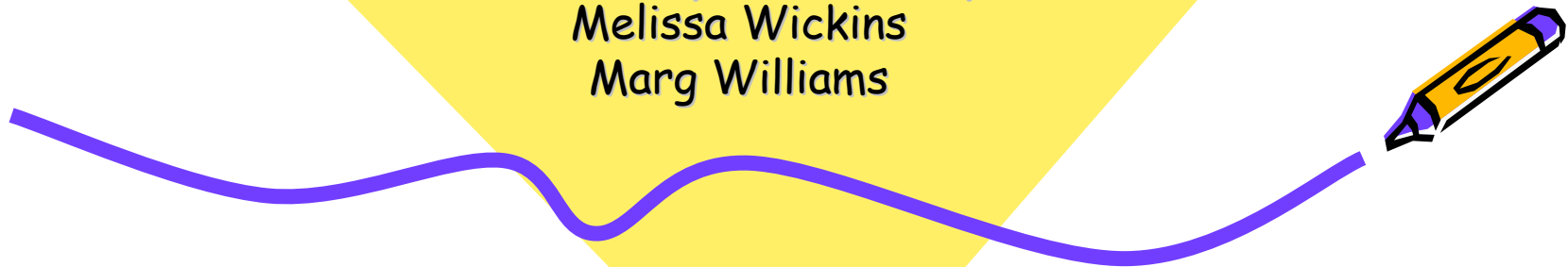


ALPLP : Stage 2

Blackmans Bay Primary School

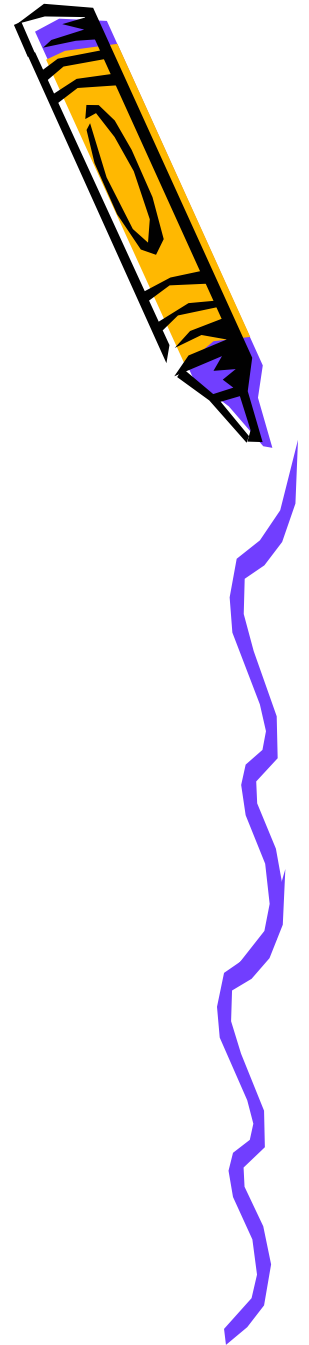
Melissa Wickins

Marg Williams



School Program Support

- Senior teacher support
- Flying Start Program
- Early childhood classes - Marg
- LOTE Program - Japanese
- Classroom teacher support



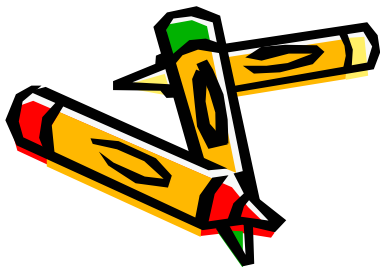
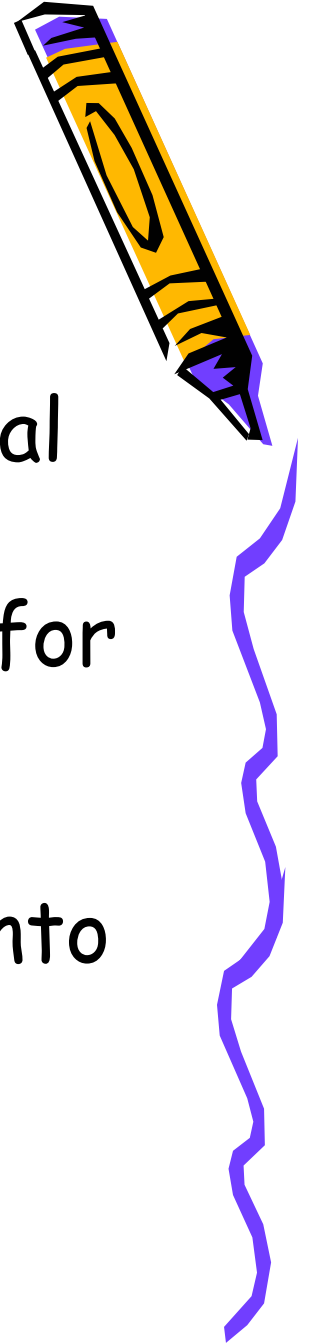
School Involvement

