

## Japan: Seasonal Series

### July Tanabata Festival

The Japan Society (2020)

#### Learning Objectives:

- To learn about the decorations and customs associated with the Tanabata Festival Japan.
- To be able to summarise the main points of the Tanabata story

#### Learning Outcomes:

- Students will write a wish on a Tanzaku card

#### English Curriculum Links:

Develop positive attitudes to reading, motivation to read, vocabulary and understanding by:

##### Year 2:

- Listening to, discussing and expressing views about stories at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related.

##### Lower KS 2:

- Reading stories that are structured in different ways
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

#### Keywords:

Tanabata (The star festival), Kamishibai (story cards), Tanzaku (poem card)

#### Resources:

- Worksheet: Make a Tanzaku Worksheet
- Presentation: Tanabata

#### Additional Resources:

- Kamishibai: Tanabata Story ([Digital/Print](#) or [Loan Set](#))
- Video: [How to make a Story Plate](https://www.youtube.com/watch?v=FfXFW79dhLI&t=25s) (<https://www.youtube.com/watch?v=FfXFW79dhLI&t=25s>)
- Worksheet: Writing Haiku

## Task 1

- Use the first slide of the **Tanabata Presentation** to briefly explain the Tanabata festival.
- Then read the story out to students using **kamishibai**.
- Ask students to recall key locations, events and characters about the story. The last two questions could be a think/pair/share activity.
  - Who are the main characters?
  - Where do they live?

- Why are Orihime and Hikoboshi not allowed to see each other anymore?
- Would you act the same way as Tentei, or do something different?
- Does the story have a happy ending or a sad ending?

**Estimated Time: 15-20 minutes**

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## Task 2

- Show the rest of slides of the **Tanabata Presentation** to introduce seasonal foods, customs and decorations associated with the Tanabata Festival.
- When completing the quiz in the presentation, you could ask students to show their answers using gestures. In Japan, a cross means wrong or false, whilst a circle indicates correct or true. Students can show their answers by either crossing their arms or creating a circle over their heads.

Estimated Time: 10 - 15 minutes

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## Task 3

- Remind students about the custom of writing wishes on tanzaku and tell them they are going to make their own. See the **Make a Tanzaku Worksheet** for required materials and instructions.
- If you prefer, students can be given ready-made tanzaku to write on. You may also like to give students ideas or give an example sentence to complete for their tanzaku. I.e. "I want to be a -----" or "I wish I was better at -----"
- Hang up the finished tanzaku for display.

Estimated Time: 15 - 20 minutes

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## Extension Activities

1. Students can summarise the Tanabata story by making a story plate showing the most important features of the story. (See video: [How to make a Story Plate](#))
2. Students can write a haiku about summer by brainstorming seasonal words and using the **Writing Haiku Worksheet** (see the [O Hanami Lesson Plan](#) for more detail)