

## V. THE MATERIAL DEVELOPMENT 1993

### 1. Team A

"Let's Compare / American Students' Lives  
and Japanese Students' Lives"

### 2. Team B

"Comparison of Junior High School Life  
between USA and Japan"

### 3. Team C

"American Ideals in Child-rearing: A Comparative Study"

### 4. Team D

"Volunteer Activities in Greenville, N.C."

### 5. Team E

"Agriculture in North Carolina:

Large Scale Farm and Family-run Farm"

"Large Scale Agriculture in USA:

A Comparison with Japanese Agriculture"

"Americans' Diet and New Trend in Agriculture"

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## Let's Compare! American Students' Lives and Japanese Students' Lives

Makoto TOMIMURA

Hidenori SHONO

Goro TAJIRI

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### 1. To develop the teaching materials

In order to foster students' understanding of the lives of both American and Japanese students, our team developed teaching materials that introduce students' lives from morning till night on the slides. There are three kinds of places where students lead their lives: home, school, and the society. We highlighted their home and school lives because we thought that they are the ones elementary school students are familiar with.

Having thought of the subtitle of our research "Relation between the local natural environments and the lives," we chose the following two schools as the objects of our case studies.

Wintergreen Elementary School (Greenville Pitt County N.C. USA)

Nonami Elementary School (Shimane-cho Yatsuka-gun Shimane Pref. Japan)

Both schools are located in the areas that have something in common, that is, they have industries utilizing the natural environments (agriculture in Greenville and fishery in Nonami).

### 2. How to use the materials

We made three kinds of teaching materials: (1)"Life in Wintergreen Elementary School" (2)"Life in Nonami Elementary School" (3)"Let's Compare! American Students' Lives and Japanese Students' Lives."

The details of them are as follows.

(1)"Life in Wintergreen Elementary School"

We made this material in the form of slides and a script. Some second grade students are introducing their school lives in it. We hope it can be used to illustrate these two points:

- a) To let the students know the differences between American and Japanese students in how to commute to school, what and how they learn at school, lunch, cleaning, etc.. (particularly 1st ~ 3rd grade)
- b) To let the students think about the good aspects of the both life styles and their common elements. (particularly 4th ~ 6th grade)

(2)"Life in Nonami Elementary School"

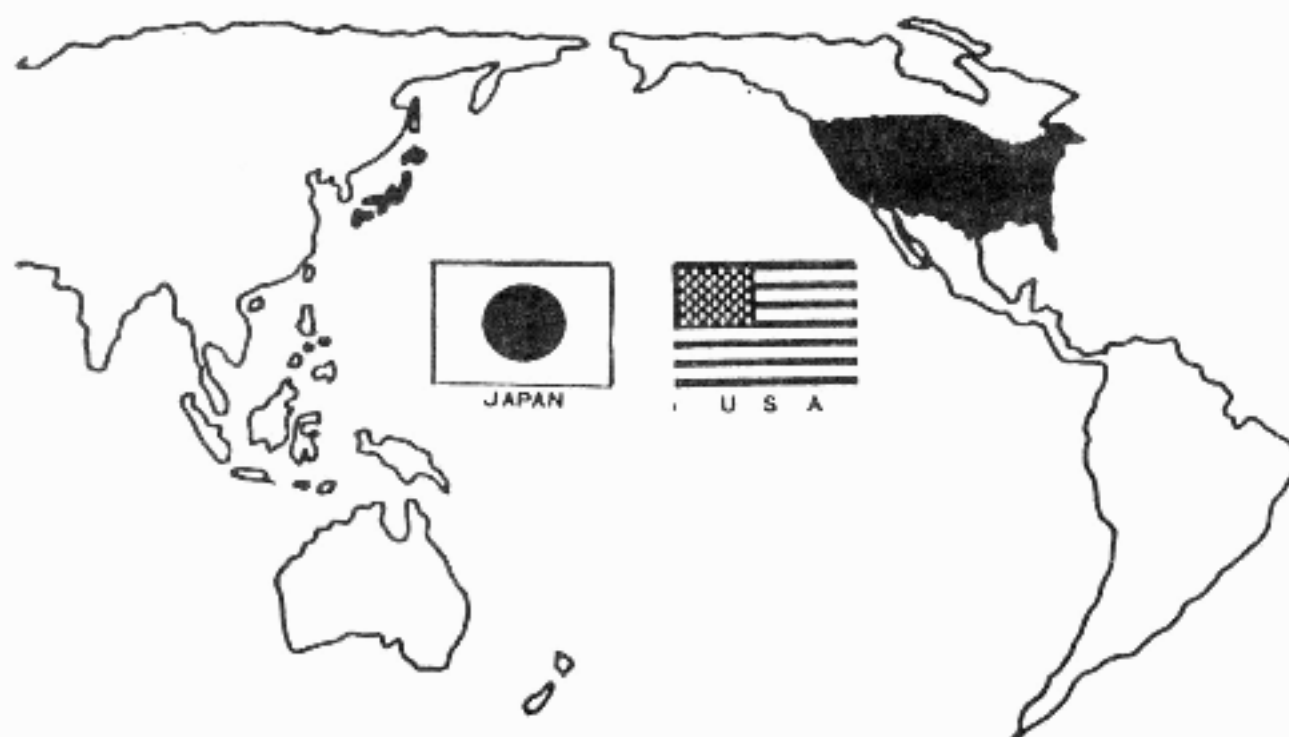
We also made this material in the form of slides and a script. A first grade student is introducing his life at home and at school. We made this material in exchange for the same style of teaching material from Wintergreen Elementary School. This can be utilized in social studies classes for 3rd graders in the section "Our Local Industry."

