

# Teacher Resources



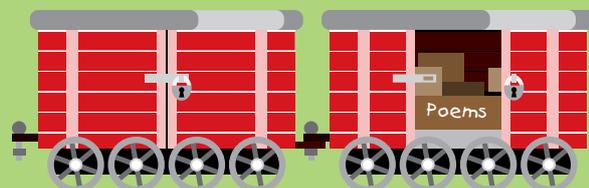
## LIVING IN A DIVERSE WORLD

Japan

Includes poetry and fiction  
lesson plans, activities



Imagination is  
the destination



# LIVING IN A DIVERSE WORLD

**Japan**  
Worksheet #1

## HAIKU AND TANKA LESSON PLAN

### LEARNING OBJECTIVES

#### Year 3 Strand 9 – Creating and Shaping Texts

- Select and use a range of technical and descriptive vocabulary
- Write non-narrative texts using structures of different text types

#### Year 4 Strand 9 – Creating and Shaping Texts

- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

#### Year 5 Strand 9 – Creating and Shaping Texts

- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Reflect independently and critically on their own writing and edit and improve it

#### Year 6 Strand 9 – Creating and Shaping Texts

- Integrate words, images and sounds imaginatively for different purposes

### PREPARATION

Each pupil will need a copy of the help sheet on page 2 of this plan and a sheet of paper to write on. Prepare a genre box with several items / pictures / words associated with Japan and Japanese culture.

### INTRODUCTION

In the lesson bring the class together and explain that today they will each be writing a Haiku and a Tanka. Hand out the help sheet and sheet of paper to each pupil. Go through the help sheet with the pupils. Ask the class to provide a selection of words and together work out how many syllables are in each word.

### MAIN TEACHING ACTIVITY

Now discuss the examples of Haiku and Tanka, counting out the syllables to ensure pupils understand the poetic structure. You now need to select an item from the genre box and write a class Haiku and / or Tanka on the object. Make notes on the board. Next, provide an item / allow pupils (or groups) to select an item from the genre box. Explain that pupils are now going to write a Haiku about their item. Once they have written their Haiku ask them to swap their item with another pupil (or group). They are to write a Tanka on their second item.

### PLENARY

This is a 10-minute activity. Ask the children to work in pairs to read their poems to their partner. Their partner is to provide feedback; something they like about each poem and a suggestion on how both could be improved.

### DIFFERENTIATION

To challenge more able pupils provide key words to be included in the poem. Select challenging objects for their poems.

For less able pupils ask them to write a Haiku only. Alternatively, you can allow them to add 2 further lines to their Haiku to change it into a Tanka, rather than write a new poem from scratch. Pupils can work in pairs or small groups on a joint poem(s) if necessary. Adult assistance can be provided too.

### NOTES

This plan takes approximately one hour to complete. You can split it into 2 lessons by concentrating on one poetic form each lesson. To extend the activity ask pupils to copy up and illustrate their work.

**You're welcome to send your pupils' work to us!**

## WHAT IS A HAIKU?

A Haiku is a 3-lined poem that uses 17 syllables in an exact way:

Line 1 has to have 5 syllables

Line 2 has to have 7 syllables

Line 3 has to have 5 syllables

The Haiku is a Japanese poetic form that traditionally used to have the theme of nature, but modern-day Haiku can be written on any theme. For example:

The sun was shining (5 syllables)

The children were on the beach (7 syllables)

Playing with the ball. (5 syllables)

And

The autumn leaves are (5 syllables)

Brown, crispy and falling off (7 syllables)

The newly-bare trees. (5 syllables)

## WHAT IS A TANKA?

A Tanka is similar to a Haiku, it is a 5-lined poem with 31 syllables.

Line 1 has to have 5 syllables

Line 2 has to have 7 syllables

Line 3 has to have 5 syllables

Line 4 has to have 7 syllables

Line 5 has to have 7 syllables

For example:

Tankas are fun to (5 syllables)

write. They're like a haiku but (7 syllables)

they have two more lines (5 syllables)

and fourteen more syllables (7 syllables)

so they need a bit more thought. (7 syllables)

## WHAT IS A SYLLABLE?

A syllable is part of a word which has one vowel sound. For example, el-e-phant, po-et-ry and choc-o-late have 3 syllables, whereas chil-dren, tan-ka and tea-cher have 2 syllables. School has one syllable as does cake, ball and hop.

