. There are quite a few videos online about this topic. For example, YouTuber Sofus Wenoe from Denmark was an exchange student in Japan and has a few nice videos about Japanese school life on his channel. The following video is from his last sports day in Japan: https://youtu.be/Gt1nD6zTHN4?si=FEU4rkcyMvH5X24f 0-100 years in Japan: https://www.youtube.com/watch?v=8_XBuWgoa0w • DeepL Translator: https://www.deepl.com/en/translator	<i>In the survey, students use the survey sheet to ask each other for their hobbies in their group using the structure suggested in the key language section. Students may wish to include different vocabulary for hobbies to do this task. They can find key words in the dictionary and ask the teacher for help to formulate sentences.</i> • Please make sure to teach the following counter words for people, paying attention to both the terms and their pronunciation: <i>hitori</i> (ひとり/一人: 1 person), <i>futari</i> (ふたり/二人: 2 people). <i>Other recommended links for Radio Taiso</i> <i>Radio Taiso 1 (Pokémon Kids TV)</i> https://youtu.be/f1T5rUipf2M?si=xX7Qu7stJSVqQJvP
	Expected time taken 60 minutes with activities 1-3 (120 minutes with additional activity 4-5)	



3: Our Hobbies

Key Language	Model Conversation A: わたしのしゅみは どくしょです。 (あなたの)しゅみは なんですか。 B: すいえいです。 Examples of vocabulary (Hobbies) サッカー、え、 りょうり、ゲーム、ダンス おんがく、どくしょ、りょうこう、すいえい、テニス Two model sentences for presenting survey results いちばん おおい しゅみ は ゲームです。10にんです。 いちばん すくない しゅみ は りょうりです。3にんです。
Suggested Scaffolding Activities	1. Mime and guess the hobby 2. Bingo to practice numbers 3. Make lists of numbers and key vocabulary students need to use for the results of the survey 4. Group work compiling the survey results to scaffold the learning 5. Each group presents the results of their survey.
Self Assessment: Can-Do Descriptors	I can: • Say at least 5 hobby words clearly in Japanese. • Recognise numbers 1–20 when I hear or see them. • Complete the survey sheet accurately. • Use a sentence frame to say a hobby. • Share at least one simple result from the class survey.
Key Competencies	• Working with others • Communicating • Thinking and Solving Problems • Managing Learning and Self



Task B:

A famous face who speaks Japanese

Task description

Students explore well known individuals from Japan and/or prominent people who have family backgrounds in both Ireland/another country, and Japan. Through interactive tasks, they learn to describe these people's backgrounds, professions, and personal traits in simple Japanese. The task builds descriptive language skills, cross cultural understanding, and collaborative learning in a supportive, low pressure environment.

Learning Outcomes	Students will: - Identify and name famous people from Japan and/or from Ireland–Japan mixed backgrounds. - Describe their name, age, what they do, and some basic personal traits in Japanese. - Research and gather key information about a person using online resources. - Write and present a short descriptive text (3–5 sentences) in Japanese, using an avatar, poster, or short speech. - Use Japanese phrases for name, age, occupation, hobbies, and physical appearance confidently	Notes for Teachers - Photo images of the famous people mentioned in the resource section can be found on Wikimedia Commons https://commons.wikimedia.org/wiki/Main_Page - Teachers could consider changing or expanding the topic to: 1) Famous people in ancient / contemporary / modern Japanese history 2) Famous international people who are influential in Japan 3) Any known Japanese people in the local community - Teachers can adjust the number of the items and the content in the presentation according to the students' level and motivation.
Resources	- Map of the world/Asia or Google Maps - Sample image of six famous people (See Student Resources) - Online translator: E.g. Deep L https://www.deepl.com/en/translator - Information from the internet about the people talked about in this task. - For their images, refer to https://commons.wikimedia.org/wiki/Main_Page Examples of famous people (as of September, 2026) From Japan - Mr. Shohei Ohtani (<i>Professional baseball designated hitter and pitcher</i>) - Ms. Sanae Takaichi (<i>Politician who has been Prime Minister of Japan and President of the Liberal Democratic Party</i>) - Ms. Yayoi Kusama (<i>Contemporary artist who works primarily in sculpture and installation</i>) (Deceased person) - Mr. Hayao Miyazaki (<i>Animator, filmmaker, and manga artist</i>) - Mr. Kaze Fujii (<i>Singer-songwriter and musician</i>) - Ms. Kyary Pamyu Pamyu (<i>Singer, model and cultural icon</i>) - Mr. Haruki Murakami (<i>Novelist</i>) - Mr. Hiroyuki Sanada (<i>Actor, Movie director</i>) Those who have family backgrounds in both Ireland and Japan - Ms. Chiaki Horan (<i>TV personality, news anchor, actress, commentator, presenter, and YouTuber</i>) Those who have family backgrounds in both Ireland and Japan, and other countries - Mr. Yakumo Koizumi/ Patrick Lafcadio Hearn (<i>Deceased person</i>) Those who have family backgrounds in both the United States and Japan - Ms. Hikaru Utada (<i>Singer-songwriter and record producer</i>)	
	Expected time taken 60 minutes with activities 1-3 (120 minutes with additional activity 4&5)	



3: Our Hobbies

Key Language	Model for Presentation Name: このひとは、うただ ヒカルさんです。 Age: 43さいです。 Occupation: シンガーソングライターです。 Hobbie: しゅみは、どくしょです。 Physical appearance: めがくろいです。 Examples of vocabulary (Profession) かしゅ、シンガーソングライター、はいゆう、アニメーター、デザイナー、アーティスト、やきゅうせんしゅ、せいじか、さつか Examples of vocabulary (Hobbies) (Ref. Chap3 TaskA) サッカー、え、りょうり、ゲーム、ダンス おんがく、どくしょ、りょこう、すいえい、テニス Examples of vocabulary (Physical appearance) (Ref. Chap2 TaskB) かみがながい/みじかいです。 めがくろい/ちやいろい/あおいです。	How to play the game 'Headz' Divide students into groups of four. Each student writes the name of one of the six famous people shown in the PowerPoint on a sticky note and places it on another student's forehead without revealing the name. Taking turns, students ask questions from the PowerPoint to work out who is on their forehead. If the answer is 'Hai' (yes), they can ask another question. If the answer is 'lie' (no), their turn ends and the next student takes over. The game continues until a student correctly identifies the person on their forehead. The first to guess correctly wins! Teacher Tip: Add more questions to the PowerPoint to suit students' prior knowledge.
Suggested Scaffolding Activities	1 Ask students if they know any individuals from Japan and/or prominent people who have family backgrounds in both Ireland and Japan. (This can be given as homework beforehand) 2. Explore with students or provide six examples of famous people from various fields for students to research using the sample image (See Student Resources). 3. Play "Headz" to practice the new vocabulary and to use the prior knowledge on physical descriptions. 4. Teacher introduces the key vocabulary and phrases with pronunciation using visuals of a few famous people prepared in advance, and asks students to use the model structure to plan their own presentations in Japanese. 5. Students create and present their slides or posters in small groups for feedback and discussion. Writing in Japanese Students turn their 3–4 English facts into 3–5 short Japanese sentences on one of these formats: Paper poster (draw a small picture, add 3 labels, and 1–2 sentences). Digital slide (using a simple template). Oral script (60–90 seconds) for a short presentation.	
Self Assessment: Can-Do Descriptors	I can: - Name and describe famous people from Japan and/or people with Irish/another country–Japan mixed backgrounds in Japanese. - Write and share a short text (3–5 sentences) about a famous person in Japanese. - Present information creatively through an avatar, poster, or short speech.	
Language and cultural awareness	- Language journeys: Students research non-native speakers of Japanese, describing their motivation for learning and how it shaped their careers. - Local and global fame: As a class discussion, compare whether a person famous in Japan would be recognised in Ireland, and why (language, media, sport, music, etc.).	
Key Competencies	• Communicating • Being Creative • Working with Others • Participating in Society	



Task C:

Planning my week

Task description

Students will learn and use basic phrases to talk about days of the week, and what they do each day revising the vocabulary for hobbies in Task A of this chapter.