(3)"Let's Compare! American Students' Lives and Japanese Students' Lives"

This worksheet is made, picking up "studying" "class rules" "cleaning" "lunch" from (1) and (2) in order to foster students' positive attitude toward the good aspects in both American and Japanese lifestyles.

We think that our students will first notice the differences. They may become jealous about the cafeteria lunch where students can choose what they want to eat and the fact that they don't have to clean the school buildings. We elaborated to make questions and supplementary materials to have our students' eyes on the good points of our lives. We will be very glad if students recognize the good aspects in both countries with this material.

We would like you to discuss the sample of teaching plan about "lunch" made by one of our team members Hidenori Shono.



*Greenville*

### 3. Samples of our teaching materials

#### (1) "Life in Wintergreen Elementary School" (using 11 slides out of 25)

The pictures below are the copies of the slides. If you want the other pictures or you want to use the color slides, please let us know.

1. Hello, my Japanese friends. I'm a second grade student at Wintergreen Elementary School. I like reading books. If you want to read a book, you just find the card with the title on it. Can you see the card in my left hand? I want to read this book soon. Now let me introduce our school life.

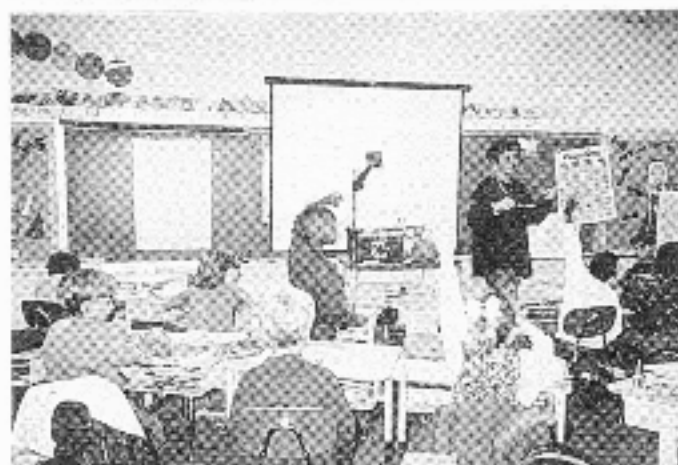


2. This is my class.

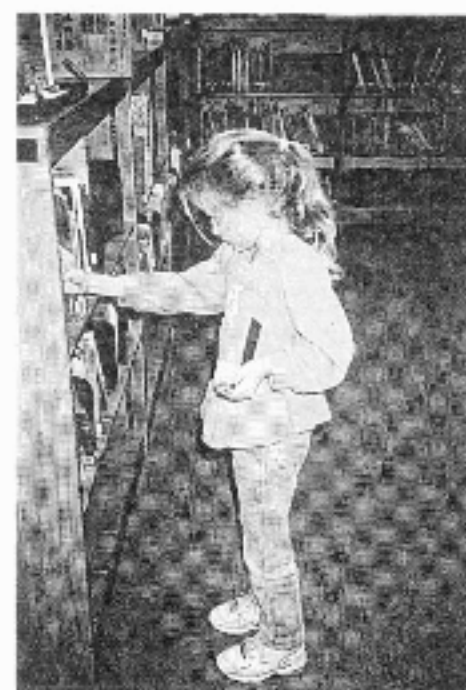
There are twenty-five students in my class. We are now studying math. It's difficult.



