

Lesson Ten



National Curriculum Guidelines for MFL

- 2b Children will consider their own culture of seasonal events and festivals and compare them to those celebrated in Japan.
- 3e Children will communicate with the class in Japanese.
- 3f Children will use their knowledge of Japanese creatively and imaginatively to put together a speech.

KS2 National Curriculum Guidelines for English (Writing)

- 1a Children will choose form and content to suit the style of haiku poetry.

Starter (10 mins)

- Discuss the coming of spring in Japan and how the start of spring is often marked by the blooming sakura (cherry blossom). (See Hina matsuri/ sakura Culture Notes for a greater explanation).
- Ask the children what flower represents spring for them (daffodils, snowdrops etc). If possible, bring some into the classroom for children to study. List up on the board all the adjectives children can think of to describe the different flowers.

Optional Extra:

- Have children compose haiku poems to demonstrate the coming of spring. They can use the accompanying worksheet, first of all to compose a haiku about a winter's scene and then branching out into other seasonal haiku, perhaps using the spring flowers as a stimulus. The worksheet could be adapted to suit earlier years - perhaps coming up with several class haiku together, before having children try out their own.

Main (25 minutes)

- Children revise all that they have learned during this module of work by presenting a short speech about themselves. They can use any props they like to help them (such as pictures/ photos/ sports equipment). The short introduction should include the following elements:

A simple greeting	hajimemashite/ konnichiwa... はじめまして
Name	watashi/ boku wa....desu 私／ぼくは...です
Age	watashi/ boku wa...sai desu 私／ぼくは...才です
What sports they like/ dislike	watashi/boku wa...ga suki/ suki jya nai desu
What food/ drink they like/ dislike	私／ぼくは...が好き／好きじゃないです
An introduction to a family member	otosan desu お父さんです

A mention of a like or dislike of a family member

otosan wa...ga suki / suki jya nai
desu

お父さんは...が好き／好きじゃないです

- Children should be given time to practise this with a partner. Go round and check pronunciation etc. Also use the dialogue soundfiles.
- Volunteers should then be given the opportunity to come to the front and present their speech. Are they able to do it confidently and with good pronunciation?

Plenary (10 mins)

- Discuss the girls' festival held in Japan on March 3rd (see the Hina matsuri/sakura Culture Notes, for further explanation).
Also check out the Japan Society Hina-Matsuri resources:
<https://www.japansociety.org.uk/resource?resource=12>
- Ask the children: 'Do you have any similar celebrations?' 'Would you like to have a Girls'/ Boys' day?' 'What sort of things would you like to happen on that day?'
- Have children list all of the events they would like to occur on Girls'/ Boys' days and to come up with a symbol which would come to represent the day (just like the hina dolls are symbolic of the Girls' Day in Japan and koinobori carp streamers are associated with Children's Day (boy's day) in May - see the koinobori Culture Notes for a greater explanation).
- Share the ideas together as a class. Have children come up with similar or different ideas to represent their respective festivals?

Another Option:

- Hand out the hina doll template worksheets and have children decide whether to create an emperor or empress doll and decorate accordingly. Instructions on how to assemble the dolls also accompany this lesson. The final products could be used for display.

Review the course. How have the children found the lessons? Which aspects of the course have they particularly enjoyed? Which parts did they find challenging? Why? Is there anything which surprised them? Look through the assessment sheets and discuss. Hand out the course certificates (can be downloaded from the assessment section of the course).

Equipment:

spring flowers, **Haiku Poetry worksheet**, **Hina Doll instructions**, **hina doll templates x2**, **Hina matsuri/Sakura Culture Notes**, **Koinobori Culture**

Visit the Japan Society's Children's Day page for further resources, activities and lesson ideas: <https://www.japansociety.org.uk/resource?resource=10>