- Create awareness of the project.
- Senior staff - Marg, staff meeting.
- Information available to staff.
- Resources available for staff -library books, ideas, harmony day etc.
- Suggestions - how our work fits in with the school scope and sequence.



LOTE Program

- Focus class - Exploring intercultural diversity through critical literacy.
- Focus class to develop action plan for 2005.
- Two class groups to work on a learning sequence (What is an obento box?)- Intercultural competence.

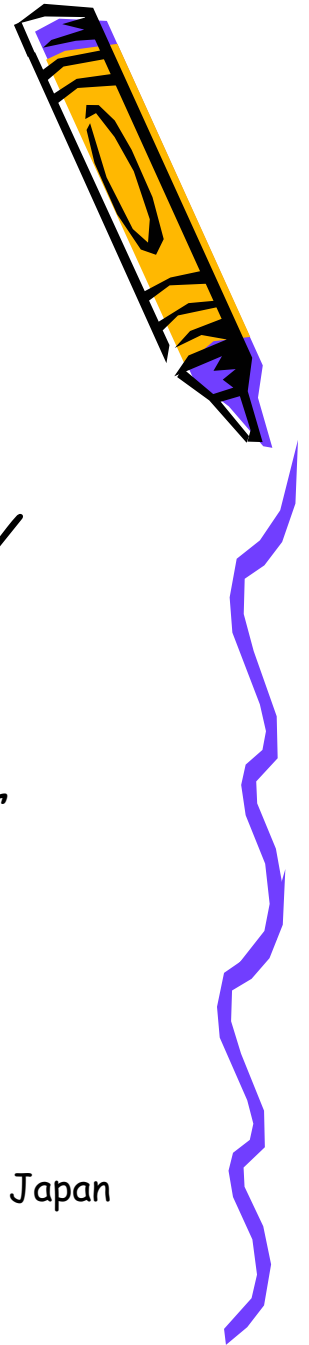


Learning Sequence

More than one way!

- Focus Essential - *Communicating*
- Supporting Essential - *Valuing Diversity*
- Throughlines - *How do I communicate in my LOTE?*
 - » *How does the Japanese culture differ from our culture? Is there more than one way?*
- Unit Long Understanding goals

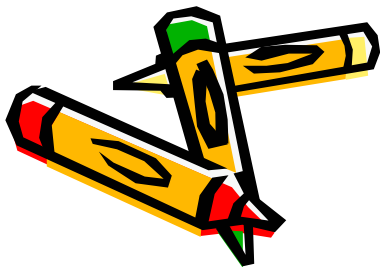
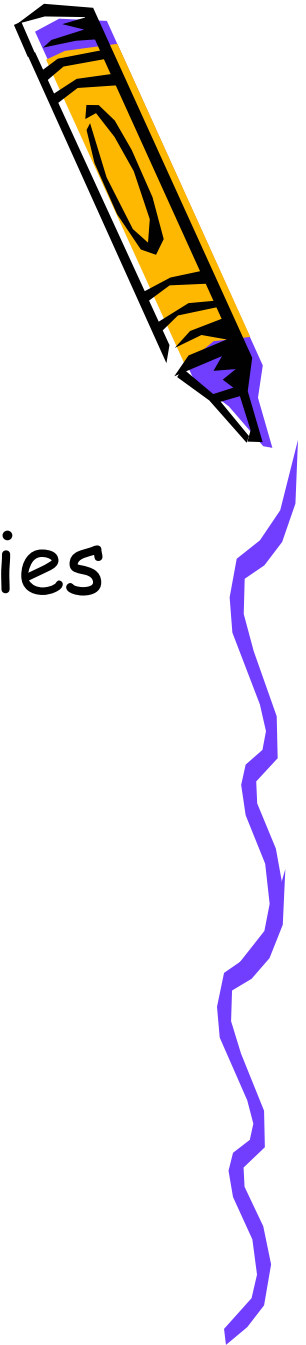
Students will understand how everyday places are similar and different in Japan and Australia.