They will develop the ability to describe their daily routines and ask others about their schedules.

In this task, students will design a personal avatar that talks about their daily routine activities or will create a poster to present them.

Learning Outcomes	Students will: - Recall and pronounce new words for hobbies and weekdays - Recognise these words in a listening comprehension - Write a short text about their hobbies and when they engage in them - Create a personal avatar to present their daily routine or plan.
Resources	- Worksheet “On Monday I play football”. (see Student Resources) - Noughts and Crosses (Tic Tac Toe) template (see Student Resources) - Create an avatar using Voki: https://www.voki.com/
	Expected time taken 60 minutes with activities 1-4 (120 minutes with additional activity 5&6)
Key Language	Model to describe the daily routines (Students are to select at least three sentences to present using the avatar.) げつようびに サッカーをします。 かようびに すいえいをします。 すいようびに おんがくをききます。 Examples of vocabulary (Days of the week) げつようび、かようび、すいようび、もくようび、きんようび どようび、にちようび Examples of vocabulary (Hobby) (Ref. Chap3 TaskA) サッカー、え、りょうり、ゲーム、ダンス おんがく、どくしょ、りょうこう、すいえい、テニス Examples of vocabulary (Hobby + 0 + verb) (Ref. Chap3 TaskA) サッカーをします、りょうりをします、ゲームをします、 ダンスをします、どくしょをします、りょうこうをします、 すいえいをします、テニスをします、 えをかきます、おんがくをききます

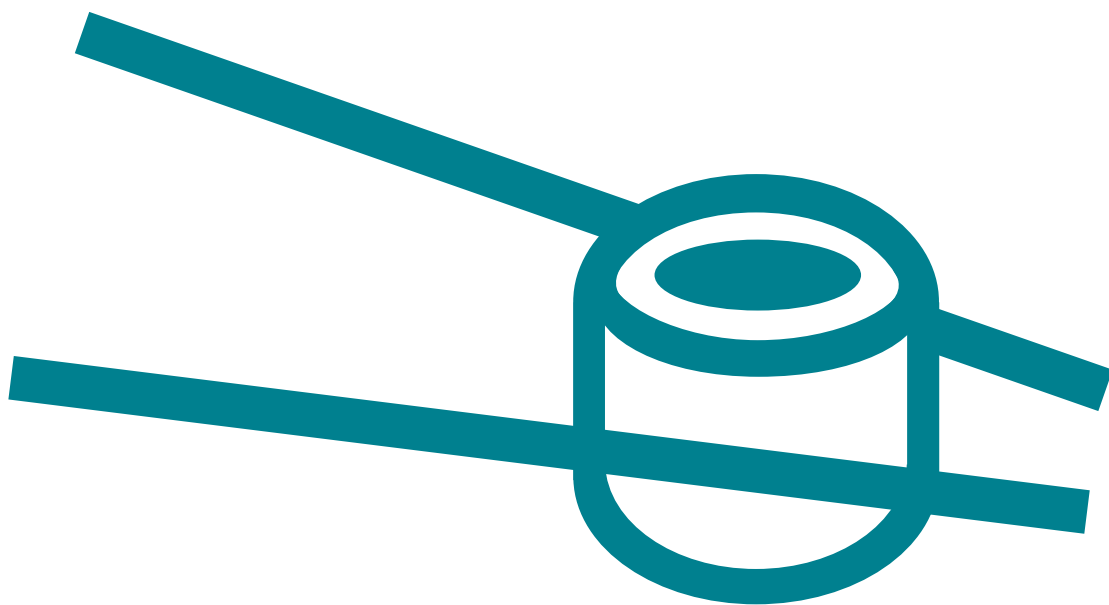


3: Our Hobbies

Notes for Teachers

- Students do not necessarily need to write a real daily plan. As the main purpose is to practice Japanese a little bit, if they like, they can choose phrases they like and create an imaginary daily routine.
- When carrying out scaffolding activities 2 and 3, emphasize to students that most of the phrases they will learn in this task use the verb “shimasu” and are therefore not so difficult.
- Please focus on explaining only the key points of how Japanese particles are used. It would be effective to explain them by comparing them with English prepositions.
- To share each student’s avatar with the whole class, the teacher can create a single Padlet page <https://padlet.com/account/setup> for the class and have each student upload their completed avatar individually.

Suggested Scaffolding Activities	1. Introduce the pronunciation and meaning of the Japanese vocabulary for Monday through Sunday. (Using the melody of “London Bridge Is Falling Down,” you can teach the vocabulary from Monday to Sunday in a fun way through song. The kanji for the days of the week can be taught if the students show interest.) It is also effective to point to a real calendar while teaching, even if it is written in English. 2. Introduce the phrases for “Hobby Word Bank+ O + Verb” using the picture card and/or modeling. 3. Play the gesture game for the phrases in the activity 2. 4. Students fill in the worksheet “On Monday I play football” to describe their daily routines. 5. Draw the Noughts and Crosses template on the board/PPT and have students play in two teams against each other. 6. Drawing from the information learned in the unit today, ask students to practice the pronunciation in pairs about their routines written in the worksheet and each of them create their own Voki that talks about at least 3 of their daily routines.	Optional Activities after creating the Avatar Students watch 2–3 of their classmates’ avatars. Then, they take notes in romaji and translate each classmate’s routine into English. After that, they check their notes and translations with the student who created the avatar or with the teacher to make sure they are correct. By adding “subject + wa (は)” at the beginning of the sentence, students present at least one classmate’s routine to the class in Japanese. Then the classmate referred to the sentence comment something in English about it. E.g. ポールさんは、げつようびに サッカーを します。
Self Assessment: Can-Do Descriptors	I can: • Say at least 5 hobby words and the appropriate verbs for each clearly in Japanese. • Say at least 5 words for days of the week clearly in Japanese. • Complete the worksheet accurately. • Use a sentence frame to say at least 3 sentences about my daily routines. • Create the avatar/poster to present my daily routines.	
Key Competencies	• Managing Learning and Self • Working with others • Communicating • Thinking and Solving Problems	





4

Food and Table Manners



4: Food and Table Manners

Task A:

Japanese dishes

Topic overview

This topic introduces students to Japanese food culture and basic Japanese language. Students will learn the names of common Japanese dishes and ingredients, and they will practise a few simple expressions for describing food and presenting information to the class. They will also learn about basic Japanese table manners, including how to hold and use chopsticks.

Task description

Students first watch a short video about Sushi, then discuss what they saw in the video and brainstorm ideas about it. After that, they learn basic vocabulary for ingredients used in typical Japanese dishes using flash cards and activities or games. Next, they work in groups to select one typical Japanese dish and create a poster or PowerPoint presentation. Finally, each group presents the Japanese dish they researched, partially in Japanese.