# LIVING IN A DIVERSE WORLD

**Japan**  
Worksheet #2

## 'A DAY IN THE LIFE OF' DIARIES LESSON PLAN

### LEARNING OBJECTIVES

#### Year 3 Strand 9 – Creating and Shaping Texts

- Select and use a range of technical and descriptive vocabulary
- Write non-narrative texts using structures of different text types

#### Year 4 Strand 9 – Creating and Shaping Texts

- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

#### Year 5 Strand 9 – Creating and Shaping Texts

- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Reflect independently and critically on their own writing and edit and improve it

#### Year 6 Strand 9 – Creating and Shaping Texts

- Integrate words, images and sounds imaginatively for different purposes

### PREPARATION

Photocopy Life in Japan, page 2 of this lesson plan, one for each member of your class. You will also need an enlarged copy for class discussion. You may find providing your pupils with general information on Japan (culture, religion, food, industry etc) useful.

### INTRODUCTION

Bring the class together and hand out the copies of Life in Japan. Put the enlarged copy on display so the class can all see it. Explain to your pupils that today they will be writing two 'A Day in the Life of' diaries; one about their lives and the other about a child in Japan.

### MAIN TEACHING ACTIVITY

Discuss Life in Japan; discuss the similarities and differences in her life and lifestyle compared to your pupils. Make notes on the board. Discuss Japan in more detail so pupils get a better understanding of the culture, religion, weather and lifestyle in general. Make notes on the board. Now, ask pupils to write their own 'A Day in the Life of' diaries.

### PLENARY

This is a 10-minute activity. Ask the children to work in pairs to read their diaries to their partner. Their partner is to provide feedback; something they like about them and a suggestion on how they could be improved. To extend the activity ask pupils to redraft their diaries and illustrate them. As an alternative to illustrating their diaries, pupils could use photographs to further demonstrate the similarities and differences their diaries highlight.

### DIFFERENTIATION

Less able pupils can work in pairs. Diaries can be kept short. Provide a list of key words for them to include. You can also provide a 'character' for the pupils to base their Japanese diary on.

More capable pupils can be challenged to write their diaries in a set word limit (both short and extended word limits are equally challenging). You can also ask them to write a short summary of their comparisons to accompany their diaries.

### NOTES

This activity is suitable as homework, once the introductory work has been done in class.

**You're welcome to send your pupils' work to us!**

## LIFE IN JAPAN BY DYLAN THINNES, ST MARY'S INTERNATIONAL SCHOOL, TOKYO

Hello, readers. I live in Tokyo, Japan, and my name is Asakaze Tanaka, which literally means morning-wind middle-of-the-field. I'm 10 years old and I'm in fourth grade in a public Japanese school. I suppose that you're an outsider, a gai-jin (gah-ee-jeen). My friends say that gai-jin are weird, but when I ask them why, they don't have an answer. You may be wondering how I know so much English. Well, I'm not doing this typing. I have a foreign friend with the time to change my Japanese typing into English typing. I'm writing this story to give you a first-hand account of modern-day Tokyo, and to make sure that you don't believe in all those stereotypes about us. I'll start with culture. It's not all spend-two-hours-in-a-dojo-praying-to-a-Buddah you know. There is far more.

First of all, we don't work all the time. We have holidays just like you! Did you know that the Japanese holidays used to occur in a pattern? On the 1st January (1/1) it's New Year's Day, on the 3rd March (3/3) there is the Girls' Festival, on the 5th May (5/5) there is the Boys' Festival, on the 7th July (7/7) there is the Star Festival, on the 9th of September (9/9) it used to be the day of the elderly, now moved to the 15th of September, and on the 11th of November (11/11) it used to be Children's Day, now moved to the 15th of November. Still, those are only the major holidays.

On New Year's Day, you go to the temple and ring a gong and clap three times to ask the gods to be merciful on you and your family for the rest of the year. You also get money from your grandparents if you are a child.

On Girls' Day, a dolls set is set up in every home with Japanese girls. People pray to the gods for the girls' to be healthy and happy. I have a sister. On Boys' Day, kango no sekku, I made and flew my traditional carp or koinobori in the wind. It looked great, flapping against the clear blue sky. Carps symbolize strength and perseverance so parents fly them for their sons to get those traits. You may think that's just dumb but to Japanese people it makes a lot of sense. To me it does, too.