3. But look. There are three teachers in our class. When we don't understand, the teachers come and listen to us and teach us.

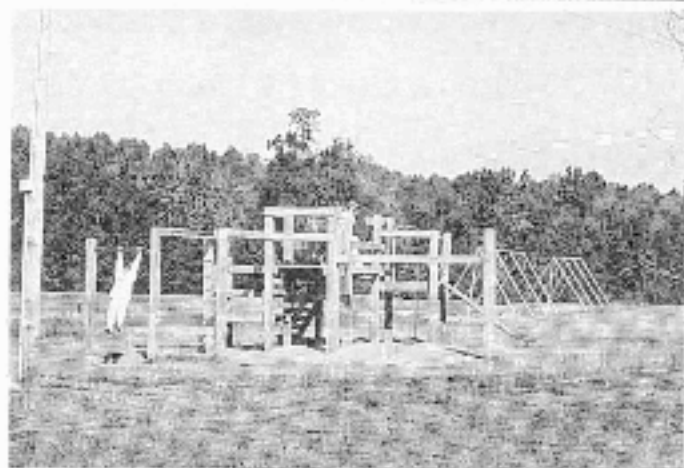


4. We are learning how to count and write from 1 to 100. The teacher has asked a question. We raise our hand if we know the answer.





5. There is a place for books in our room. We can read them in the noon recess. It is fun. Oh, and...



6. It's also fun to play in the yard. These are monkey bars and that is a swing.



7. Now it's lunch time. We eat at the cafeteria. I brought my lunch from home today. Oh, I can't wait.

8. You might not want to bring your lunch. That's OK. You have many choices here. She is buying an apple, milk, and brioche. What? Oh, yes. We get the food with a meal card or cash.



9. You see, these school buses drive us home. They pick us up in the morning. Time to go!







10. In the halls, classrooms, and the cafeteria, we see the janitors. They clean the rooms after we leave school. We clean our homes but we don't clean our school.



11. Goodbye, School. See you again tomorrow. I also have to say goodbye to you. Catch you later. So long!

(2) "Life in Nonami Elementary School" (using 17 slides out of 34)

The pictures below are the copies of the slides. If you want the other pictures or you want to use the color slides, please let us know.



1. Good morning. I'm a first grade student at Nonami Elementary School. I'm going to introduce a typical day in my life. My mother and grandparents get up very early and get my breakfast ready. I ate toast keeping an eye on the time.



2. All of us walk to school and it takes me about 40 minutes. I leave for school walking down the slope. There are some steep slopes but it's OK.



3. This picture shows how we study. This is a math class. We are learning how to count by putting marbles in the amount that the teacher said. We raise our hand when we know the answer. It's a little embarrassing to speak in front of the other students but it's a lot of fun.



4. We are showing our math drill book to the teacher. We are waiting in a row. I get nervous when I show it but I feel so glad when I get a full score.



5. After the second period, we have a long break. I'm trying to ride the swing with my friend. It swings back and forth a lot and it's fun.



6. What I want to try the most is a unicycle. Many upper graders are good at riding it and I want them to teach me how to ride it.

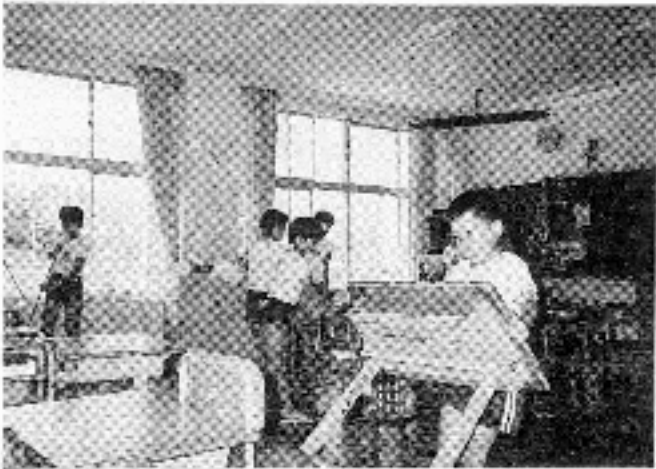


7. We serve the school lunch to ourselves. We eat in the lunchroom. Today's fish were caught in the sea nearby. Yummy! It's delicious.