Learning Outcomes	Students will: • Explain some basic facts about sushi. • Name and describe several typical Japanese dishes and some common ingredients. • Recognise and use simple Japanese phrases for naming dishes and listing ingredients. • Work collaboratively to research and present information about a Japanese dish. • Speak or show confidence giving a short, structured presentation in front of the class.
Resources	• Youtube videos and/or Teachers' own photos to introduce some typical Japanese foods. • A Brief History of Sushi (BBC Ideas): https://www.youtube.com/watch?v=TeC6f8zMdvk • Everything You Need to Know About Sushi in 12 Minutes (Beginner's Guide) (The Sushi Man): https://www.youtube.com/watch?v=SiXTjqsIPs8 (Note: No need to show the entire video to complete this task. It is recommended to show the first half of the video.) • Tabemomo/Food (Japan Foundation): https://a1.marugotoweb.jp/en/life_and_culture.php • Flash Cards and Card games to practise vocabulary (Eg. Ideas for using Flash Cards: https://classroomresources.sydney.jpf.go.jp/flash-cards/noun-picture-cards/) • Japanese-English dictionaries or online dictionary for researching names of ingredients. (Eg. DeepL https://www.deepl.com/en/translator) • Examples of shops in Ireland where students can buy Japanese ingredients: https://www.asiamarket.ie
	Expected time taken 60 minutes with activities 1-2 and 3 for each. Another 60-80 minutes is required for 4.



4: Food and Table Manners

Key Language	Model for presentation Greeting for opening: みなさん、こんにちは。(with bowing) 1. Name of a Japanese dish: これは、やきそばです。 2. Name of Japanese ingredients: ざいりょうは、やさいとにくとめんです。 (Seasonings are optional): ちょうみりょうは、さけとやきそばのソースとあぶらです。 (present other additional information points 4.3 - 4.5 in English as shown below.) Greeting for closing : ありがとうございました。(with bowing) (Then, Ask the audience in English if they have any questions.) Examples of vocabulary Japanese dish: すし、おこのみやき、やきそば、てんぷら、たこやき、カレーライス、おにぎり、みそしる、ラーメン Ingredients: にく、さかな、たこ、やさい、ごはん、のり、めん、こむぎこ、みず Seasonings (optional): さとう、しお、す、しょうゆ、みりん、さけ、みそ、だし、ソース、カレーこ、マヨネーズ、
Suggested Scaffolding Activities	1. Introduction (video & discussion) Students watch a short video about sushi (e.g. BBC Ideas or a beginner friendly sushi guide). They then discuss what they noticed in pairs or small groups and share their ideas with the class. The teacher highlights a few key points about how sushi is made and how it is eaten in Japan. 2. Vocabulary building (flashcards & games) Using flashcards or an online picture resource, the teacher introduces a small set of typical Japanese dishes and ingredients. Students play simple matching or sorting games (e.g. matching dish names to photos, matching ingredients to dishes) to practise recognition and pronunciation. 3. Language practice (modelled sentences) The class learns and practises a short model sentence structure in Japanese including the simple Japanese greetings at the beginning and at the end of the presentation, such as the presentation model for the Key Language section as above. Groups then use the same structure to describe one or two other dishes, filling in the gaps with the vocabulary they have learned. 4. Group research & presentation Each group selects one Japanese dish from a given list. They gather information about: 1. The name of the dish (in Japanese). 2. Key ingredients (in Japanese). 3. When people normally eat it (in English). 4. A simple description of how it is prepared (in English). 5. One cultural point (e.g. when it is eaten, any traditions, or why it is popular) (in English). Groups create a poster or short PowerPoint presentation. Each group presents to the class, using the Japanese for greetings, the dish name and ingredients, and English for the rest. At the beginning of the presentation, the group says みなさん、 こんにちは with bowing. Then, at the end of the presentation, they says ありがとうございました with bowing, and then answers one or two questions from classmates • Use a short video or photos to introduce Japanese dishes and stir curiosity. • Lead a brief class discussion after the video (What surprised you? What would you like to try?).



4: Food and Table Manners

Notes for Teachers

- Use flashcards or an online picture resource to introduce dish and ingredient vocabulary.
- Practise the model sentence structure as a whole class, then in pairs/groups.
- Give each group a simple one page template with headings (Dish name, Ingredients, when people eat it, how it is made, cultural point).
- Allow students to use a bilingual dictionary or online translator (e.g. DeepL) to check ingredient names.
- Encourage students to speak in short, repeated phrases rather than sentences.

Self-Assessment: Can-Do Descriptors	Students can tick or reflect on: I can: • Explain some interesting facts about sushi. • Name several typical Japanese dishes and some ingredients. • Use a few words of Japanese (e.g. dish name, ingredients) in my presentation. • Work with my group to research and present information about a Japanese dish. • Answer one or two questions about my presentation.
Key Competencies	• Being Creative • Thinking and Solving Problems • Participating in Society • Communicating • Working with others



4: Food and Table Manners

Task B:

Could I have...?

Task description

Students work in small groups to design and run a “pop-up Japanese café.” Each group creates a simple themed restaurant, including a menu using Japanese food vocabulary from previous lessons and newly learned drink items.

Students then prepare and perform a role play in which they take on roles such as customer, server, and optional roles (e.g. host, food critic). The interaction should include ordering, confirming, and serving food using simple Japanese.

Students are encouraged to personalise their café with a name, theme (e.g. traditional, anime, modern Tokyo), and at least one Irish-Japanese fusion dish. This will give the role play a more authentic purpose beyond “practice.”

Learning Outcomes	Students will: • Name a range of typical Japanese dishes and drinks. • Order food and drinks using simple Japanese expressions. • Confirm and respond accurately to an order. • Collaborate to create and perform a short role play in a restaurant setting. • Demonstrate basic awareness of Japanese dining culture and compare it with Irish practices
Resources	• How to order food in Japanese (mochirealjapanese3430): https://www.youtube.com/shorts/d0wcklp4pX0 (Optional video) How to: Dining out in Japan (Japan Guide): https://www.youtube.com/watch?v=otF-b2seBjs • Flash Cards and Card games for vocabulary practice (Eg. Ideas for using Flash Cards: https://classroomresources.sydney.jpf.go.jp/flash-cards/noun-picture-cards/) • Teacher or students prepare the following laminated items, one for each student pair: Simple menus in Romaji and Japanese (Use the name of the Japanese dishes, which students learned in the previous task, and the new vocabulary of drinks.) Sets of laminated food and drink picture cards. (Divide them into groups, and place each set in a plastic bag. Laminate the cards so they can be used again the following year.) Pop-up Japanese café supply A4 paper for each group to write the name of their “pop-up Japanese café.” In Roma-ji or Japanese.
	Expected time taken 60 minutes with activities 1- 4 , (120 minutes with additional activity 5-9)