If you're thinking Tokyo is identical to London, you're wrong. First of all, there is not a beggar or mugger or pickpocket anywhere. At least that's my impression. I haven't been everywhere in Tokyo, you know. Also, in Shibuya (probably the most modern place in Tokyo) there are giant light-up advertisement boards on each roof, and loads of shopping centres (summary: not quiet). You won't get your foot stuck to gum, either. The only sticky and already-chewed-on gum you'll ever find stuck to a surface is the gum under a desk in high school. Anyways, back to the point, Tokyo also has policemen that will stay calm even if they're in a headlock from some drunken madman. And that's not something that happens every day. New foreign products are practically impossible to find, though. I mean, there are only a few toy shops that don't have mass-produced Japanese plastic toys! Movies come months after their release in the U.S. By the way, China Town is not Chinese-looking!

Here is my final subject, school. One of the most different things about our school compared to yours is that we eat in class. Yes, you heard that right, we eat in class. Also, we have an extremely healthy school lunch with tuna, unlike what I've heard of your unhealthy pizza school lunches. Also, we eat with chopsticks, and no, you do not hold it like a pencil. You hold it in a way that allows the chopsticks to actually move enough so that you can pick up more than one rice grain at a time. On the way to school (on our feet, not in a car) we talk a lot with our friends. We may not have uniforms but we always have these square bags, perfect for holding books.

Now I hope you don't think we are so much like you've thought us to be, that is, if you read this article. Spread the word that we aren't so strange!). I hope this'll help us understand each other, and prevent stereotypes of any kind.

Yours truly or sayonara,  
Asakaze Tanaka あさかぜ たなか

**This article has been written for Young Writers by Dylan Thinnes,  
St Mary's International School, Tokyo. © Dylan Thinnes 2010.**

# LIVING IN A DIVERSE WORLD

## Japan Worksheet #3

### CREATING AND PERFORMING A 'NOH' LESSON PLAN

#### LEARNING OBJECTIVES

##### Year 3 Strand 9 – Creating and Shaping Texts

- Select and use a range of technical and descriptive vocabulary
- Write non-narrative texts using structures of different text types

##### Year 4 Strand 9 – Creating and Shaping Texts

- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

##### Year 5 Strand 9 – Creating and Shaping Texts

- Adapt non-narrative forms and styles to write fiction or factual texts, including poems
- Reflect independently and critically on their own writing and edit and improve it

##### Year 6 Strand 9 – Creating and Shaping Texts

- Integrate words, images and sounds imaginatively for different purposes

This lesson plan also covers several National Curriculum English and Citizenship attainment targets.

#### PREPARATION

A Noh is Japanese masked play about present or realistic events. You'll need to select a theme for the play your class will be writing and performing. We suggest 'A Day in the Life of a Japanese child' or a theme that is generic to both Japan and the UK, such as bullying. You may want to provide your class with background information on your subject choice.

#### INTRODUCTION

Bring the class together and explain that today they will be writing a Japanese play called a Noh and that once the play is written the pupils will be performing it. Explain your subject choice and provide any background information.

#### MAIN TEACHING ACTIVITY

Discuss character, setting and plot, along with any background information you may have provided, with pupils and ask for suggestions for these. (We have provided a list of popular Japanese names on page 2 of this plan.) Make notes on the board. When you have a short story then work on making it in to play. Discuss where the play starts, who is there and what they are doing. Make notes on the board. Now help your class to write dialogue. You may want to suggest pupils act out parts as you write it to give them a sense of what the play will be like, and to make it even more fun to write!

#### PLENARY

This is a 10-minute activity. Once the play is complete ask pupils for their views – what do they like about the play, do they think it could be improved and what don't they like about it. Additional time will be required for revising the play.

#### NOTES

Once the play is written (approximately 1 hour to 1 hour 30) pupils can copy it out to make their scripts (an additional 30 mins).

The second page of this lesson plan has suggestions for Japanese names that you may wish to incorporate in your class play.

Please see our separate lesson plan for making Noh masks.

## A LIST OF POPULAR JAPANESE NAMES

### GIRLS:

- 1) Hina
- 2) Yui
- 3) Miyu
- 4) Haruka
- 5) Sakura
- 6) Nanami
- 7) Ayaka
- 8) Honoka
- 9) Momoka
- 10) Aoi

### BOYS:

- 1) Yuuki
- 2) Haruto
- 3) Souta
- 4) Yuuto
- 5) Haruki
- 6) Kouki
- 7) Takumi
- 8) Kaito
- 9) Hayato
- 10) Shouta



# LIVING IN A DIVERSE WORLD

## Japan Worksheet #4

### HOW TO MAKE A JAPANESE NOH MASK

This plan is flexible and it can either be adapted by you so you can show your pupils how to make the mask, or it can be handed out to your pupils as it is. We advise that this activity is undertaken with the assistance of an adult and / or adult supervision. (This activity complements our Noh Play Writing Lesson Plan.)

