

# HOST FAMILY GUIDEBOOK



## **FACE – Oceania Association Inc.**

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## **1.0 thank you**

We're very grateful that you have made the decision to become an Australian Host Family. Your participation in this program is one of the indications of Australian generosity and understanding of world affairs. Without your support, our program could not exist. We hope that you will find it a rewarding experience, as well as a lot of fun. In order to help you have a successful hosting experience, we would like you to take some time to read through this Host Family Guidebook. We hope this information will be useful to you, and once again, thank you for hosting a FACE student.

## **2.0 background**

FACE Oceania Association Inc. (formerly The Foundation for Academic Cultural Exchange), established in 1996 is a non-profit exchange organisation registered with the Department of Education in each state in Australia. FACE was founded with the intention of offering cultural and educational exchange opportunities to the young people of Australia and Japan. FACE works closely and extensively with the Tokyo based Youth Exchange Service International (YESI). YESI founded in 1964 is highly regarded in Japan as a well-established, reputable youth exchange organisation. During the last thirty-seven years, YESI has sponsored thousands of Japanese students on study programs throughout the world.

## **3.0 objectives**

The main objective of FACE is to promote mutual understanding and cultural awareness between the people of Australia and those of other countries by providing educational opportunities while experiencing a home stay. Students are able to supplement their education by studying in an environment entirely different from their own and undertaking courses that may not be available to them in their own country. Home stay enables students to broaden their outlook by learning to live with people of different cultures. We believe that cultural exchange is a way to better world understanding, thereby promoting world peace.

## **4.0 programs**

FACE currently offers two programs, an outbound program for Australian students wishing to live and study in Japan, and an inbound program for Japanese students wishing to live and study in Australia.

### **4.1. inbound exchange program**

The inbound exchange program is offered to Japanese high school students who wish to experience the true Australian lifestyle by living with an Australian host family and attending an Australian high school for the Australian academic year. Inbound exchange students arrive in Melbourne from Tokyo in mid-January each year, where they undertake a week of intensive English study and orientation. During this orientation we discuss our expectations of the students, the rules of the program, and cross-cultural issues. On completion of the orientation, students will move in with the host families. This usually occurs during the Australia Day weekend. Students leave at the end of November.

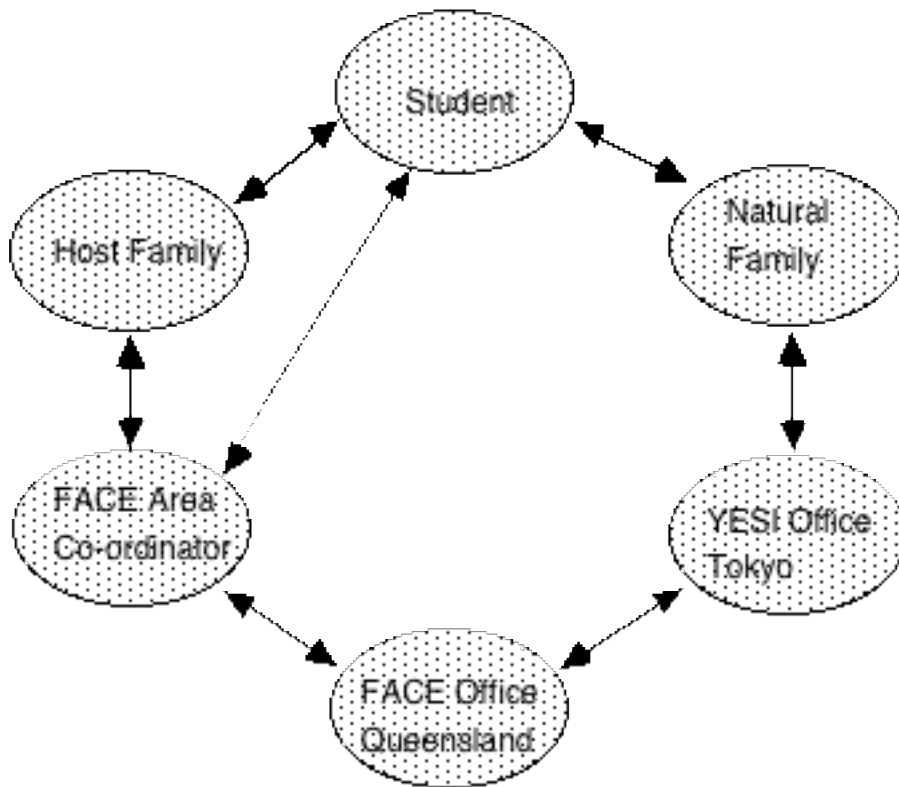
Students are chosen for their ability to adapt to new situations, their enthusiasm for the principles of the program and their academic ability. YESI receives a large number of applications from students wishing to come to Australia, allowing them to be selective.