4: Food and Table Manners

Key Language	Model for presentation A: おきゃくさん B: レストランのスタッフ (Before starting the conversation, each group/pair presents the name of their Japanese café in English to the class. They can also explain in English why they chose that name. Alternatively, they can present it in Japanese using the structure such as: カフェのなまえは、ポケモンコーヒーです。) A: すみません。(Customer raises a hand to call a staff member.) B: はい。(The staff comes near the customer.) A: おこのみやきと、オレンジジュースください。 いじょうです。(optional) B: はい。おこのみやきと、オレンジジュースですね？(The staff confirms the order, repeating it.) A: はい。ありがとうございます。 (B selects cards showing the ordered items.) B: どうぞ。(Then, hands the cards to A.) A: ありがとうございます。 (A checks that the cards of the food and drink match the order.) Japanese dish (Revision of Task A): すし、おこのみやき、やきそば、てんぷら、たこやき、カレーライス、おにぎり、みそしる、ラーメン Drinks: みず、オレンジジュース、コーラ、 こうちゃ、コーヒー、にほんちゃ、 まっちゃラテ
Notes for Teachers	• Framing the activity as a “pop-up café” increases student engagement and gives a clear real-world purpose. • While preparing laminated menus and card sets may take time initially, these can be reused in future years. Alternatively, students may design their own menus to reduce preparation time and increase ownership. • Show examples of authentic Japanese menus, while noting that many restaurants in Japan provide English support due to tourism. • Encourage creativity in menu design, including fusion dishes that connect Japanese and Irish food culture. • Differentiation can be built in: Core: simple order (one food, one drink). Intermediate: add quantities (e.g. ひとつ、ふたつ、みつ、やきそばふたつと オレンジジュースみつってください。). Advanced: include questions or modifications (e.g. dietary preferences such as ベジタリアンのメニュー、こおりなしのコーラ、さとうなしのコーヒー、etc). Encourage use of simple props (menus, signs, trays) to enhance the performance element. • Consider recording performances for reflection or peer feedback.



4: Food and Table Manners

Suggested Scaffolding Activities	1. Discuss students' experiences of Japanese or other international restaurants. 2. Introduce food and drink vocabulary using flashcards and games. 3. Watch a short video demonstrating how to order in Japanese. 4. Practise the model dialogue as a class. 5. Demonstrate the café role play using menus and cards. 6. Allow groups to design their café name, theme, and menu including one Irish-Japanese fusion dish 7. Practise role plays in pairs or groups before performing. 8. Have groups perform for rotating "customers" who complete a simple checklist. E.g Did the staff greet properly? Was the order repeated correctly? Were items delivered correctly 9. Each group presents the name of the Irish-Japanese fusion dish to the class and explains why they have made it. (in English)
Self-Assessment: Can-Do Descriptors	I can: • Name some Japanese foods and drinks. • Order food and drinks in simple Japanese. • Understand and confirm an order. • Take part in a short restaurant role play. • Work with others to create a café scenario.
Key Competencies	• Working with Others • Communicating • Thinking and Solving Problems • Be creative • Participating in Society
Language and cultural awareness	• Explore differences between Japanese and Irish dining practices (e.g. politeness, calling staff, tipping). • Encourage students to visit or research a Japanese restaurant in Ireland and compare menus. • Introduce the idea of fusion cuisine by having students create and explain an Irish-Japanese dish.



Task C:

Japanese greetings and table manners at mealtimes

Task description

Students will watch a short video to learn how to hold chopsticks correctly, understand Japanese table settings, and explore key table manners and common chopstick taboos.

They will practise essential mealtime expressions used in Japan and learn their meanings. Students will then apply their skills through a practical chopsticks activity involving picking up beans or grains of rice.

Finally, students will compare Japanese dining customs with those in Ireland or their own cultural backgrounds, identifying similarities and differences.

Learning Outcomes	Students will: • Demonstrate the correct way to hold and use chopsticks. • Identify and explain common chopstick taboos in Japanese culture. • Describe the basic elements of a Japanese table setting. • Recognise and apply key Japanese table manners. • Use the expressions itadakimasu and gochisousama deshita appropriately and explain their meanings.
Resources	• Japanese Table Manners and how to use Chopsticks (Taiji's Kitchen): https://www.youtube.com/watch?v=ZyypaP_D6No • Prepare the following items for a chopstick practice game, providing one set for each pair of students or one set for each group of three to four students: - One pair of chopsticks (disposable chopsticks are fine) - Two small plates, or alternatively, two pieces of paper cut into 10 cm squares in different colours - A small amount of beans or grains of rice
	Expected time taken 60 minutes with activities 1-4 (80 minutes with additional activity 5)
Key Language	• はし/ おはし。 • いただきます。 • ごちそうさまでした。
Notes for Teachers • This lesson focuses on practical, real-world skills. Encourage students to apply what they learn in authentic settings, such as visiting a Japanese restaurant. • Reinforce learning by encouraging peer teaching - students explaining skills to others helps deepen understanding. • Consider modelling chopstick use slowly before the activity, as many students may struggle initially.	



4: Food and Table Manners

Suggested Scaffolding Activities	1. Starter Discussion Ask students: What table manners are important in your home? Have you ever used chopsticks? What was your experience? 2. Video Task Students watch the video and take notes under the following headings: Japanese table setting (4 key points) (Video 5:04) Japanese table manners (5 key points, including greetings and meanings) (Video 6:39) Eight chopstick taboos (Video 6:39) 3. Language Focus Teach pronunciation with light bowing and meaning of: Itadakimasu (said before eating; expressing gratitude for the food) Gochisousama deshita (said after eating; thanking for the meal) 4. Discussion Activity In pairs or small groups, students compare Japanese dining customs with their own culture, focusing on: Table manners Mealtime expressions Cultural values around food 5. Chopsticks Challenge (Optional Extension) Students practise using chopsticks by transferring beans or rice from one plate to another within a set time. If items are dropped, they must be returned by hand and the attempt restarted. One student performs while the other monitors. Optional: incorporate Japanese counting during scoring. The group with the highest number transferred wins.
Self-Assessment: Can-Do Descriptors	I can: • Use chopsticks correctly. • Identify inappropriate chopstick behaviours. • Describe a Japanese table setting. • Demonstrate awareness of Japanese table manners. • Use and explain key Japanese mealtime expressions.
Key Competencies	• Managing Learning and Self • Working with Others • Communicating • Thinking and Solving Problems • Participating in Society
Language and cultural awareness	• Compare Japanese dining customs with those in Ireland or their own culture. • Explore whether similar expressions to itadakimasu and gochisousama deshita exist in their culture. • Discuss the meanings behind these expressions and any associated gestures or traditions.





5

Holidays



Task A:

A holiday in Japan

Topic overview

This topic enables students to recognise and use basic words and phrases to talk about and describe holidays. Students will research holidays in Japan and will also learn about famous Japanese festivals.

Task description

The aim of this task is for students to create a poster illustrating their idea for a trip to see a particular event or festival. Students imagine, plan, and detail their ideal trip to Japan... on a budget! They do so under five headings where, when, how, why, and how much?

