

## Storytelling with Japanese Kamishibai

Kamishibai is a traditional form of Japanese street theatre in the form of picture card storytelling. Unlike children's storybooks which are typically used in the British classroom, the text for Kamishibai is written on the reverse of cards so that the story can be easily read while pictures are shown to the students. As creating and using Kamishibai hones speaking, listening, reading and writing skills, they have many cross-curricular applications. This Scheme of Work is accompanied by a series of lesson plans, worksheet, and video resources which have been adapted for both English National Curriculum and Scottish Curriculum for Excellence (see lesson plans for more detail). We recommend that for KS2 students you aim to follow the structured Scheme of Work. However, for students at KS1, or those who do not have time to pursue the whole Scheme of Work, you may want to simply make Kamishibai using the resources recommended below.

### CURRICULUM LINKS

**English National Curriculum:** English; Art & Design; Music (see English National Curriculum Lesson Plans for detail)

**Scottish Curriculum for Excellence:** English; Art & Design; Music (see Scottish Curriculum for Excellence Lesson Plans for detail)

### RESOURCES

**Worksheets [by Fergus McNicol & Mio Shudo]:** How to Make Kamishibai, Example Storyboard (Momotaro), Blank Storyboard Sequence (1-4), Part-Complete Storyboard Sequence (1-4) - by F McNicol & Mio Shudo

**Worksheets [by Laura Boddy]:** Japan Information Leaflet, Summarising Stories.

**Worksheets [by Chie Kustuwada]:** Manga Style

**Videos:** Adventures with Kamishibai; Experience Kamishibai with Mio & Fergus; How to draw a story plate with Fergus; How to

draw a mind map with Fergus; How to draw a story map with Fergus; How to read kamishibai

**Additional videos:** Draw Manga – Momotaro; Draw Manga - Moon Princess, Draw Manga - Animals

**Kamishibai:** Momotaro (The Peach Boy); The Moon Princess (Kaguya Hime); Hanasaka Jisan (The Old Man who made Flowers Blossom); Tsuru no Ongaeshi (The Grateful Crane). These can be downloaded from the 'Digital Kamishibai' section of the website; or physical versions can be borrowed from Japan Society Loan Resources.

**PowerPoints:** Exploring the Peach Boy's World

**Other Resources:** Sample Story Plate, Example Mind Map, Blank Skeleton Planner, Complete Skeleton Planner, Blank Storyboard, Example illustrations (boy, girl, animals)

## REFERENCES

Tony BUZAN (2005) [Mindmaps for Kids: An Introduction](#) London: Harper-Thorsons

Eric P. NASH (2009) [Manga & Kamishibai: The Art of Japanese Paper Theatre](#), Harry N. Abrams, Inc.

## Keywords

Kamishibai (pronounced kamee-she-bye), Momotaro (Peach Boy), Oni (Monsters), Kaguya Hime (Moon Princess)  
Story plates, Mind maps, Story maps

## Assessment methods

Individual artwork; written work; presentations; mind-maps and story-maps.

Lesson	Learning Objective	Suggested Activities
1	<b>Experience Kamishibai</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Develop knowledge about the Japanese storytelling technique, "Kamishibai."</li> <li>Identify the elements of a story's structure</li> <li>Apply these to a story we listen to.</li> </ul>	<p><b>Task 1:</b> Discuss 'What is storytelling?'</p> <p><b>Task 2:</b> Watch <b>Experience Kamishibai with Mio &amp; Fergus</b> - a video performance of traditional Japanese folk tale, The Peach Boy (Momotaro).</p> <p><b>Task 3:</b> Discuss the key locations, characters, and events in the story. Identify structure of a story and apply this to <b>The Peach Boy</b> story.</p> <p><b>Task 4:</b> 'Let's Make a Story Plate' to illustrate students' comprehension and share with partners/in groups.</p> <p><b>Feedback:</b> Students should share their story plates with peers, retelling the story using the same structure as before.</p>
2	<b>The World of The Peach Boy</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Identify key information about Japanese culture.</li> <li>Summarise and present key information using mind-maps as a planning tool.</li> <li>Create an information leaflet about Japan, using the mind map to inform the leaflet writing.</li> </ul>	<p><b>Task 1:</b> Review <b>The Peach Boy</b> story – structure using key questions.</p> <p><b>Task 2:</b> Let's Explore the Peach Boy's World - introduce images of traditional rural Japan and discuss unique elements using the PowerPoint presentation.</p> <p><b>Task 3:</b> <b>Mind-map</b> observations on Japanese landscape, buildings, clothing and objects. Activity in pairs.</p> <p><b>Task 4:</b> Create an <b>Information leaflet</b> about Japanese culture</p> <p><b>Feedback:</b> Students read out their leaflets – another student listens and checks that the information is on their mind-map and ticks it off.</p> <p><b>Note:</b> ideally, Lesson 2 would be required to provide a deeper understanding of the story; but, if time/resources are limited, you can move to Lesson 3.</p>

