

## Japan: Seasonal Series

### November 7-5-3 Festival

The Japan Society (2020)

#### Learning Objectives:

- To learn about the customs, foods and beliefs associated with the 7-5-3 festival in Japan.
- To reflect on important milestones and how these are celebrated in a different culture.

#### Learning Outcomes:

- Students will be familiar with Japanese traditional clothing worn during the celebrations
- Students will learn the symbolism of the crane and turtle in Japanese culture by making and decorating their own chitose ame ('one thousand year sweets') bag.

#### Curriculum Links:

National Curriculum Guidelines for Art and Design: Key stages 1 and 2:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques

National Curriculum Guidelines for MFL Key Stage 2:

- broaden their vocabulary and develop their ability to understand new words

#### Keywords:

Shichi	Seven	Zori	Traditional footwear
Go	Five	Tabi	Traditional footwear
San	Three	Chitose ame	'One thousand year sweets'
Hakama	Loose-fitting trousers		
Haori	Jacket		
Obi	Belt or sash		

#### Resources:

- Presentation: 7-5-3 Festival
- Chitose ame bag template

#### Additional Resources:

- Use [Ready Steady Nihongo](#) Lesson 1 to teach students to count in Japanese up to 10.
- Make a crane: <https://www.youtube.com/channel/UCD1hM5-96OrXwF4Xj2SH3xw> (external resource from CND Peace Education)
- [Calligraphy sets available to loan](#) from the Japan Society

## Task 1: What is 7-5-3

1. Look at the title image of the **7-5-3 Presentation**. Ask students if they have any ideas what the festival could be related to.

2. When going through the slides, ask students prompt questions about their own culture e.g.:
  - Are there any special/lucky ages?
  - What ages do you think we should celebrate?
  - Are there any important occasions when we have to wear special clothes?
3. After showing students the slides of individual clothing items, you might like to see if students can point to where they would wear the following items: zori (answer: feet), haori (answer: shoulders/upper body) tabi (Answer: feet), obi (answer: waist), hakama (answer: legs)
4. For the quiz on the final slide, you can ask students to indicate their answers by making a circle with their arms over their heads for true, or a large cross in front of them for false. In Japanese, this is known as maru (meaning 'circle' and indicating a correct answer) or batsu (meaning 'cross' or 'false')

**Estimated Time: 10 minutes**

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## Task 2:

1. Students will now make and decorate their own chitose ame (one thousand year sweets) bag. You might like to use the **chitose ame bag template**.
2. Depending on materials and time available, practice writing the kanji for '7', '5' and '3' with calligraphy brushes or fude calligraphy pens (see loan resources)
3. As well as cranes and turtles, students can decorate their bags with other symbols they think represent long life.

**Estimated Time: 20 +**

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## Extension Activities

1. Visit Lesson 1 of [Ready Steady Nihongo](#) to teach students to count in Japanese up to 10.
2. Make origami cranes, or start a class senbazuru (one thousand origami cranes) project. The CND Peace Education has a [video resource](#) on making a paper crane.