Most inbound students are 16 or 17 years of age on arrival and will therefore enter year 10 or 11. Schools and host families are supplied with detailed student information prior to their arrival. As this is a genuine exchange program, no school or host family fees are paid. The student is expected to buy the school uniform and books, and may be asked to pay fees for excursions or extra-curricular activities.

#### 4.2 outbound exchange program

Similarly the outbound exchange program is designed for Australian students between the ages of 15 and 18 years, wishing to experience the true Japanese lifestyle by living with a Japanese host family and attending a Japanese high school. This program also takes place during the Australian academic year, beginning in Tokyo in late February with a 4-week intensive Japanese course, followed by placement in a high school at the beginning of the Japanese academic year in April through to the following January. A limited number of scholarships are offered to exemplary students. Further information and application forms are available on request.

#### 5.0 channels of communication



Although we obviously have high expectations of our students, there are times that issues need to be resolved. Cultural differences may occasionally cause misunderstanding between you and your student. It is better to speak up and discuss these issues before they become serious problems. At these times, FACE staff will work with the host family and student to resolve such issues. If necessary we will also liaise with YESI Japan and the Japanese parents on behalf of the school and host family.

Remember, you do not need to change your lifestyle to accommodate the student. Your student is here to experience Australian life.

#### 6.0 possible problems

Students are chosen for their ability to adapt to new situations and during orientations we stress to students that it is their responsibility to adapt to the lifestyle of their host family, not the other way around. However we cannot expect such changes to occur overnight and homesickness, culture shock and communication difficulties can cause problems in the home.

## 6.1 dealing with homesickness

Every student experiences homesickness to some degree, and host parents are expected to understand this and help their student through this adjustment period. Experience has shown that homesickness often occurs not in the first month but in the second or third month of a student's stay, after the initial excitement has worn off, and they are no longer the centre of attention but part of the family. Symptoms may include;

1. The student spending longer than usual periods alone in their room where they feel secure from the alien outside world.
2. The student getting the blues and becoming less communicative.
3. The student suffering from headaches, upset stomach etc.
4. The student compares Australian habits and customs unfavourably with how things are done in Japan.

In most cases this is a passing phase and only causes problems when the student does not recognise the symptoms as homesickness, rather blaming their host family, host school, or FACE for not fulfilling their expectations. Possible cures include;

1. Talking to the student about their family and friends at home and giving them time to share their problems.
2. Encourage the student to take part in extra-curricular activities such as sport to help them make friends and keep busy.

We do not recommend encouraging the student to contact other Japanese students or people in the area as this merely heightens the student's dependence on Japan. Experience has shown that students who mix with other Japanese people particularly in the early stages of their stay, take far longer to adjust to the Australian lifestyle, progress more slowly in terms of their English ability, and are more likely to suffer from homesickness.

## 6.2 dealing with culture shock

Culture shock, like homesickness will be experienced by almost all students to some degree, depending on their prior knowledge of Australia and their ability to quickly adapt to their new environment. Culture shock is caused when we leave our familiar surroundings, where we have learned to function easily and successfully, and move to somewhere unfamiliar. This loss of the familiar causes a sense of isolation and diminished confidence. This in turn may result in similar symptoms to that of homesickness, and can be addressed in the same way.

