

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.

STARTER (10 mins)

- Read children the story of Tanabata. See the Japan Society's digital kamishibai: <https://www.japansociety.org.uk/resource?resource=38> or alternatively, look at the Culture Notes for a summary.
- Discuss the content by asking the following questions: 'Why do you think Kengyu* and Orihime neglected their work when they were together?' 'Why do you think Orihime's dad decided on such a harsh punishment?' 'How do you think Orihime must have felt when she was split up from Kengyu?' 'How would you feel if you could only meet the person you loved once a year?'

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 desu/ 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 and the class teacher and Japanese teacher go round and check pronunciation etc. Also use the dialogue soundfiles.

*Please note that in some versions of the story, including the Japan Society version, the character of Kengyu is called Hikoboshi.

- 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)

- Refer back to the Tanabata story and explain some of the background to the festival which is now currently celebrated on July 7th each year. (See Culture Notes for a greater explanation).
- Have the children create their own tanzaku (wish card) on a rectangular strip of coloured paper, or use the tanzaku template worksheet. Punch a hole in the top of the rectangle and tie a loop of string through it. The wishes should ideally be hung from bamboo branches, but could equally be hung off a small tree in the school playground/ field.
- Have children think carefully about what they wish for and once the wishes have been written, have the class read them out to one another. Have children made wishes for themselves, or for other people?

Additional Extra:

- Have children make other decorations to hang on your tanabata tree! Common decorations to make include paper chains, small paper lanterns and stars.



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:

Tanabata Culture Notes, Tanzaku wish card template, string, hole punch, tree

Visit the Japan Society's Tanabata page for further resources, activities and lesson ideas: <https://www.japansociety.org.uk/resource?resource=37>