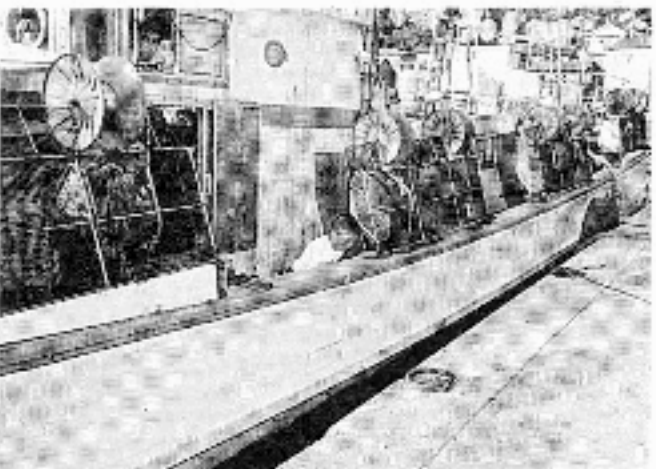
8. I like cold milk very much. We all drank it up. Of course we clear the table after we drink milk.



9. We clean our classroom after lunch. I clean my homeroom. I must carry the desks today. Some sweep the floor, and others wipe the desks and so on.



10. We are having a vaccination against Japanese encephalitis. None of us like that because it hurts. Most students put up with it, so I didn't cry, either.



11. Now let me show you around my house. This is my father's ship. The man you see at the window is my father. He allowed me to get on the ship that day. It's very big and high, you know.



12. My father catches squid with the ship. He leaves in the evening and comes back in the morning. He works at night. I'm seeing him off with my grandfather. I didn't worry at all that day because it was nice out, but on rainy and windy days I worry about my father.



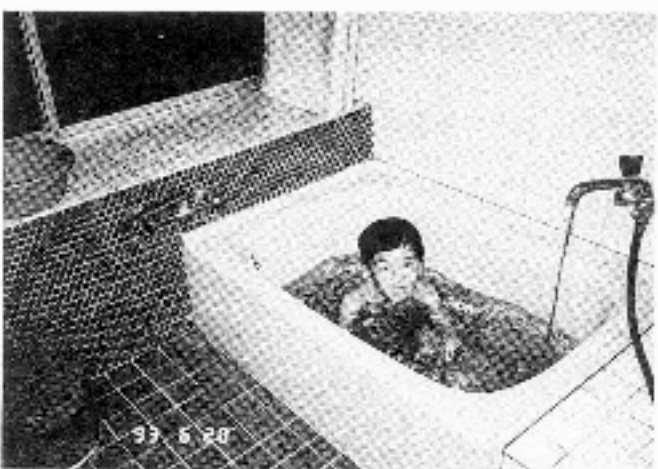
13. I have plenty of time on Sundays. Kids get together in a small park in the village. I'm showing some small kids how to play soccer.



14. I have a little homework every day. I read a book and practice writing kanji, that is, Chinese characters for Japanese language homework. We do the drills for math homework. I try to do them before I get sleepy.



15. We have dinner together without my father because he is on the ship. The grilled fish was caught by the people in our town. It's very good.



16. After watching TV I take a bath and get ready to sleep. I took a bath alone, but sometimes I bathe with my grandparents or my brother.