During orientation we stress to students that they should not judge Australian culture in terms of right and wrong, but rather simply see things as different and accept them. However this is not always easy for young people (or some adults) to do. Many students have not been outside Japan before and although Japan is superficially 'Westernized', we need only scratch the surface to find that it's culture is very different from our own. Remember we are all guilty of making value judgments in terms of our own culture while traveling overseas, even as adults. During our time in Japan, we found fellow Australians and Americans to be the biggest 'whingers', and the least accepting of Japanese culture. Just because we have been doing something in a certain way for a number of years does not make it 'right', and all other methods 'wrong'. It may help to find out from the student how things are done in Japan, and explain why we do it differently. For example, the Japanese have a different way of washing the dishes. A discussion of a simple topic like this may help the student to see that 'different' is not 'wrong', as well as helping you to understand your student. Refer to 'Cultural differences' for some of the other differences between Japan and Australia.

The feeling of uncertainty caused by culture shock often causes the student to gravitate towards other Japanese people living in the neighbourhood. While this offers some short-term relief, it should not be encouraged as it serves only to delay the adjustment necessary for the student to enjoy Australian life.

In addition, most of the students who apply to come to Australia are from urban areas

in Japan, and most find themselves in regional areas in Australia. In our experience this can cause added stress for the student in the initial stage of their stay, but the smaller schools, country style hospitality, and limited contact with other Japanese people experienced in regional Australia helps them through this period and ultimately leaves them with a better experience.

### 6.3 dealing with communication difficulties

Be prepared for a challenge! The Japanese language is very different from English and as a consequence it is very difficult for Japanese people to learn English and vice versa. Most Japanese students study English from the age of eleven, however English classes tend to take the form of rote learning of vocabulary and grammar rules combined with translation exercises. Very little English is spoken in the classroom, and even in schools where native English speakers are employed to teach conversation, classes tend to be too large to be of any real benefit. Therefore Japanese students tend to have a fairly low level of English when they arrive, and communication will be a strain for both parties. You can help your student through this difficult stage by trying the following.

**Speak slowly and clearly** - separate each word so that the student has time to process the sentence. "Wa'doyawan'fer breaky?" may sound like a simple enough question, but as you can imagine it's not the kind of thing that appears in Japanese textbooks, so try "What - do - you - want - for - breakfast?"

**Don't speak loudly** - we are all guilty of this, but if the student doesn't understand, repeating it louder will not help. If the student appears not to understand, repeat it more slowly or more simply.

**Cut down on using slang** - While students will need to learn slang in order to function in everyday life, they will have very little knowledge of it when they arrive and will therefore need plenty of explanations. Using less slang during the first month or so of their stay will help to boost their confidence. Most students have studied text book English for at least 5 years when they arrive. It is very demoralising for them when they realise that after all that effort they can't understand a word that is being said to them! Some examples of commonly used slang and Australianisms include;

catch ya later	tucker	postie
okey dokey	stubby	cut lunch
hang on	sickie	barbie
dunny	barrack	blowies
ute	the bush	chook
you beauty!	arvo	sunnies
get a move on	mozzies	no worries

**Cut down on using idioms** - Similarly, idioms can be very confusing. "What time did you arrive home?", is actually easier for the student to understand than "What time did you get back?".

**Give the student time to answer** - It is tempting to try to guess the students response and answer your own question for them when they appear to be struggling, then the student simply agrees with the answer and the student becomes expert at saying 'Yes!' Give the student plenty of time to formulate an answer. The silence that occurs in between is probably a lot more uncomfortable for you than for the student (refer cultural notes). If you only get one-word answers, put it into a simple sentence and get the student to repeat it. The student is much more likely to remember it if they are encouraged to repeat it.

**Correct the student's English** - Correcting a student's English can be demoralising for the student as well as tiring for all, therefore it is better to correct only the major grammatical mistakes at first. Often as time goes on, families get used to the student's own version of the English language and forget to correct it. It will be of more benefit to the student in the long term if you make a couple of corrections each day, and get the student to repeat the corrected sentence.

**Feigning understanding** - All Japanese students are reluctant to interrupt to ask for an explanation when they don't understand, preferring instead to feign understanding.