Skill Builder Goals

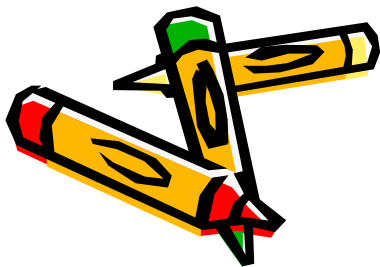
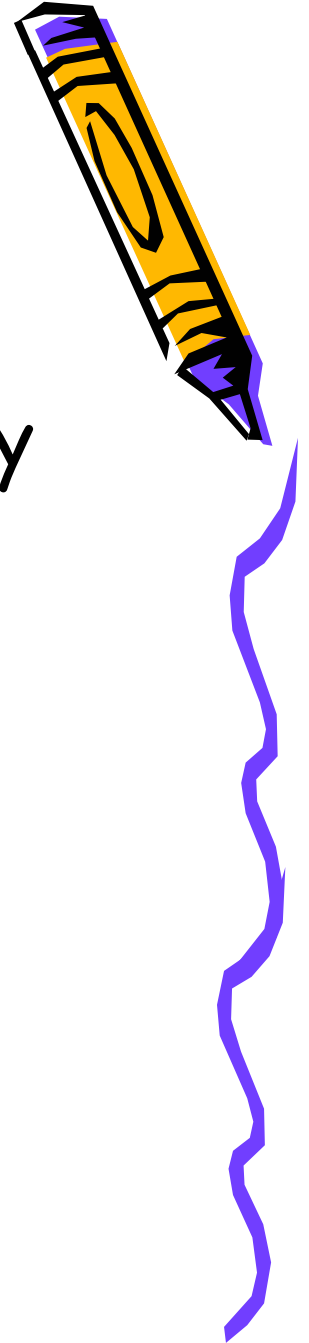
Tasmanian Proficiency Outcomes

- Reads short sentences and identifies letters, characters or words.
(Foundation - Reading and Responding).



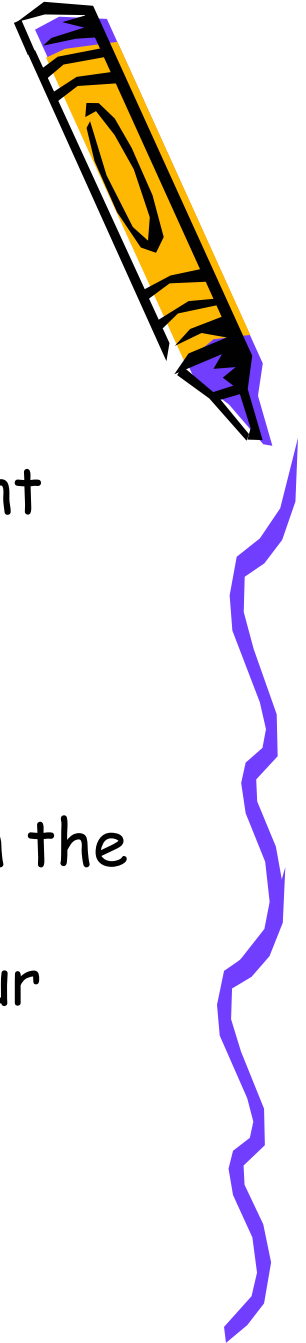
Learning Sequence

- An exploration of cultural diversity through critical literacy.
- Aims to build on previous work to develop a sense of identity.
- [ALPLP More than one way!.doc](#)