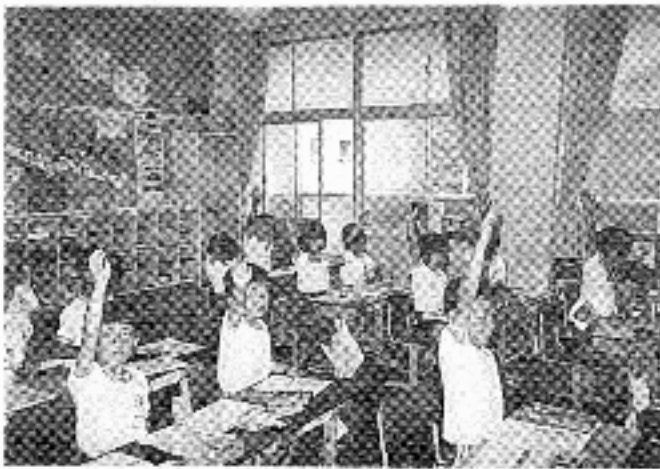
17. One of the pleasures of the summer nights is fireworks. Sometimes I enjoy lighting off big fireworks in the park. That's all about my typical day. Good night!

(3) "Let's Compare! American Students' Lives and Japanese Students' Lives."

1) Worksheet

Let's Compare! American Students' Lives and Japanese Students' Lives

Studying



What have you noticed?



What school rules  
do they have?

1. Treat other students  
with respects.
2. Listen to the teacher  
carefully.
3. Be polite.
4. Raise your hand before  
you speak.
- 5.
- 6.

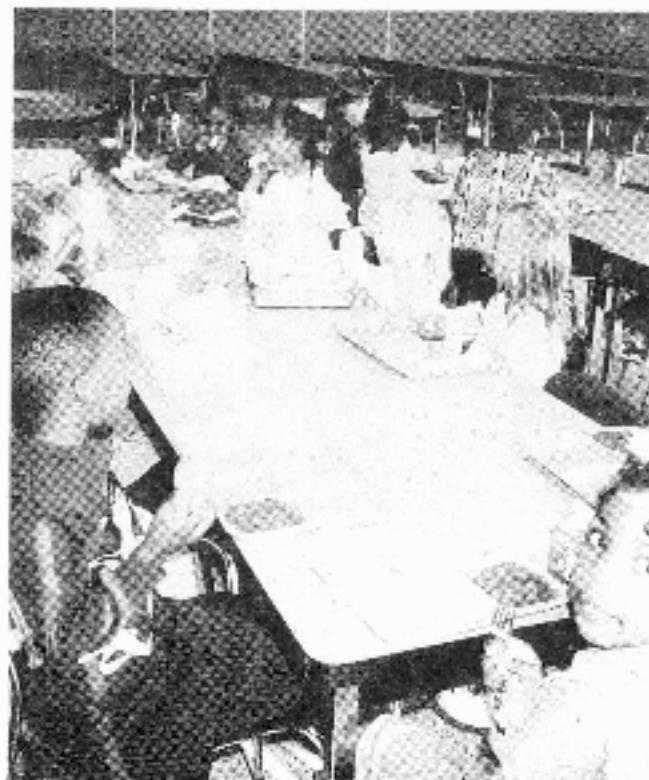
Class Rules

# Let's Compare! American Students' Lives and Japanese Students' Lives

## Lunch



What do you like  
about Japanese lunch?



What do you like  
about American lunch?

What is the menu of this week?

## PITT COUNTY CAFETERIA A LA CARTE SALE PRICES

1992-1993

### ENTREES

Biscuit w/Meat	1	50¢
Breakfast Meat Item	1	50¢
Bun Item	1	80¢
Deviled Egg	whole	35¢
Meat Item 2 oz. serving	1	80¢
Pizza	1	80¢
Salad w/Meat, Crackers, & Beverage		\$1.85
Sandwich	1	65¢
Soup w/Crackers	1/2 cup	80¢

### VEGETABLES

Baked Potato	1	35¢
Baked Potato	1	80¢
Broccoli	1/2 cup	40¢
Corn	whole	25¢
Green Beans	1/2 cup	35¢
Macaroni	1 cup	60¢

### FRUITS

Canned Fruits	1/2 cup	35¢
Fresh Fruit	whole	35¢
Fruit Salad	1/2 cup	25¢

### BREADS

Breakfast Bread Item	1	35¢
Breakfast Pastry	1	30¢
Crackers	4	10¢

Cereal	1	35¢
Hushpuppies	2	5¢
Macaroni & Cheese	1/2 cup	60¢
Rice w/Gravy	1/2 cup	35¢
Roll or Bun	1	5¢
Stuffing w/Gravy	1	35¢