Trying to understand and speak a foreign language is incredibly tiring, and sometimes feigning understanding is the easy option. I know I was guilty of this on a number of occasions during my stay in Japan. Don't be afraid to continually ask the student if they understand. They will probably be relieved to get a break in the conversation and a simple explanation.

**Speak directly to the student** - It is much more difficult for a student to follow a conversation within a group. Host parents often mistakenly assume that a student knows about some upcoming event because they were in the room when that particular family discussion took place. It is better to speak directly to the student if you want to be sure they know what is about to happen.

## **7.0 responsibilities**

In order to avoid misunderstandings and disappointments we have put together a list of practical responsibilities, for the host family, the student and FACE.

### **7.1 host family responsibilities**

#### **A ACCOMMODATION**

One visiting student per family. The visiting student should be provided with a room, either shared or of his or her own. If the student is required to share, it should be with someone of the same sex, and preferably similar age to the student.

#### **B MEALS**

The host family is required to provide meals in the same way as they do for their own children. If the family chooses to go to a restaurant, the family should pay for the visiting student as they would their own child. The visiting student should pay for any snacks eaten between meals or when on an outing with school friends etc.

#### **C ENTERTAINMENT**

The host family is not required to provide any special entertainment for the student, however an effort should be made to involve the visiting student in Australian life and culture as much as possible. If the host family chooses to take the student on a family outing to the movies for example, then the family is expected to pay, however if the student goes out with their friends they should pay for themselves.

#### **D HOLIDAYS**

If the host family chooses to take the student on a family holiday the costs can be shared, however this should be discussed with both the student and FACE well before departure, so that their parents in Japan can be informed. Students are not permitted to travel without an appropriate adult. FACE must be informed of all travel plans.

#### **E ILLNESS**

Any illness should be reported to FACE as soon as possible. The host parent may be required to take the student to their local doctor, however the host parent has no liability. All students are covered by Medibank for the duration of their stay and will be issued with a Medibank card within a month of arrival so that medical expenses can be claimed. Students are also covered by a Japanese insurance policy throughout their stay. Dental expenses are not covered and are the responsibility of the student.

#### **F EXTRA-CURRICULAR ACTIVITIES**

Students should be encouraged to start taking part in extra-curricular activities such as sport, music, and drama early in their stay and may therefore need help sourcing information and making arrangements. This may also require driving students to sporting venues etc., in the same way you would your own child (or having them use public transport as would your own child).

#### **G TELEPHONE**

Local calls are generally paid for by the host family. Refer to cultural notes regarding use of the telephone.

#### **H LIAISON WITH FACE CO-ORDINATOR**

The FACE Co-ordinator will contact the host family and student on a regular basis

however if you are experiencing difficulties with the student or have any general questions or concerns about the program, we encourage you to contact the co-ordinator. It is far better to discuss such matters as they arise.

## **7.2 japanese student responsibilities**

### **A TRANSPORT**

If the visiting student is required to take a school bus or public transport to school they should pay for this themselves.

### **B UNIFORMS & BOOKS**

If it is necessary for the student to purchase books and uniforms, the visiting student should pay for them. Similarly the visiting student is responsible for paying for extra-curricular activities and excursions.

### **C SPENDING MONEY**

All students will come with adequate spending money. Some students will have a Citibank card that enables them to withdraw from a Japan based account through Australia Post, National Australia Bank, ANZ, and anywhere you see the 'Cirrus' sign.

### **D TELEPHONE**

Most students will come with a card enabling them to charge international calls to their parents in Japan. Any other metered calls can be paid for by the student.

### **E SNACKS**

The visiting student should pay for any snacks eaten between meals or when on an outing with school friends.

### **F ENTERTAINMENT**

If the student goes out with their friends, to the movies for example, they should pay for themselves.

### **G DENTAL EXPENSES**

Dental expenses are not covered by either Medibank or the Japanese insurance policy and are therefore the responsibility of the student.

### **H HOUSE RULES**

Students are expected to follow house rules and help around the house in the same way that your own children do. Explain house rules such as use of the bathroom, time limits on showers, meal times etc. near the beginning of the student's stay so that they have a clear understanding of what is expected of them.