Learning Outcomes	Students will: - Identify basic information such as places and prices from a range of texts and media relating to holidays, festivals, and other similar events. - Research and plan costs for a holiday. - Use facts and figures, whilst applying Japanese learned, to create a poster which includes basic information about a holiday in Japan. - Understand the meaning of some travel-related Japanese words or phrases and learn to say them.
Resources	- A holiday abroad template (see Student Resources). - Japan National Tourism Organization (JNTO) Website introduced by the Japan Foundation, Sydney: https://sydney.jpf.go.jp/webliographyjapan/jnto/#:~:text=JNTO%20website%20contains%20comprehensive%20tourist%20information%20in%20multiple,sites%20that%20offer%20their%20menu%20pages%20in%20English - Visit Rate Ranking by Prefecture (JNTO: Japan Tourism Statistics): https://statistics.jnto.go.jp/en/graph/#graph--inbound--prefecture--ranking - Lonely Planet Japan: https://shop.lonelyplanet.com/products/japan-ebook "Annual events" in Classroom Resources (Japan Foundation, Sydney): https://classroomresources.sydney.jpf.go.jp/resources_tags/annual-events/ "I related activities" in Classroom Resources (Japan Foundation, Sydney): https://classroomresources.sydney.jpf.go.jp/resources/travel-related-activities/ "Trends in Japan: Food and Travel" in Web Japan (Ministry of foreign Affairs of Japan): https://web-japan.org/trends/11_food/ - Experience Japan Hanami Festival in Dublin: https://experiencejapan.ie/
	Expected time taken 60 minutes with activities 1-3 (80 minutes with additional activity 4)



5: Holidays

Language	Travel related words: ひこうき、バス 、でんしゃ、 ちかてつ 、タクシー チケット ホテル、 りょかん まつり、 イベント アイスクリーム/アイス、 ケーキ、 オムライス、 ラーメン、 ぎょうざ、 カレー、 おすし おこのみやき、 たこやき、 まっちゃ Travel related phrases (Optional): Place: きょうとに いきます。 Means of transport: ひこうきに のります。 Accommodation: ホテルに とまります。 See something/someone: まつりを みます。 Eat something: まっちゃアスを たべます。	Notes for Teachers • To make the task more challenging, give students a realistic budget based on the current cost of living. For example, €2000 per person for flights, accommodation and event tickets for a three-day holiday. As of September 2026, this budget has been set to reflect the increase in airfares between Ireland and Japan due to rising global fuel prices. Discussing such real-world issues in class can also help students develop a deeper understanding of the context of the activity.) • The teacher encourages students to include some of the Japanese vocabulary and phrases studied in class in Activities 3 and 4. • When introducing travel-related phrases as an option, it is advisable for teachers to explain-while comparing with English and the students’ native language grammar - that Japanese requires the correct use of particles and that verbs typically come at the end of phrases.
Suggested Scaffolding Activities	1. A holiday template. 2. Students match travel-related words with corresponding pictures and practice saying the words aloud. Teachers may introduce “travel-related phrases” depending on the students’ level and motivation. 3. They prepare and practice their travel plan presentation using a poster or slides. 4. They present the travel plans.	
Self Assessment: Can-Do Descriptors	I can: - Recognise the names of types of holiday accommodation. - Recognise the words for modes of transport. - Recognise the names of some important events/festivals in Japan. - Understand the meaning of travel-related Japanese vocabulary or phrases and say them.	
Key Competencies	• Thinking and Solving Problems • Being Creative • Communicating • Managing Learning and Self	



Task B:

Shopping in Japan

Task description

In this unit, students will practise conversations for asking about products and their prices. By exploring real-life shopping contexts, students will enhance their language skills and cultural awareness while gaining insights into the similarities and differences between Japanese and Irish convenience stores and other types of shops, as well as differences in prices.

Learning Outcomes	Students will: • Learn some interesting facts about Japanese shops and convenience stores and compare them to those in Ireland or other countries. • Identify and ask for names of items in Japanese. • Use basic Japanese expressions to ask what a product is and how much it costs. • Practice using polite language for shopping in Japanese. • Present a role-play between a shop assistant and a customer to the class imagining a shop situation in Japan.
Resources	• Japanese Shop Quiz (Japan Foundation): https://www.erin.jpf.go.jp/en/lesson/04/let-us-see/#cultureQuiz • Flashcards: Pictures for shopping items (Japan Foundation, Sydney): https://classroomresources.sydney.jpf.go.jp/resources/board-game-konbini-new/ • Price List: list of product images, names, and prices (Japan Foundation, Sydney): https://classroomresources.sydney.jpf.go.jp/jpfmedia/Price-List.pdf • 「これは何ですか?」 (NHK World): https://www3.nhk.or.jp/nhkworld/lesson/ja/lessons/09.html • 「これはいくらですか?」 (Youtube @Shiro Neko): Japanese):https://www.youtube.com/watch?v=YDZFMCT0ORU • Convenience Store in Japan (Japan Foundation): https://www.erin.jpf.go.jp/en/lesson/04/let-us-see/ • Onigiri (rice ball) in Convenience Store (Japan Foundation): https://www.erin.jpf.go.jp/en/lesson/04/let-us-try/ • What's this (in a convenience store)? (Japan Foundation): https://www.erin.jpf.go.jp/en/lesson/04/what-is-this/
	Expected time taken 60 minutes with activities 1-3 (80 minutes with additional activity 4&5)



5: Holidays

Language	Conversation Model A: Shop assistant (てんいん) B: Customer おきやくさん A: いらっしゃいませ。 (The shop assistant greets the customer and then bows.) B: (The customer points an item close to him/her to the shop assistant.) すみません。これは なんですか A: -----です。 B: いくらですか。 A: -----えんです。 B: じゃ、これください。 A: はい。ありがとうございます。	Notes for Teachers <i>It is recommended that teachers select only 6–8 core items, such as drinks, snacks, fruit, stationery, and one or two culturally interesting items, to ensure that students learn them well within the limited time of the lesson.</i> <i>Students focus on vocabulary related to the products they are most interested in buying.</i> <i>If the dialogue between the customer and the shop assistant in the Key Language section is too challenging for students, please focus on practising only the words in bold.</i> <i>Use model dialogue cards with sentence frames and word banks, so weaker students can still participate successfully.</i>
Suggested Scaffolding Activities	Japanese Shop Quiz: teachers select some elements from the resource above and use them as a brainstorm activity. Also discuss the similarities and differences between shops in Japan and Ireland. Flashcard matching: students match flashcards of 6-8 products which the teacher has pre-selected with their correct Japanese names and practice saying them aloud. Price cards pronunciation practice: practice the pronunciation of the items selected above. Price dialogue role-play: students role-play a shopping scenario, asking what a product is and how much it costs using Japanese phrases. Some of them present it to the class. Students write a shopping list in Japanese or Romaji using vocabulary from the lesson to demonstrate what they have learned and to make price comparisons. Next to each item, they may write the prices both in Japanese yen and in euro.	
Self Assessment: Can-Do Descriptors	I can: - Give some interesting facts about shops in Japan. - Name items in Japanese. - Ask what a product is and how much it costs in Japanese. - Participate in a simulated shopping dialogue in Japanese. - Create a shopping list in Japanese/Romaji - Read and calculate prices in Japanese currency and make a price-comparison with the ones in Ireland.	
Key Competencies	• Thinking and Solving Problems • Participating in Society • Communicating • Being Creative	
Language and cultural awareness	• Price comparison: students compare prices of items in Japanese and Irish supermarkets, discussing reasons for the differences in cost. Two or three items will be selected from the ones learned in class. • Souvenir selection: students explore culturally significant souvenirs from Japan and create a list of items they would bring back to Ireland. • Gift-giving traditions: students research popular gifts in Japanese culture and compare them with Irish traditions, creating a visual gift guide. • Cultural taboos in gifts: students investigate cultural taboos in gift-giving in Japan, explaining why certain gifts might be avoided and comparing them with Irish customs.	



Task C:

Picture diary of memories from Japan

Task description

Students will write a short picture diary, describing a past travel experience or an imaginary trip to Japan. They will use simple sentences to describe the destination, activities, and how they felt. Afterward, they will present their diaries orally to the class or exchange them with classmates to practice reading comprehension.