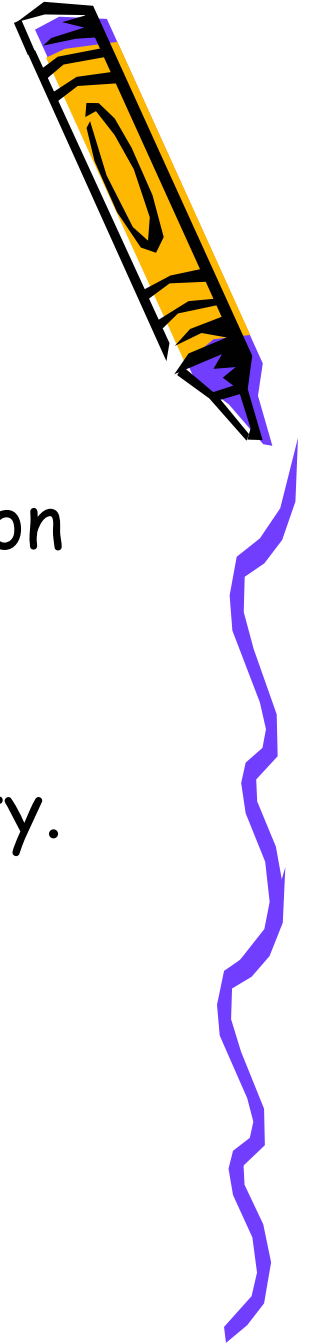
How will we act?

- Signs in Japanese in the school.
- Welcome party for our new Japanese Assistant Teacher.
- JAT to have more time in our school.
- JAT to spend some time in classes other than Japanese and to attend significant events.
- Students to help JAT to become familiar with the routines, times, names of teachers etc.
- Students to help JAT become familiar with our community.



Conclusions

- Students to accept responsibility for contributing to successful communication across languages and culture.
- Students to accept responsibility for developing an intercultural responsibility.
- Suggestions to be put into practice in 2005 with our new Japanese Assistant teacher.



Learning Sequence

What is an obento box?

- Focus Essential

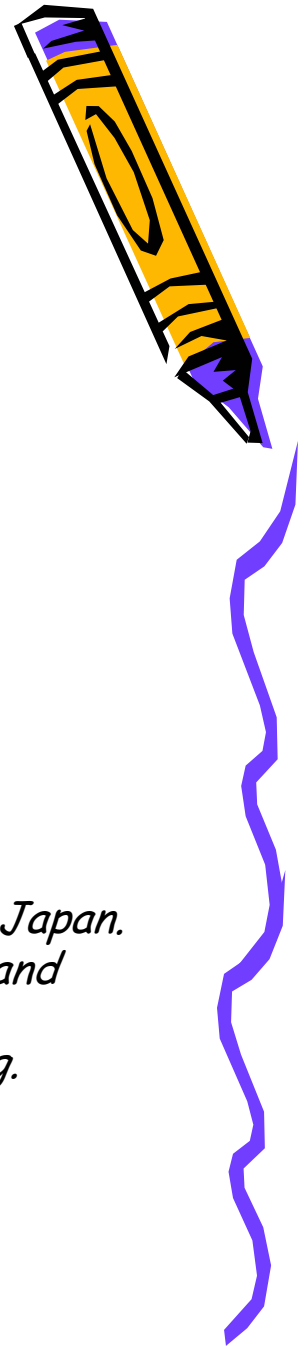
Communicating - Being Literate

- Supporting Essential

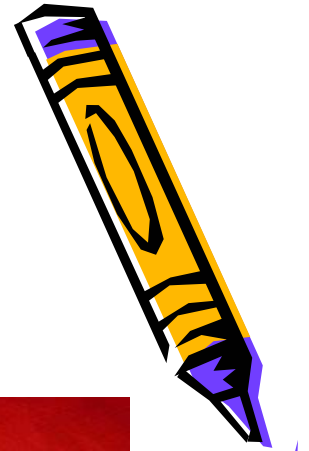
Personal Futures - Maintaining Wellbeing