The Japanese masks represent the feelings and emotions as well as the personality of the character. For example, the villain may be represented by a devil mask, and the brave hero a dragon. Female masks are usually brighter, more colourful and decorative than the males'. We have provided several template choices, but there is also a blank template so pupils can design a mask however they like.



#### YOU WILL NEED

- A mask template
- A piece of card
- Pencil
- Piece of Blu-tack
- Glue stick
- Scissors
- Colouring pens / pencils / paints / glitter / feathers etc for decoration

#### INSTRUCTIONS

- 1) Stick your mask template to a piece of card.



- 2) Decorate your mask.



- 3) Leave your mask to dry.
- 4) Cut your mask out, including where the eyes should be. Cutting a mouth in is optional. Ask an adult to help if necessary.



- 5) Roll the Blu-tack into a ball and put it underneath the mask under one of the holes where the string will go to hold your mask on. Gently push the pencil until it pierces the card. (An adult may need to help you.)



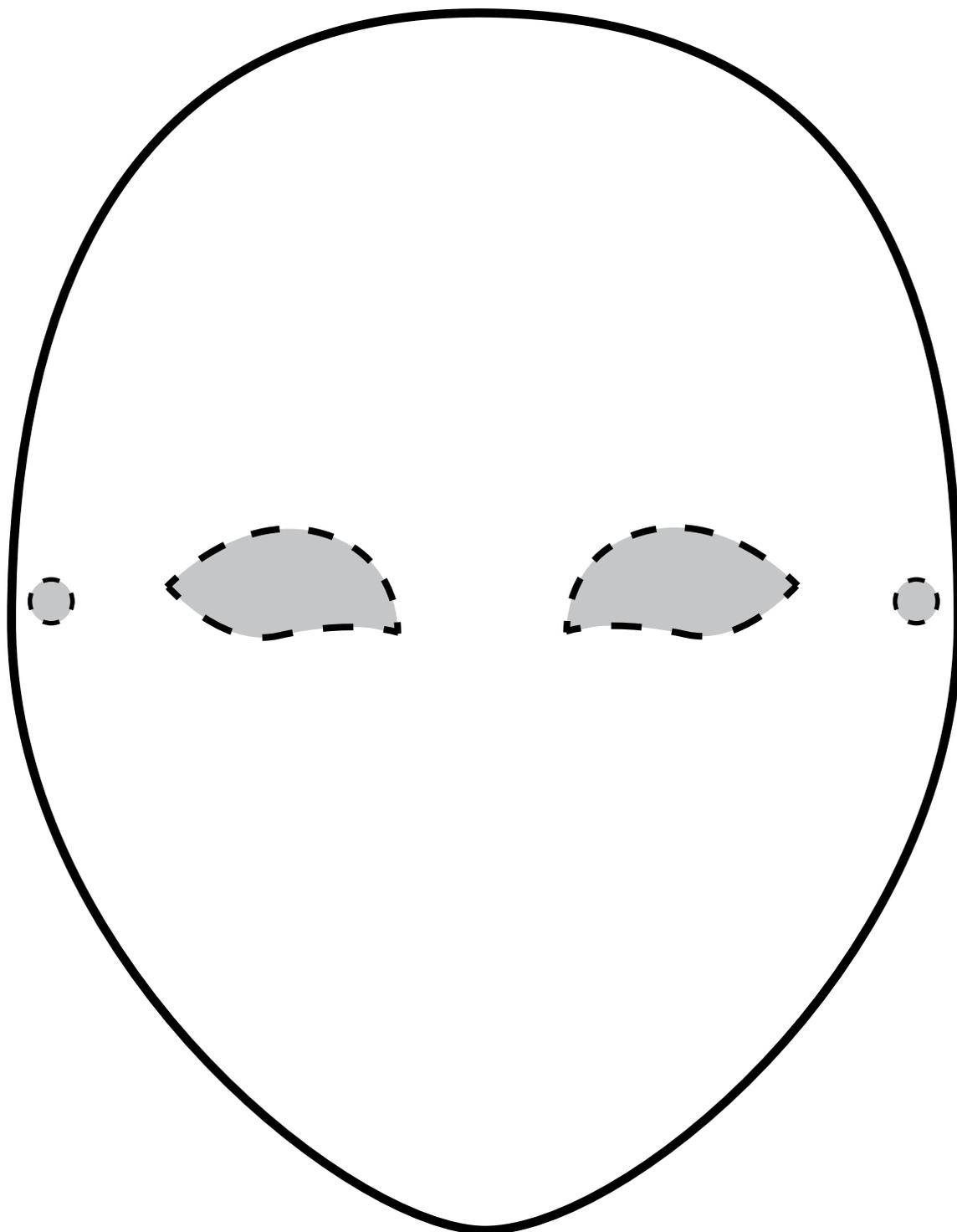
- 6) Repeat step 5 for the other hole.
- 7) You'll need help with this bit – ask an adult to measure you out a piece of string the same size as your head.
- 8) Put a knot in one end of the string and thread it through the front of the mask.



