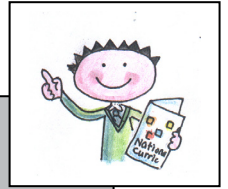


Lesson Ten



National Curriculum Guidelines for MFL

- 2b Children will consider their own culture of seasonal games and compare them to those played 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 (15 minutes)

- Children will be taught how to play 'karuta'. Explain that karuta is a game commonly played around New Year and involves trying to pick up picture cards that match opening lines read out aloud by a referee from ancient Japanese poems. In this case, children will be presented with picture cards representing 6 different winter/ New Year images (see worksheet). The picture cards should be spread out on the table in front of the



children and as you/ the Japanese teacher reads out the word (having picked out a random word card from the pile), children have to be quick to try and find the corresponding picture card. The child with the most picture cards at the end of the game is the winner. You may need to go over the images depicted in the pictures first – see the Culture Notes for background information).

Main (20 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.
- 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? Use the dialogue soundfiles to check.

Plenary (10 minutes)

- Introduce children to another New Year game: 'fukuwarai'. Place the large sheet with an empty face on it (see the fukuwarai worksheet) onto the blackboard and explain that just like in 'Pin the Tail on the Donkey', children are blindfolded and have to use their sense of touch to work out all of the facial features (eyes, ears, nose etc) and place them in the correct place on the face. The child that positions them the most accurately is the winner. (Individual boards could also be given to each table for the children to have a go at, or if there is more time, children could even design their own 'Fukuwarai' face and body parts).

Directional vocabulary such as

hidari	左	ひだり	left
migi	右	みぎ	right
ue	上	うえ	up
shita	下	した	down



could also be written up for the children to call out as guidance to their blindfolded friend.

Extension Activity (Y5/6)

Since fukuwarai involves facial features, children could be taught various different body parts and sing them to the tune of 'Head, Shoulders, Knees and Toes':

head	頭	あたま	atama
shoulder	肩	かた	kata
knee		ひざ	hiza
toe (leg)	足	あし	ashi
eye	目	め	me
ear	耳	みみ	mimi
mouth	口	くち	kuchi
nose	鼻	はな	hana

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:

karuta cards, New Year Culture Notes, fukuwarai worksheet, blu-tack, blindfold, scissors, **all flashcards to date**

Visit the Japan Society's New Year's page for further resources, activities and lesson ideas: <https://www.japansociety.org.uk/resource?resource=11>