3	<p><b>Develop story-mapping skills</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop skills to organise and visualise story content using mapping techniques.</li> <li>• Focus on using effective vocabulary to retell your story with precision and flair</li> <li>• Use verbal (discussion) skills to deconstruct and retell a story.</li> <li>• Edit and proof-read your own work.</li> </ul>	<p><b>Task 1: Review Story Structures</b> by looking at the sequence of the Peach Boy story (either watch the video again, or ask students key questions) or another kamishibai story (see available stories under 'resources' above).</p> <p><b>Task 2: How to Make Story-Maps</b> – show or watch a demonstration of how to make a Story Map using a well-known fairy-tale (Three Billy Goats Gruff).</p> <p><b>Task 3: Let's Make a Story-Map</b> Students create a story-map by drawing key locations relative to each other from the story of The Peach Boy or The Moon Princess.</p> <p><b>Feedback:</b> Students should go back through their work and edit it, checking for spelling and grammatical inconsistency. Students should do this with a different coloured pen or pencil and should be provided with a checklist from the teacher based on common errors from the class.</p>
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4	<p><b>Build the story-map</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Extend knowledge by retelling a story, asking relevant questions and listening to peers.</li> <li>• Use spoken language to develop understanding through imagining and exploring ideas.</li> </ul> <p>Use discussion to elaborate and explain clearly their understanding and ideas.</p>	<p><b>Task 1:</b> Review <b>What questions do we have about stories?</b></p> <p><b>Task 2: Story-Tig</b> (The Oni Game) Retell one of the Japanese folktales the children have learned in a group using a popular children's game, Tig (UK), known as the Oni Game (Japan).</p> <p><b>Task 2:</b> Play the <b>Interrupter Game</b> – students interrupt the story teller with questions about a story to interrogate physical and emotional aspects of the story.</p> <p><b>Feedback:</b> Using the ideas developed through the above activities, students can now add further detail to their story-map by drawing, colouring or writing notes to record ideas developed through Tasks 1 &amp; 2.</p>
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5 -6	<p><b>Planning Kamishibai</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Read and sequence the key parts of the Peach Boy story</li> <li>• Develop note-making skills by summarising key parts of the Peach Boy Story</li> <li>• Practise speaking aloud and giving/receiving peer feedback.</li> </ul>	<p><b>Task 1:</b> Establish <b>What is a Summary</b> and skills you need to summarise.</p> <p><b>Task 2: Learning to Sequence Stories</b>, either: students create a story skeleton by breaking down the Peach Boy story into 12 key parts; Or: present the students with the pre-prepared story skeleton.</p> <p><b>Task 3:</b> Create a storyboard (<b>Make a Kamishibai plan</b>) using the story skeleton by drawing images for each part.</p> <p><b>Feedback:</b> Review the storyboard by sharing with another group and give peer feedback to ensure that all important information has been included and that the sequence of the story is correct.</p> <p><b>Note:</b> storyboard drawing activity could be completed over a couple of sessions.</p>
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7	<p><b>Manga &amp; Kamishibai (optional art lesson).</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Understanding the techniques and features of Japanese manga</li> <li>• Demonstrate understanding of manga by developing own drawing techniques, using Japanese manga as a model.</li> <li>• Experiment with a range of illustration skills (line drawing, drawing characters, and expressing emotions).</li> </ul>	<p><b>Task 1:</b> Help your students understand <b>Japanese Manga style</b> by highlighting the links between Kamishibai drawings and Manga.</p> <p><b>Task 2:</b> Watch video <b>How to Draw Manga Characters with Mio</b>.</p> <p><b>Task 3:</b> Students <b>Create Manga characters</b> by using drawing techniques learned in the video.</p> <p><b>Feedback:</b> Students present their characters to the class, verbalising what techniques they have used to ensure that their drawing is in the style of manga.</p>
8	<p><b>Create Kamishibai</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Work as a team to identify key elements of a story and create a clear plan which includes all of these elements of the story.</li> <li>• Use manga techniques to create a visually impactful illustration which tells the story successfully.</li> </ul>	<p><b>Task 1: Review Manga drawing</b> (optional) what features should they be looking for?</p> <p><b>Task 2:</b> Now students will <b>Plan Kamishibai cards</b> by selecting story parts from the storyboard used in Lessons 5/6. Individually/pairs they illustrate one part of the story on card – one card of the Kamishibai.</p> <p><b>Task 3:</b> The next step is for students to <b>Illustrate the Kamishibai cards</b>, then after this they are ready to do a Kamishibai performance in the next lesson.</p>

9	<p><b>Perform Kamishibai</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use clear communication skills, using Kamishibai stories, to participate in a performance which maintains the interest of the listener</li> <li>• Evaluate your own and others' performance.</li> </ul>	<p><b>Task 1:</b> First, practice <b>Learning how to tell stories</b> by bringing together in sequence the Kamishibai story of a Japanese folktale.</p> <p><b>Task 2:</b> Each group member Practice as a group telling the story.</p> <p><b>Task 3:</b> Perform to an audience.</p> <p><b>Feedback:</b> Each group gives another feedback based on success criteria from the start of the lesson</p>
10	<p><b>Write Kamishibai Texts</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Write for a clear audience and purpose, using features of description and storytelling to engage, entertain and inform the reader.</li> <li>• Use style sentence structure, word choice, spelling strategies and punctuation to create and engaging text that tells part of the story of Peach Boy.</li> <li>• Edit and proof-read their work.</li> </ul>	<p><b>Task 1:</b> Discuss audience and purpose and create success criteria for writing. Students <b>Re-tell the story</b> to prepare to write text for Kamishibai.</p> <p><b>Task 2:</b> Students <b>Write their text</b> for their part of the story.</p> <p><b>Task 3:</b> <b>Add the text</b> to the back of the cards (see video for explanation).</p> <p><b>Feedback:</b> Share their ideas with others.</p> <p><b>Notes:</b> the writing can be completed before the performance if you would prefer them to read, rather than perform the story.</p> <p><b>Feedback:</b> Students go to other groups and look at what they have done. They should say one thing they think is good about what they have written.</p>