### BEVERAGES

Dispenser Drink	1 glass	30¢
Fruit Drink	1 pint	35¢
Ice	1 cup	10¢
Milk	1/2 pint	30¢
Orange Juice	4 oz.	30¢

### EXTRA CHOICES

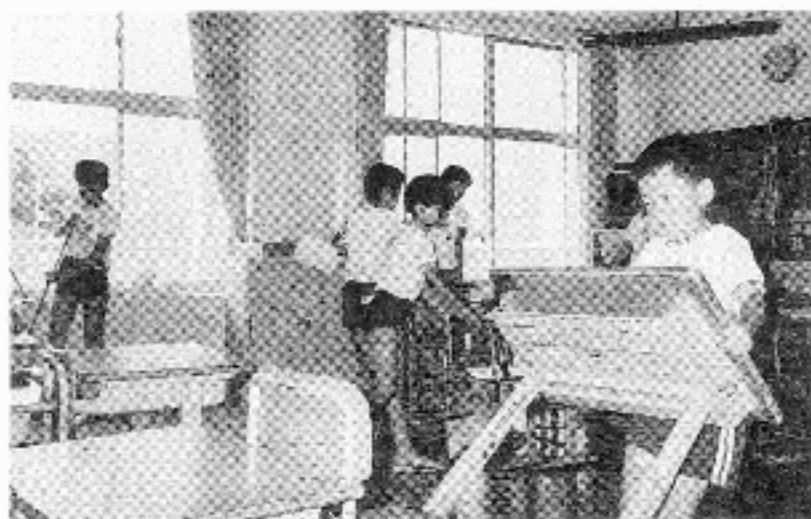
Cake & Hostess Snacks		50¢
Cinnamon Bun		30¢
Cookies		20¢
Doughnut		20¢
Eagle Snacks	1 oz.	40¢
Eagle Snacks	2 oz.	60¢
Frozen Juice Bar		25¢
Frozen Yogurt		50¢
Ice Cream		35¢
Jello	1/2 cup	25¢
Peanuts	1/2 cup	30¢
Pie		50¢
Pudding	1/2 cup	25¢
Salad Dressing	2 pks.	5¢

## Lunch Menu



## Let's Compare! American Students' Lives and Japanese Students' Lives

### Cleaning



Though Japanese students clean the school buildings every day, why don't they pick up the trash here? Isn't it strange?



Why don't American students clean the school buildings? What do you think is the reason?

### Let's Compare

"Do you pick up the trash in the school yard or on the hall?"

"Yes, I do." Japanese students: 5 out of 100

"Yes, I do." American students: 34 out of 100

Japanese elementary school students

Tamotsu Sengoku, Kiichiro Meshinaga NHK Books



# US-JAPAN FOUNDATION HIROSHIMA PROJECT

## TEAM A

### TEACHING MATERIALS

(1)

Subject	English
Topic/Function	Dress code and personal adornments
Language	have to, want to
Activity	Discussion, writing
Level	Junior 2
Time	50 minutes
Aids/Materials	Video tape, handout
Class	Team teaching/Solo teaching

#### P r o c e d u r e

- Set the video of the interview with the students taken at Wintergreen Elementary School.
- Let our students watch the video and listen to the opinions of the students in Greenville about personal adornments a few times. Our students are later required to fill in the blanks on a handout. The parentheses in the sentences below show the blanks on the handout.

"Everybody (looks) the same. (You) have to be (different) not like anybody else."

- Tell the students:

To express their opinions about school uniform and personal adornments orally in their group.

To write a letter to a student in Greenville introducing the dress code and

rules for personal adornments of their school in Japan, and also their opinions about them.

- Useful expressions (that are to be written on the handout);

"I (don't) like ~."

"I (don't) want to ~."

"We (don't) have to ~."

## C o m m e n t s

This topic might be able to be discussed further in a junior 3 class using the structures such as "I (don't) think ~ because ...", "It's ~ to ...", "Why not?".

It's a very sensitive issue and students can easily jump to a conclusion of abolition of school uniform or rules that prohibit to wear ornaments. We should tell them that there are some countries or places where students wear school uniform, and that actually there are many students who don't want to spend much time for choosing clothes or spend money on brand products.