## **7.3 face responsibilities**

### **A LIAISON WITH HOST FAMILIES**

The FACE co-ordinator will contact the host family by phone every week during the first month, and every month thereafter. If the host family is experiencing difficulties, contact will be increased. The aim of this regular contact is to make sure that the family is happy with the student and their progress, and to give the host family a chance to discuss any concerns they may have. We hope to be supportive rather than intrusive.

### **B LIAISON WITH THE STUDENT**

The FACE co-ordinator will contact the student by phone every week during the first month, and every month thereafter. If the student is experiencing difficulties either at school or in the host family, contact will be increased. The aim of this regular contact is to make sure that the student is happy and to give them a chance to discuss any concerns they may have. Again we hope to be supportive rather than intrusive.

### **C LIAISON WITH THE HOST SCHOOL**

The FACE co-ordinator will also liaise with the school and keep a check on the student's academic progress.

#### D MEETINGS

The FACE co-ordinator will meet with the host family, student and school at least twice during the year. This simply allows all concerned to put names to faces.

#### E LIAISON WITH FACE OFFICE & YESI

The FACE co-ordinator will send regular reports to the FACE office in Queensland and subsequently to YESI, Japan in order to keep all concerned up to date with the progress of the student. YESI, Japan will liaise with the student's parents if necessary.

### 7.4 host school responsibilities

Experience has shown that the best host families are found within the school community and for this reason we ask that the school take responsibility for locating suitable host families. However once the student has arrived the FACE co-ordinator, not the school, is responsible for liaising with the host family. We also ask the school to elect a contact person/counsellor within the school (usually the Japanese teacher), to be the first point of contact for the visiting student if they have any problems or concerns about school.

### 8.0 cultural differences

As a host family it is important to remember that the visiting students are in Australia to experience the Australian way of life, as well as to teach us things about Japanese people and Japan. We hope that you will treat them as you would any other member of your family rather than as a special guest. However, it is also important to be aware of some of our respective differences and the potential problems that these differences can cause, so that they can be understood and avoided, thus making it as enjoyable an experience as possible for all concerned.

The following notes are of course generalisations, but we hope they will be of some help:

#### A. HOMOGENEITY

Because of the perceived homogeneity of Japanese society, Japanese people tend to have similar opinions about things, and a mutual understanding that enables them to communicate without either party expressing themselves clearly. Younger people however are behaving in a more individualistic way, but this individuality is not expressed as openly as it is in Western society.

#### B. AGREEMENT

In order to promote harmony and prevent conflict Japanese people may agree to a suggestion or offer that they do not want. Similarly, they may be reluctant to express their own opinion if it differs to yours. Don't be surprised if they agree with what you say then do something different. To Western eyes this sometimes appears to be dishonest but it is usually not meant this way.

#### C. HUMILITY

Due to humility being seen as a virtue in Japanese society, people will often discredit themselves and their abilities, as well as that of their family or group. Thus they will be surprised by comments like, 'My wife is a wonderful cook' and sometimes make disparaging comments about their own family.

#### D. EATING

Japanese people tend to find western food rather heavy when compared to Japanese food, and generally eat less than an Australian student of the same age. Lamb is rarely eaten in Japan, and many Japanese people dislike it. In Japanese society noisy eating is quite acceptable, particularly among males.

#### E. NOSE BLOWING

Nose blowing, using a handkerchief is considered quite revolting in Japan, whereas sniffing is quite acceptable. Offering tissues and a conveniently placed waste paper basket is a good compromise.

#### F. BATHROOM

Japanese bathrooms have drains in the floor and washing is completed outside the bath before a long soak in plenty of clean hot water. Hot water systems in Japan are mostly continuous, not storage. Because of these differences it may be wise to explain the bathing etiquette in your household as soon as you can, including a time limit for showers if necessary, to prevent a flooded floor or cold showers for everyone else! Most students will prefer to take a shower in the evening, and just a wash in the morning.

#### G. DAILY ROUTINE

As in Australia the daily routine varies from household. It is therefore necessary for you to explain the daily routine of your household soon after the student arrives. The student will feel more comfortable if they have an idea of what is acceptable and what is not.