- 9) You'll need help with this bit – hold the mask to your face and ask an adult to thread the piece of string through the other hole, until the mask is held in place. Then tie a knot in the end of the string. Trim off any extra string.

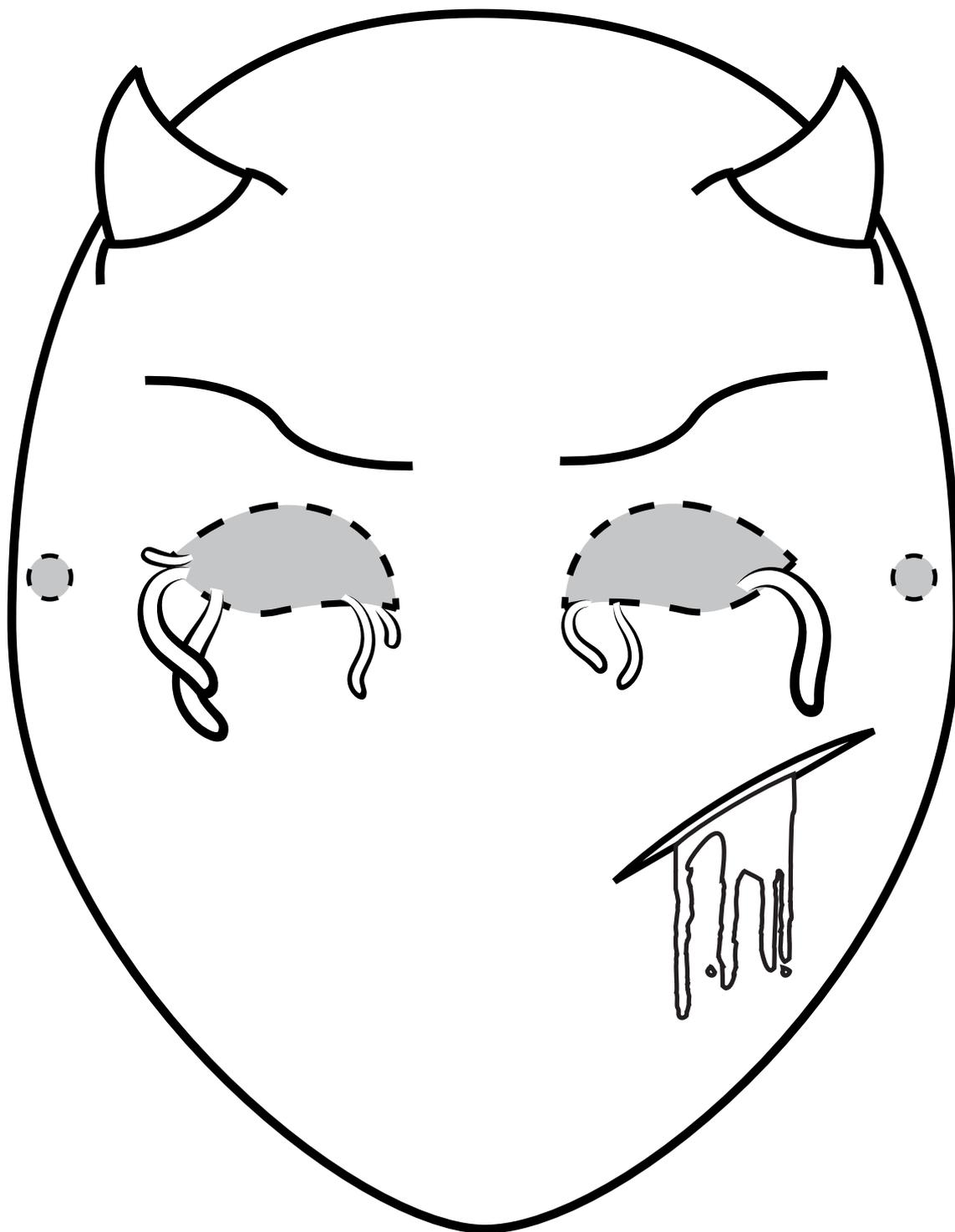
- 10) Your mask is ready!