- ***Unit Long Understanding Goals***

- *Students will understand what an obento box is and how it is used in Japan.*
- *Students will be able to use language associated with an obento box and the Less Litter rating system.*
- *Students will understand how choice of food contributes to wellbeing.*



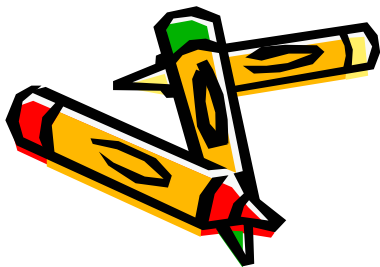
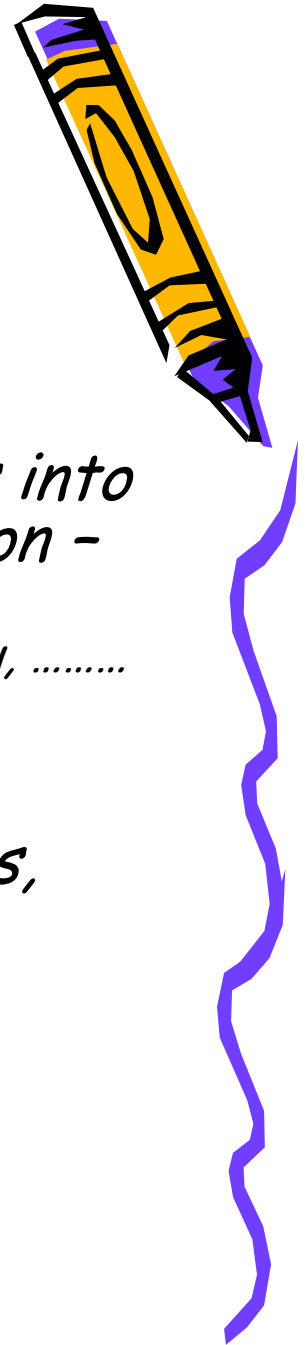
Obento Yoochien



Skill Builder Understanding Goals

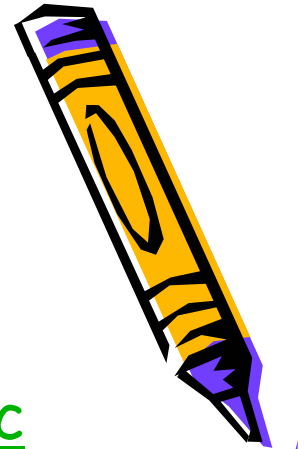
Tasmanian LOTE Proficiency Outcomes

- *Interacts in predictable social and learning situations, incorporating new language items into well-rehearsed language patterns (Foundation - Oral Interaction, Upper). E.g. food vocab, itadakimasu, gochisoosama deshita, oishii, Kore wa desu, o tabemasu.*
- *Reads short sentences and identifies letters, characters or words. (Foundation -reading and responding)*



Intercultural Competence - observations

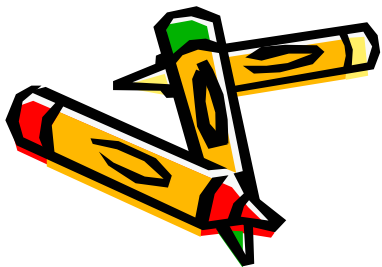
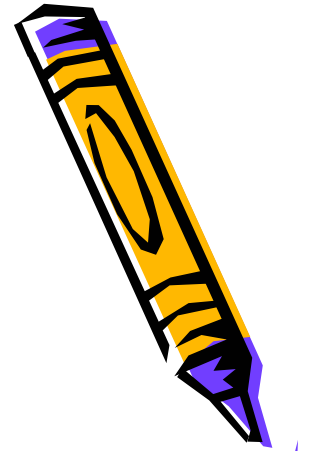
- [Blackmans Bay Snapshot unit - Obento box.doc](#)
- Cultural differences were noticed as a natural part of the questioning and learning process.
- A familiar item for our focus provides knowledge of our own culture and language and the idea that culture is relative.
- In using the language we were involved in the culture.
- Language use is embedded in cultural understandings and is more likely to be remembered.



Sandoitchi no obento desu.



Obento no bako desu.



Where to now?

• ?