#### H. NAPPING

Japanese people tend to fall asleep rather easily when not involved on some kind of activity or work. This is not considered offensive in Japan. Students will be particularly tired after a long day of trying to speak and understand English, as well as coping with all the cultural and physical differences between the two countries. Please don't be offended if your student falls asleep on you, but try to encourage them to join in with family activities even if they say they are tired.

#### I. LOSING FACE

Losing face is one of the greatest fears of Japanese people. As a result, a student may choose not to try something rather than try and get it wrong. This can sometimes come across as a lack of interest. For example, if you invite your student to play cricket with you in the back yard, they may choose to stay inside alone, because it is a game they are not familiar with. This also applies to their use of English. Japanese people tend to say nothing unless they are pretty sure it is correct. Some encouragement may be required.

### 9. **japanese teenagers**

While we do not want to stereotype Japanese teenagers, experience has shown that the following examples are typical of behaviour found among Japanese teenagers.

#### A. RESPECT

Traditionally young Japanese people show respect for their elders by not speaking unless they are spoken to. As a result conversation with host parents may be more restrained than with other children. Many Japanese teenagers are not practiced at elaborating on their daily activities. One word or very short answers to questions can be frustrating for host parents if it continues beyond the first few weeks. This is the most common complaint that we hear from host parents. The need to converse with all host family members is stressed to students during orientation, however host parents should feel free to reiterate the importance of open communication in Australian life. Try asking your student to tell you about Kimono, Ikebana, Sado, Pachinko, Karaoke, Kabuki, Haiku, Manga, and Sumo.

#### B. TELEPHONE

Japanese students are capable of spending many hours on the telephone. It may be useful to set a time limit near the beginning of their stay. It is also quite acceptable in Japan to call friends at 11 or 12 o'clock at night. All students have been given information about such cultural differences, but may need reminding.

#### C. NAIVETY

Japan is a particularly safe country and hence Japanese students can often be a little naive when visiting a foreign country, for example, students have a habit of carrying large amounts of cash. Students will be informed of the dangers involved with this, but it would be helpful if you were to remind them occasionally.

#### D. CHOICES

When faced with choices, Japanese students may feel that it is not polite for them to make a choice, and may instead try to guess what you want them to say.

Alternatively they may take the easiest option. Therefore it is best not to give them too many choices, and to say quite clearly and simply "Today we will ....."

**E. SHYNESS**

Japanese students are generally a lot less outgoing than Australian students, and as a result may appear less than enthusiastic about the things the family does for the student. Please do not feel offended as this is not due to a lack of appreciation, but simply shyness.

**F. MATURITY**

Japanese students tend to appear less mature than Australian students of the same age and are generally more pampered by their parents and given fewer responsibilities both at home and at school.

**G. STUDY TIME**

The Japanese education system is such that students have to spend far more time studying outside of school than their Australian counterparts. In the classroom, a lecture style of teaching is adopted where interaction is not encouraged. It is not uncommon for students to go to cram school in the evening then study in their room at home into the small hours, then fall asleep at school. When students first come to Australia their English level will be low and school will be very difficult, so that they spend many hours alone in their room trying to do their homework. Some host families complain that their Japanese guest is too studious! If you have time, offer to help with homework.

**10.0 the japanese language**

Japanese is a particularly difficult language for English speakers, and vice versa. While most students come to Australia to learn English most will appreciate your attempts to learn a few words of their language, and the experience will help you appreciate the difficulty of learning another language. It can also be the source of much laughter.

**10.1 pronunciation**

Correct pronunciation of the vowels will help your spoken Japanese enormously. It is also important to remember that there is no stress on any particular syllable.

- The letter 'a' is pronounced as in palm.
- The letter 'e' is pronounced as in met.
- The letter 'i' is pronounced as in tea.
- The letter 'o' is pronounced as in saw.
- The letter 'u' is pronounced as in noon.