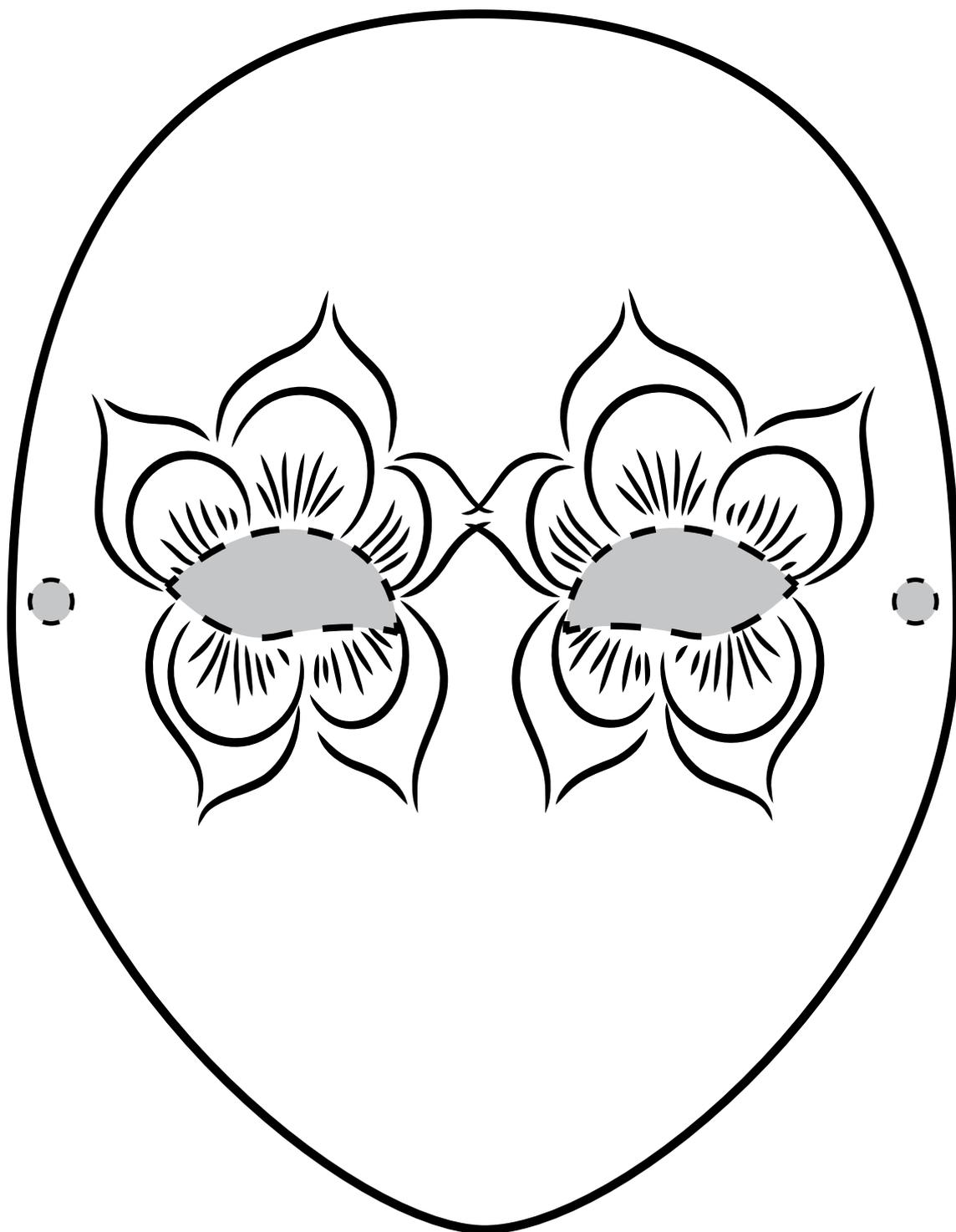


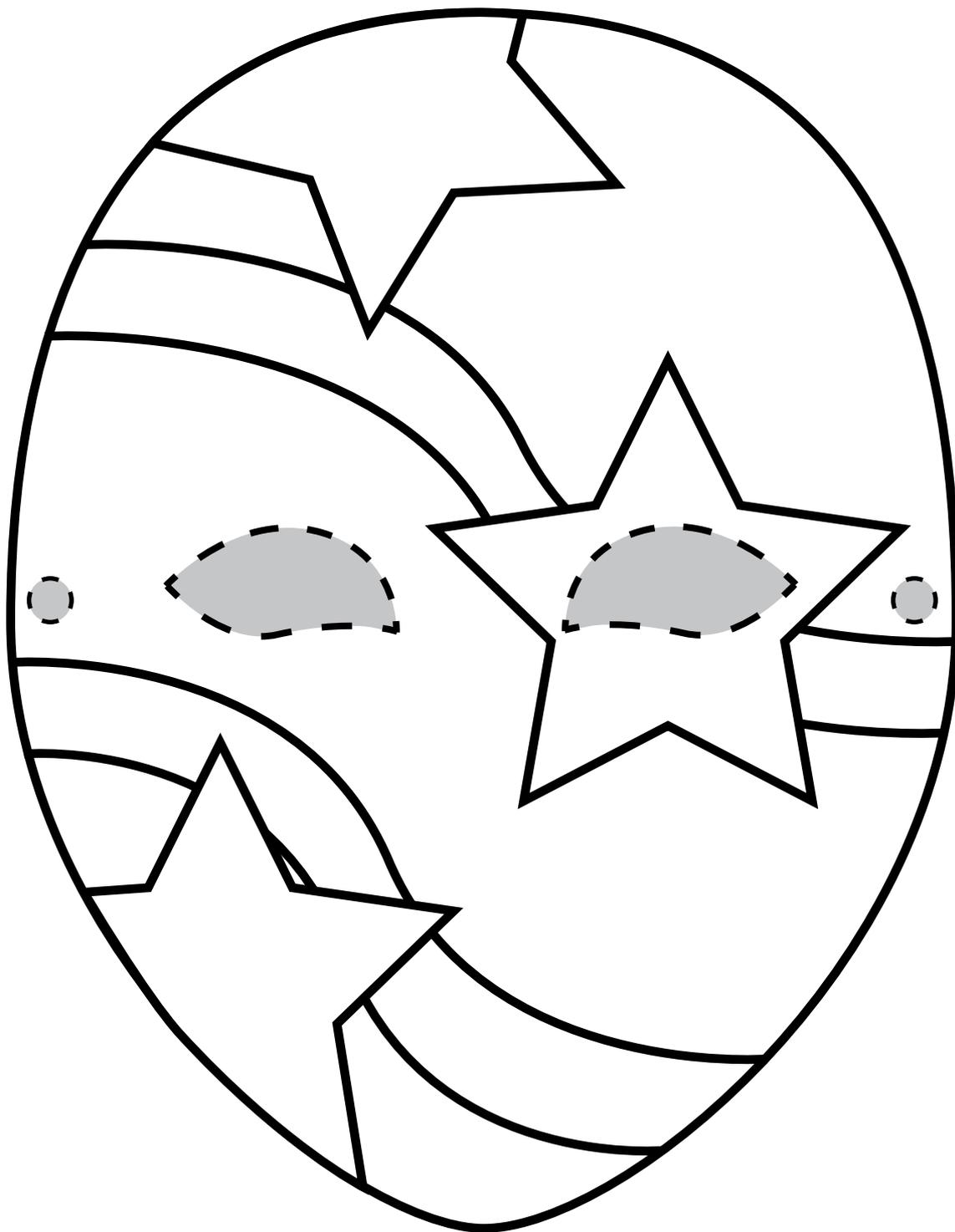












# LIVING IN A DIVERSE WORLD

Japan  
Worksheet #5

## HOW TO MAKE AN ORIGAMI BUTTERFLY

This plan is flexible and it can either be adapted by you so you can show your pupils how to do origami, or it can be handed out to your pupils as it is. We advise that this activity is undertaken with the assistance of an adult and / or adult supervision.

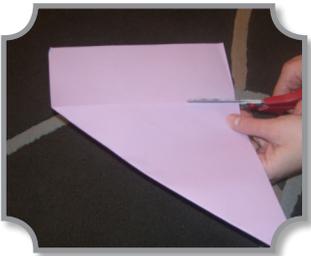
Origami is the Japanese ancient form of paper folding. All sorts of animals and objects can be created by folding the paper.

### YOU WILL NEED

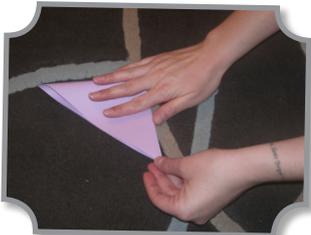
A piece of A4 paper  
Scissors  
Crayons to decorate (optional)  
A pipe cleaner

### INSTRUCTIONS

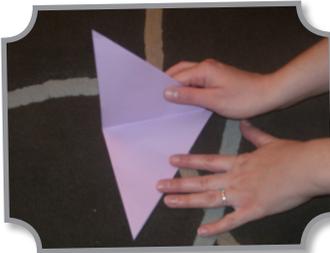
- 1) Start by folding your piece of paper to opposite corners to make a square.
- 2) Cut off the rectangle to make the square.