Learning Outcomes	Students will: • Write the date and the weather in Japanese. • Use basic descriptive language to talk about places and activities. • Write simple sentences about a past experience in the Japanese format of a picture diary. • Practice reading and speaking by sharing picture diaries. • Understand simple sentences describing a travel experience. • Gain insight into cultural elements of travel and communication in Japan.	
Resources	• How to say dates and times in Japanese (Learn Japanese): https://www.learnjapanese.co/blog/dates-and-times-in-japanese/ • Basic weather vocabulary (JP YoKoSo): https://jpyokoso.com/japanese-seasons-weather/#index_id0 • Free-to-download えにつき (enikki:picture diary) template (Exia bizroute): https://exia.co.jp/bizroute/enikki.html#google_vignette • Pictures of famous Japanese landmarks and cities for inspiration (Pexels): https://www.pexels.com/search/japan%20landmarks/	
	Expected time taken 60 minutes with activities 1-3 (120 minutes with additional activity 4-6)	
Key Language	Model of a diary: 8がつ15にち (げつようび or 月) はれでした。 きょうとにいました。 おてらをみました。 すしをたべました。 とてもおいしかったです。 Tell students to use at least 3 verbs with the correct particle for each and 1 feeling. Specify a core language set, focusing on the past tense. Examples of vocabulary Date: きょうは～です (Today is...), or simplification using “XがつYにち”	Weather: はれ、あめ、くもり、ゆき、あつい、さむい Places: きょうと、とうきょう、おてら、こうえん、みせ、レストラン Food: すし、おにぎり、やきそば、ラーメン、ケーキ Activities: Food をたべました。 Place にいました。 Something / Someone>をみました。 Something をかいました。 Feelings: たのしかったです。おもしろかったです。おいしかったです。きれいでした。



5: Holidays

Suggested Scaffolding Activities	1. At the beginning of the class, teacher gives expressions for today's date, day of the week, and weather in Japanese. 2. Show students images of landmarks and elicit simple descriptive sentences using Romaji and/or Japanese, using only the key vocabulary and the grammatical structures. 3. Show an example of a simple picture diary in Japanese, which the teacher created, and discuss its components: picture (either hand drawing or image from the internet), date, day of the week, weather, content of the diary. 4. Students write their picture diary using the template, focusing on key vocabulary and the grammatical structures. The illustration section of the picture diary may be hand-drawn or created by pasting images found on the internet. 5. Students read their picture diaries aloud in pairs/small groups/whole class. The listeners could take notes in Romaji if needed. 6. After reading, the reader/the teacher could give a few questions about the content of the diary to the listeners to see how much they understood. The teacher could facilitate this part, if needed.	Notes for Teachers • Students may write their diary using either Japanese characters or romaji. Please adapt the task according to the students' motivation and level. • From the day of this lesson onward, it is a good idea to make it a routine to say the date, day, and weather together with the students at the start of each class. • In the blanks () in the picture diary template, students can write either the day of the week and/or the weather. • After doing activities 1-3, go back to process 3 and repeat the quick oral practice a few times to give students more Japanese input for them to become accustomed to the sound and structure of Japanese. • The teacher can prepare a few different models of the picture diaries, focusing on a core language set and the past tense for this task. • For weaker students the above template could be used as a gap filling exercise, using a word bank. • Stronger students could add a second day entry. Use connectors: それから (and then), でも (but) etc. Add "だれと (with whom)": ともだちと / かぞくと These diaries can also be displayed in the school to showcase the students' work. Alternatively, all the diaries could be scanned and compiled into a single file to create a digital class anthology/ students' digital portfolio for their record of learning.
Self-assessment can-do descriptors	I can: - Write the date and the weather in Japanese. - Use basic descriptive language to talk about places and activities. - Write simple sentences about a past experience in the format of a Japanese picture diary. - Practice reading and speaking through exchanging picture diaries. - Understand simple sentences describing a travel experience. - Gain insight into cultural elements of travel and communication in Japan.	
Key Competencies	• Being Creative • Managing Learning and Self • Communicating • Thinking and Solving Problems	
Language and cultural awareness	• Cultural picture diary swap: students exchange picture diaries with classmates (in same or different languages), reading and summarising key details about destinations and cultural experiences described. • Landmark storytelling: students research a famous Japanese landmark and write a picture diary imagining a visit, describing activities and cultural elements. • Past vs. present travel: Students compare historical photos with modern ones, identifying cultural changes in travel experiences and descriptions.	





6

Intercultural Awareness



Task A:

Challenging stereotypes

Topic overview

In this topic we suggest a number of tasks and activities that will enable students to reflect on their learning. They will consider what they have learnt in relation to the language and culture of the target language country/countries. Students are encouraged to reflect on similarities and differences between cultures.

Task description

Students identify, and brainstorm stereotypes about Ireland and Japan, an activity which may challenge their views on them.

Using the 'Challenging stereotypes' template, students explore the statements and discuss where they would substitute 'All/Most/Some/A few etc.' before noting their choices on a slip of paper anonymously.

- (i) Students could also create their own statements relating to the themes covered in the module - sport, food, hobbies etc. The statements should relate to knowledge, attitudes, values, culture of target country/countries & Ireland.
- (ii) After smaller group discussion, the teacher reads the statements aloud one by one.
- (iii) Students can express their opinions by completing a walking debate/a skipping rope activity/mini whiteboard activity.
- (iv) The statements and discussion that ensues should draw out students' thoughts of how they view Ireland and other countries.

Learning Outcomes	Students will: • identify and reflect on common stereotypes about the target culture/s, including their own. • explain if and how their attitude towards Japan is evolving. • analyse similarities and differences in relation to their peers' lives in Japan in areas of daily life such as food, hobbies, holidays, festivals etc.	
Resources	• 'Challenging stereotypes' template (see Student Resources).	<i>These resources give the teacher the option to do this exercise orally in a class group or in a written format in small groups.</i>
	Expected time taken 40 minutes to 1 hour	



6: Intercultural Awareness

Suggested Scaffolding Activities	• Walking debate - teacher puts posters stating 'Agree (or Sansei/さんせい)/ Disagree (or Hantai/はんたい)/ I don't know (Or Wakarimasen/わかりません)' in three different places in the classroom. On hearing the statement, students walk to the poster which best represents their opinion. A discussion takes place about the statement and students may change their minds and move position, if required. • Skipping rope activity - An area is cleared in the classroom and the teacher lays a long skipping rope on the floor. The teacher puts 'Agree (or Sansei)' and 'Disagree (or Hantai)' signs at either end of the skipping rope. On hearing each statement, students go to the end of the skipping rope which best represents their opinion. In this activity students can choose to stand at different points along the rope depending on how much they agree/disagree with the statement. After discussing the students' viewpoints about the statement, students are allowed to change their position on the skipping rope. • Mini whiteboards activity - On hearing each statement, students write 'agree (or Sansei)/ disagree(or Hantai)/ or I don't know (Or Wakarimasen)' on the mini whiteboard. They share their answers with their classmates and discuss their thoughts.
Self-Assessment: Can-Do Descriptors	I can: - Identify and reflect on common stereotypes about Japan, including my own. - Explain if and how my attitude towards Japan is evolving. - Analyse similarities and differences in relation to my peers' lives in Japan in areas of daily life such as food, hobbies, holidays, festivals etc.
Key Competencies	• Participating in Society • Managing Learning and Self • Thinking and Solving Problems • Communicating • Working with Others
Additional Sugestions:	• A reflection activity could be carried out to see if students' opinions on common stereotypes regarding Japanese culture and traditions have changed. • An alternative direction would be guiding students towards finding cultural commonalities. • This could be arranged as 1) a group interview with a third-level student or school graduate/ a teacher who has been to or lived in Japan, or 2) a discussion activity after watching a short video online. Eg: Which Stereotypes about Japan are True? - Street Interview (Interviewing Japan): https://www.youtube.com/watch?v=yp-XLjv0c2U The truth about stereotypes of Japanese people (Realya) https://www.youtube.com/watch?v=dEox8VBjcS4



Task B:

Reflect, reflect, reflect!