(2)

Subject	English
Topic/Function	Giving directions
Language	Imperatives
Activity	Reading, listening, information gap in pairs
Level	Junior 1 or 2
Time	50 mins
Aids/Materials	Map of downtown New York and map of Minneapolis, handout
Class	Team teaching

## P r o c e d u r e

- Vocabulary practice (walk/block/go/straight/turn/right/left/corner/pass/cross/bank/river etc.).
- Introduce the expressions on handout No.1.

1. Walk two blocks.
2. Go straight.
3. Turn right.
4. Turn right.
5. Pass the bank.
6. You can see it on your right.
7. You can see it on your left.
8. Cross the river.

- Oral practice.
  - Give students handout No.1 and ask them to match the expressions with the pictures.
  - Give handout No.2 (Map of downtown New York and map of Minneapolis) and put students in pairs.
  - In pairs, one student looks at A part, the other at B part. Each student reads his/her own part, finds the places on his/her own map and writes them in the blanks. Each student has three more places to find.
- Then in pairs the student who has A part reads aloud to his/her partner, who listens, finds the places on his/her map and writes them. After that the student with B part does the same.
- Check the answers with the whole class.

(3)

<b>Subject</b>	English
<b>Topic/Function</b>	Shopping
<b>Language</b>	how much, numbers
<b>Activity</b>	Listening, speaking, calculating
<b>Level</b>	Junior 1
<b>Time</b>	50 mins
<b>Aids/Materials</b>	circulars (ad papers), handout, calculator, pennies, nickels, dimes, quarters, hand made bills
<b>Class</b>	Team teaching
<b>Assumption</b>	Numbers from 1 to 99 have been taught

#### **P r o c e d u r e**

- Put students in groups of 3 or 4.

- Show the coins and bills and lend them to each group.
- Give them a handout and cover the conversation on it.
- Oral practice.
- Put the groups in pairs and have them take a role of guests or clerks in the pairs.
- Give each group a circular and have the guest groups decide what to buy. The number of the items that the guest group can buy should be limited to 3 or 4. Then the guest groups go to their counterpart shop groups to buy things on the circular according to the model conversation on the handout.
- One of the clerks pretends to put the things into a plastic bag repeating what the guests have ordered.
- Another clerk calculates the sum and tells another member the figure.
- He/She tells the figure to the guests.
- The guest only have bills and give one of them.
- He/She gives change to the guests.

(4)

<b>Subject</b>	English
<b>Topic/Function</b>	Giving directions
<b>Language</b>	where, prepositions that indicate location
<b>Activity</b>	Reading, listening, speaking
<b>Level</b>	Junior 1
<b>Time</b>	20 mins
<b>Aids/Materials</b>	Map of Mall of America, handout
<b>Assumption</b>	Phonics has been taught

There are some more teaching materials. If you want to know them, please call or send a fax to 0852-85-2314 (690-12 島根県八束郡島根町野波2348 野波中学校 田尻 悟郎) .

## Comparison of Junior High School Life between USA and Japan

Kazuhiko MATSUDA

Minoru TONOGAUCHI

Mariko SHIRAISHI

1 What is the difference between American school life and Japanese? Look at next data and pictures, and think about the difference.

(1) American School

(Farmville Middle School)

	Enter Building	~ 8:30
	Homelase	8:30 ~ 8:55
1st	Literature	8:55 ~10:00
2nd	Social Studies	10:00 ~10:50
3rd	Math	10:50 ~11:40 or 10:50 ~12:00
4th	Science	11:40 ~12:50 or 12:00 ~12:50
	Lunch	20 minutes Eat lunch in three shifts at cafeteria from 10:50 to 12:50
5th	English	12:50 ~ 1:40
6th	Band	1:40 ~ 2:30
7th	Art	2:30 ~ 3:20
	Clear of the building	3:35 ~

(2) Japanese School

(Ochiai Junior High School)

	Enter Building	~ 8:30
	Short Homeroom	8:30 ~ 8:40
1st	Fine Arts	8:45 ~ 9:35
2nd	Social Studies	9:45 ~10:35
3rd	English	10:45 ~11:35
4th	Physical Education	11:45 ~12:35
	Lunch	12:35 ~ 1:25 at own class room
5th	Mathematics	1:25 ~ 2:15
6th	Japanese Language	2:25 ~ 3:15
	Cleaning Time	3:20 ~ 3:35
	Short Homeroom	3:45 ~ 4:00
	(Club Activity)	4:00 ~ 5:30