**10.2 useful vocabulary**

**PHRASES**

- Arigatou ..... thank you
- Ohayou ..... Good morning
- Kon-nichi wa..... G'day/Hello
- Kon-ban wa..... Good evening

- Ogenki dess ka? .. How are you?
- Chotto matte ..... Just a moment
- Sayonara ..... Good bye

**TIME**

- ashta..... tomorrow
- gogo ..... afternoon
- yugata..... evening
- kyou..... today

- kinou ..... yesterday
- ima..... now
- asa..... morning

**EATING**

- tabemono..... food
- nomimono ..... drink
- ryouri ..... cooking
- asa-gohan..... breakfast

- chushoku ..... lunch
- ban-gohan ..... dinner
- niku ..... meat
- sakana..... fish

# celebrate cultural diversity - face to face

yasai..... vegetables  
kudamono ..... fruit  
pan ..... bread

## HOME/FAMILY

uchi..... home  
denwa..... telephone  
heya ..... room  
anata no heya ..... your room  
toire ..... toilet  
shawaa ..... shower  
kodomo..... child

## SCHOOL

gakkou..... school  
benkyou ..... study  
gakusei ..... student  
sensei ..... teacher  
kyoukasho..... textbook  
shukdai ..... homework  
shiken ..... exam  
kyoushitsu ..... classroom  
hoken..... health  
shakai ..... social studies

## AROUND TOWN

ginkou..... bank  
yuubin-kyoku ..... post office  
Wakarimasen ..... don't understand  
Shirimasen ..... I don't know  
pan-ya ..... bakery

## HEALTH

byouin..... hospital  
atama ga itai ..... headache  
onaka ga itai..... stomach ache

## ADJECTIVES

chiisai ..... small  
ooki..... big  
yoru ..... night  
ato-de ..... later/later on  
sugu ..... soon  
yasui..... cheap  
kirei..... beautiful/clean  
shizuka ..... quiet  
urusai..... noisy

## QUESTIONS

nani ..... what  
doko ..... where  
dare ..... who

amai ..... sweet  
karai ..... hot/spicy  
oishii..... delicious

souji ..... cleaning  
sentaku..... washing cloths  
kagi ..... key  
kazoku..... family  
chichi..... father  
haha..... mother

bijutsu..... art  
suugaku..... mathematics  
kagaku..... chemistry  
seibutsu..... biology  
butsuri ..... physics  
rekishi..... history  
chiri ..... geography  
taiiku..... phys ed  
kateika..... home economics  
ongaku ..... music

hon-ya ..... bookshop  
depaato ..... dept. store  
yakkyoku ..... pharmacy  
bunbouguya ..... stationary shop  
suupa ..... supermarket

o-isha san..... doctor  
kaze ..... flu/cold  
byouki..... illness

omoi ..... heavy  
karui ..... light  
kanashii ..... sad  
abunai ..... dangerous  
ureshii..... happy  
hayai ..... fast/early  
osoi ..... late/slow  
anzen ..... safe

itsu ..... when  
dou..... how  
dore..... which

**11.0 contact information**

Host families and students are encouraged to contact FACE staff at any time to address problems or concerns.

FACE OFFICE QUEENSLAND  
David Whittaker or Lynette Webb  
FACE Oceania Association Inc.  
PO Box 5038  
Torquay  
Qld 4655  
Tel 07-4125-2780 Fax 07-4125-3060  
Email face\_oceania@bigpond.com

**12.0 emergency medical procedure**

Any serious illness or injury should be reported to FACE as soon as possible. We will then make contact with the Japanese parents through YESI in Japan. Although this seems an unnecessarily time-consuming procedure, it is imperative that all parties are provided with the relevant information. Japanese parents always ask to see written documentation from the consulting medical practitioner.

Where possible the student should be encouraged to directly inform his or her natural parents of his or her condition. This line of communication however should not be relied on as a source of information for the host family as the student may not report their natural parents' requests. We have had a case in the past where Japanese parents instructed their child to come home for treatment but as the student wanted to stay in Australia, he did not immediately report this information to his host parents.

Where a decision has to be made with regard to medical treatment every effort will be made to contact Japanese parents and provide them with the necessary information to make that decision, however where time constraints do not permit this, the host family and FACE - Oceania will make the decision. Please refer to the medical and liability release forms found with the student information.

Thank you for taking the time to read this.