Task description

Students will reflect on what they have learnt and how meaningful it was to them. They will present their observations to their peers orally or in written format.

- (i) Give students the 'Before and After' worksheet to complete on their own.
- (ii) Students should write down their reflections on what they have learnt throughout the module. Teachers may have to brainstorm some sample answers with students before they begin using the worksheet.
- (iii) The teacher may ask students to share their observations and discuss their views or they may display them around the classroom for students to read their peers' reviews quietly.
- (iv) Following discussion on what students have learned, use the 'My Learning Experience' worksheet to facilitate reflection on students' experience of learning a new language as part of this module.

Learning Outcomes	Students will reflect on: • What and how much they have learnt throughout the module in relation to different cultural aspects of Japan & also in relation to their peers' lives in the target language country/countries. • How their preconceptions of Japan have evolved. • How they coped with different aspects of their learning experiences throughout the module.
Resources	• 'Before and After' worksheet (see Student Resources). • 'My Learning Experience' worksheet (see Student Resources).
	Expected time taken 60 minutes.

Notes for Teachers

- Students can also be given the option to design one of the worksheets in a poster format using their own creative style.
- To guide students who may need some prompting, the teacher could put the "Before and After" worksheet on the OHP/whiteboard/PPT and go through it with them as a student-friendly example.

People

Before: I thought にほんじん /Nihon-jin (Japanese people) were very formal all the time.

After: I learned they can be very friendly and casual with friends ☺

Visual: (simple smiley or bowing stick figure)

Before: "I thought Japanese people were very serious"

After: "I learned they value politeness but also humour and fun"



6: Intercultural Awareness

Notes for Teachers (continued...)

Language

Before: I thought にほんご /Nihon-go (Japanese language) was very difficult.

After: I can say こんにちは /Konnichiwa (Hello) and introduce myself.

Visual: (speech bubble)

Before: "It looked impossible"

After: "I can read some hiragana and say basic phrases"

Food:

Before: "Just sushi"

After: "Ramen, bento, street food, different flavours"

Optional extension for the worksheet 'My Japanese Learning Journey':

Include a short self-assessment:

"I can introduce myself in Japanese"

"I can recognise some hiragana"

"I can name Japanese foods"

(Students tick or colour-code their level of confidence)

- Expand the resources provided into student posters, so these can become part of their language portfolios. Encourage students to display their work in and out of the classroom, as well as to mediate and present their perceptual changes, progress of learning and achievement gained to their peers and the public. Work could be presented as part of the TY graduation ceremony or in a workshop/public lecture delivered by students, to which parents and the general public are invited. In this way, students can become ambassadors for the language and culture.

Self-assessment: Can-do descriptors	I can: - Reflect on what how much I have learnt throughout the module in relation to different cultural aspects of Japan. - Reflect on how my preconceptions of Japan have evolved. - Reflect on how I have coped with different aspects of my learning experiences throughout the module.
Key Competencies	• Managing Learning and Self • Communicating • Cultivating Wellbeing



Task C:

What do I know now?

Task description

Students give an overview of the similarities and differences they have discovered throughout the module about their own country and Japan.

Learning Outcomes	Students will: - Identify and explain key aspects of life in Japan (e.g., food, customs, hobbies, holidays, festivals..) which they have studied throughout the module. - Compare and contrast these aspects with life in Ireland. - Reflect on how these similarities and differences influence everyday life in Japan.	
Resources	Venn Diagram - graphic organizer (see Student Resources).	
	Expected time taken 60 minutes.	
Task Outline 	Using a Venn Diagram graphic organiser (see Student Resources), students record similarities and differences they have found between Ireland and Japan under the headings they have studied throughout the module, i.e. customs, food, hobbies, holidays, festivals etc. or from the students' general observations.	Notes for Teachers <i>Students should aim to give specific examples.</i> <i>Students from other countries may contribute insights from their own cultures to enrich the comparison.</i>
Self-assessment: Can-do descriptors	I can: - Identify and explain some aspects of the Japan in areas such as customs, food, hobbies, holidays, festivals etc. - Compare and reflect on similarities and differences between Japan and Ireland and how these differences impact the lives of people in Japan.	
Key Competencies	- Communicating - Working with Others - Participating in Society - Thinking and Solving Problems	

[illegible]





7

Student Resources

Come visit me!

Insert an image
of your tourist
attraction here.

Complete the table below. Answer in English, but you are very welcome to include some of the Japanese vocabulary and phrases studied in class.

What is the name of the tourist attraction?	
Where is it? Which prefecture in Japan is it located in? Where is that prefecture located within Japan (east, west, north, or south)? How far is it from a city centre?	
What are the names of the official websites you chose? (at least two with a reason why you chose each of them)	
Why is it famous?	
What is there for visitors to do there?	
Why are you visiting there? Why would teenagers want to visit?	
How do you get there?	
How much is the entrance fee?	
When do they open? (months, daily times)	
What is the Trip Advisor rating? (mention with two reasons why people like visiting there)	
What are the amenities on site?	

Decoding the Japanese language

What do you think this item is?	
What clues helped you?	
Which clue was most useful and why?	
How sure are you? ☆ / ☆☆ / ☆☆☆	
What would you look at first next time?	

Think about your language learning!

What do I like to do to learn a new language (e.g. sing songs, play games on the computer, play games in class...)?	
What makes it easier for me to learn a new language (e.g. seeing pictures, teacher using mime, teacher using gestures, seeing the words written down...)?	
What makes it more difficult (e.g. speaking only in the target language, when somebody speaks too quickly...)?	
What do or don't I like most about learning a new language?	
What would I most like to be able to do with the target language?	
When I read the target language, this is what helps me understand...	

Answer the following statements for what is true for you when reading the authentic materials.  Tick the appropriate box.

	Always	Sometimes	Never
I read the text a number of times until I can understand it.			
I use cognates to help me understand the meaning of the text.			
I skim read the material first to get the main idea, then I go back and read more carefully.			
I look carefully at the picture to look for clues about the text.			
I say the word aloud to try to comprehend its meaning.			
I look carefully to see if the word is similar to words I already know in other languages.			

When I arrive I will... see/hear/feel/taste

[illegible]

Loop game



I am the Japanese national flag
I am Tokyo
I am Sushi
I am the telephone code for Japan
I am Shouhei Ohtani
I am 'Nihongo'
I am Mt. Fuji
I am 'Konnichiwa'
I am Sakura
I am Origami
I am Shintoism, or Shinto.
I am Tsunami.
I am Sumo
I am Ramen
We are Hiragana, Katakana and Kanji.
I am white with a big red circle in the middle. What am I?