\*After homelase, students separate  
and study subjects of their  
own choice \*5 days a week

\*Students in a class always  
study the same subjects.  
\*6 days a week



Literature



Physical Education



Japanese Class



Japanese Lunch time



2 What is the difference between American school events and Japanese?

(1) American School

(Farmville Middle School)

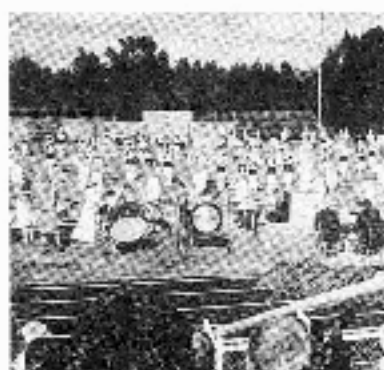
(2) Japanese School

(Seiwa Junior High School)

Month	School Events	Month	School Events
9	Pep Rally	4	Opening Ceremony, Entrance Ceremony
10	Student Government Election Harvest Dance, Achievement Test Halloween Costume Contest	5	Outdoor Activity Examination Student Council Assembly
11	Thanksgiving Pageant Turkey Trot (Dance)	6	School Excursion
12	Play and Drama Christmas Carol(Winter Vacation)	7	Examination Swimming Practice (Summer Vacation)
1		8	Pep-Rally, All City's Athletic Event
2	Sweetheart Dance, History Fair	9	Athletic Meeting
3	Science Fair Achievement Test	10	One-day School Excursion Examination
4	Environmental Day, Quiz Bowl Trip to coast, Career Day	11	Cultural Festival Sing in Chorus
5	Spelling Bee International Day	12	A Class Match Parents Association Meeting Examination (Winter Vacation)
6	Awards Day Athletic Awards(Summer Vacation)	1	Election of the Student Council
7		2	
8		3	Examination, Graduation Ceremony Closing Ceremony (Spring Vacation)



Halloween Contest



Marching Festival



Entrance Ceremony



Athletic Meeting

### 3 What is the difference between American school rules and Japanese?

#### (1) American School

(Pitt County School's Discipline policy)

- ① Habitual use of profanity, obscene language, or gestures.

\*First Offense: 3-5 days administrative detention. Parent/guardian conference.

\*Second Offense: 3-5 days in-school suspension. Parent/guardian conference.

- ② Leaving school grounds at any time during the school day without permission.

\*First Offense: 3-5 days administrative detention. Parent/guardian conference.

\*Second Offense: 3-5 days in-school suspension. Parent/guardian conference.

- ③ Smoking in school building during regular school hours and other indoor activities.

\*First Offense: 3-5 days in-school suspension. Parent/guardian conference.  
Confiscate cigarettes.

- ④ Possession, custody or use of any items, commodities or products that are considered dangerous.

\*First Offense: Immediate notification of police. 5-9 days out-of-school suspension.

\*Second Offense: School board action.

#### (2) Japanese School

(Fujikawa Junior High School)

- ① Do not use bad language.

- ② Do not leave during the day without a teacher's permission

- ③ Do not eat confectioneries or drink sodas etc. at school.

- ④ Do not have dangerous things or play dangerously.



Grade's Rule



Schoolgirls



Class's Rule



Schoolboys

4 Write down the difference and the common thing of each school life.

	American	Japanese
Dayly Schedule		
Event		
Rule		

5 Do you think why there are such differences?

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6 The next data are what they want to know about students of each other's country. Write to each other's students about the answer which they want to know.

(1) What do you want to know about Japanese students

What they do in freetime

Where they go out to play

How they like the school

How they dress, sports, food, music

Their life style home & school

How they feel about rules

What their favorite US baseball team

(2) What do you want to know about American students

What subjects do they study

Their life style school

Do they know Japanese and Japan

What rules do they have?

Popular play

Life at home

What Club activities do they play

7 What do we have to do to understand each other's country?

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\_\_\_\_\_ Middle School \_\_\_\_\_ Grade Name \_\_\_\_\_