START. I am the capital of Japan. Who am I?
I am made with vinegared rice, often combined with raw fish or other ingredients. I am then rolled in something in black. What am I?
I am the prefix +81. What am I?
I am a very famous Japanese baseball player. I play in the USA and I can both pitch and hit. Who am I?
I am the Japanese language. What am I?
I am the highest mountain in Japan. I am very famous and people like to climb me. What am I? Where am I?
I am 'Hello' in Japanese. What am I?
I am a traditional Japanese art. People fold paper to make shapes like animals or flowers. What am I?
I am a beautiful flower from Japan. I bloom in spring, and people like to see me. What am I?
I am an old religion from Japan. People visit shrines and believe in many spirits. What am I?
I am a very big wave in the ocean. I can be caused by an earthquake under the sea. I can travel very fast and can cause a lot of damage when I reach the land. What am I?
I am a traditional Japanese sport. Big, strong wrestlers push each other in a ring. What am I?
I am a popular Japanese noodle soup, originally from China. I have noodles, soup, and toppings like meat or eggs. What am I?
We are the three writing systems used in the Japanese language. Who are we?



	Know
	Want to know
	Learn

A sample visual of my Japanese avatar

Hajimemashite. Iifa (Aoife) desu.
Airurando (Ireland) ni sunde imasu.
Juu-roku (16) sai desu.
Kami ga mijikai desu.
Me ga chairoi desu.
Douzo yoroshiku.

はじめまして。イーファです。
アイルランドに すんでいます。
16さいです。
かみがみじかいです。
めがちゃいろいです。
どうぞよろしく。



(Image created by Avachara <https://avachara.com/>)

A sample visual of our Japanese anime gallery

Eiga no namae wa "Sen to Chihiro no kamikakushi" desu.

Kono hito wa Ogino Chihiro san desu.

Kami ga nagai desu.

Me ga kuroi desu.

Yasashii desu.

えいがの なまえは、「せんと ちひろのかみかくし」です。

このひとは、おぎの ちひろさんです。

かみがながいです。

めがくろいです。

やさしいです。



Image source: Studio Ghibli, Spirited Away (2001)

© 2001 Hayao Miyazaki/Studio Ghibli, NDDTM

<https://www.ghibli.jp/works/chihiro/>

NOTE: Studio Ghibli has produced many wonderful, animated films over the years, and, quite unusually in the anime industry, it has issued a message saying, "Please feel free to use (still images from our anime) within the bounds of common sense." as follows

<https://www.ghibli.jp/info/013772/>.

A sample survey sheet: My Hobby/Hobbies

わたし の しゅみ
watashi no shumi (my hobby/hobbies)

A: わたしのしゅみは _____ です。 watashi no shumi wa _____ desu. (あなたの)しゅみはなんですか。 (anata no) shumi wa nan desu ka? B: _____ です。 _____ desu.
--

Hobby Word Bank

サッカー	sakkaa	おんがく	ongaku
え	e	どくしょ	dokusho
りょうり	ryouri	りょうこう	ryokou
ゲーム	geemu	すいえい	suiei
ダンス	dansu	テニス	tenisu

Ask your classmates what hobbies they like?

なまえ namae	しゅみ shumi	なまえ namae	しゅみ shumi

Complete 2 sentences about your class survey. According to the survey results, which hobby is the most popular and which is the least popular?

いちばん おおい しゅみ は _____ です。 _____ にんです。 ichiban ooi shumi wa _____ desu. _____ nin desu.	いちばん すくない しゅみ は _____ です。 _____ にんです。 ichiban sukunai shumi wa _____ desu. _____ nin desu.
---	--

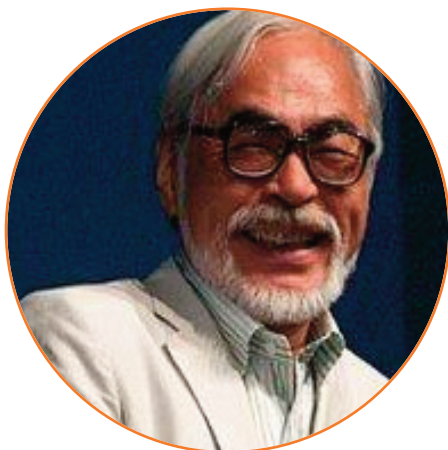
A sample image of six famous people



Shohei Ohtani/大谷翔平



Hikaru Utada/宇多田ヒカル



Hayao Miyazaki/宮崎駿



Sanae Takaichi/高市早苗



Patrick Lafcadio Hearn/パトリック・ラフカディオ・ハーン
Yakumo Koizumi/小泉八雲



Chiaki Horan/ホラン千秋

(Image source: Wikimedia Commons
https://commons.wikimedia.org/wiki/Main_Page)

げつようび に サッカー を します。

Getsu-youbi ni sakkaa o shimasu.

(On Monday I play football.)

What is your daily routine from Monday to Sunday? Write it in Japanese, following the model above. First, write it in romaji to learn the structure, and then challenge yourself to write it using Japanese characters.

Getsu-youbi ni	げつようびに
Ka-youbi ()	かようび ()
Sui-youbi ()	すいようび ()
Moku-youbi ()	もくようび ()
Kin-youbi ()	きんようび ()
Do-youbi ()	どようび ()
Nichi-youbi ()	にちようび ()

Day of the Week Word Bank

げつようび	Getsu-youbi	どようび	do-youbi
かようび	ka-youbi	にちようび	nichi-youbi
すいようび	sui-youbi	★Day of the week + ni e.g. Getsu-youbi ni (On Monday/Mondays)	
もくようび	moku-youbi		
きんようび	kin-youbi		
		げつようびに	

Hobby Word Bank

サッカー	sakkaa	すいえい	suiei
テニス	tenisu	どくしょ	dokusho
りょうり	ryouri	りょうこう	ryokou
ゲーム	geemu	おんがく	ongaku
ダンス	dansu	え	e

Hobby + o + Verb

サッカーを します	sakkaa o shimasu	すいえい を します	suiei o shimasu
テニス を します	tenisu o shimasu	どくしょ を します	dokusho o shimasu
りょうりを します	ryouri o shimasu	りょうこう を します	ryokou o shimasu
ゲーム を します	geemu o shimasu	おんがくを ききます	ongaku o kikimasu
ダンス を します	dansu o shimasu	えを かきます	e o kakimasu

Noughts and Crosses (Tic-Tac-Toe)

I play football	I cook	On Monday I play football
On Tuesday	On Friday I dance	On Sunday
I listen to music	On Wednesday	I draw pictures

Budget

Where?	
When?	
How?	
Why?	
How much?	
Flights	
Accommodation	
Activities	
Other	
Total	

Trip summary

.....

.....

1. Individually read the statements below and in your opinion, would you substitute the words -
All or Always
for Most/Some/Few/None/Sometimes/frequently etc.
2. Working in small groups, discuss your answers.



In Japan..

- All people have black hair.
- All people eat sushi for their dinner.
- All people have their own robots.
- All people are polite and disciplined.
- All people practice martial arts and have met samurai warriors.
- All people watch anime every day.
- All people speak Japanese in the same way.
- All people are very religious.



In Ireland...

- All people have red hair.
- All people eat potatoes for their dinner.
- All people have freckles.
- All people speak Irish.
- All people drink Guinness.
- All people are very friendly.
- All people are very religious.

- Write 1–2 short points
- Add at least one visual (drawing, symbol, or image)
- Use some Japanese where possible (e.g. こんにちは/Konnichiwa, にほんご/ Nihongo, にほんじん/ Nihonjin)

	Before I completed this module I thought...	After I completed this module I thought...
People		
Language		
Customs		
Geography		
Food and Drink		
Holidays and Festivals		

What surprised me the most was...

What I found most interesting was...

What I found challenging was...

What I enjoyed most was...