- 3) Your piece of paper will already be in a triangle – now fold it in half to make a smaller triangle.



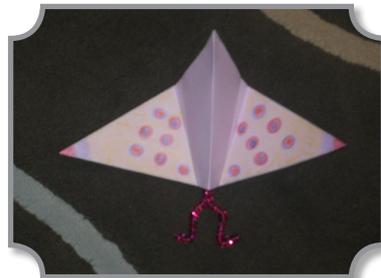
- 4) Open the fold you just made. Put the triangle on the table with the point at the top, so it looks like a tent.



- 5) Fold one corner over as shown in the photo below.



- 6) Open it up again and repeat the fold in step 5 for the opposite corner.
- 7) Open it up – you now have a butterfly shape. Pinch the fold in the body so it is slightly raised.
- 8) Decorate your butterfly and add the pipe cleaner to make antennae.



- 9) Hold the butterfly by its body and wave it up and down to make its wings flap.

# LIVING IN A DIVERSE WORLD

Japan  
Worksheet #6

## HOW TO MAKE AN ORIGAMI SAMURAI HAT

This plan is flexible and it can either be adapted by you so you can show your pupils how to do origami, or it can be handed out to your pupils as it is. We advise that this activity is undertaken with the assistance of an adult and / or adult supervision.

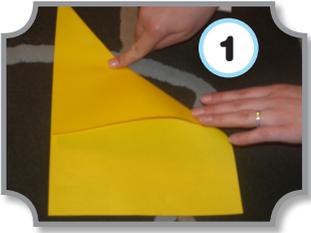
Origami is the Japanese ancient form of paper folding. All sorts of animals and objects can be created by folding the paper

### YOU WILL NEED

A piece of A4 paper to make a model-sized hat, or a sheet of newspaper if you want to wear the hat  
Scissors  
Crayons to decorate (optional)

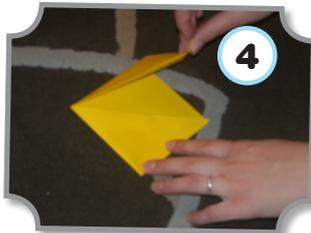
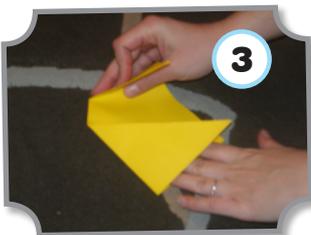
### INSTRUCTIONS

- 1) Start by folding your piece of paper to opposite corners to make a square.

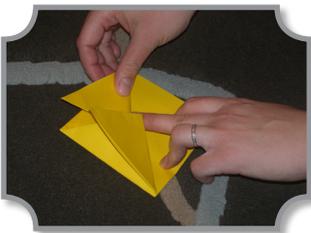


- 2) Cut off the rectangle to make the square.

- 3) Your piece of paper will already be in a triangle – turn your paper so the long edge is at the top and the point is facing you. Fold one top corner of the triangle, over to the middle, so it meets the point.



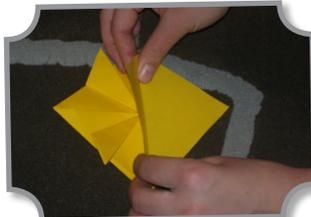
- 4) Repeat the fold in step 3 for the other corner.
- 5) Fold both of the tips up, in half, so they reach the top point.



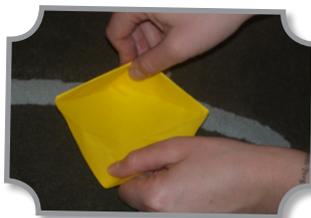
- 6) Now fold each of the tips out, so they make what looks like little ears.



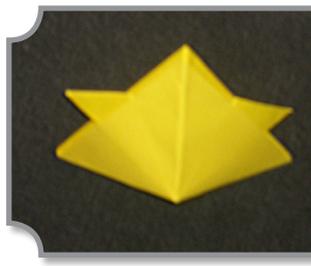
- 7) There are now 2 large triangles on the bottom. Fold the top triangle up and over the top part of the hat.



- 8) Fold the other triangle up and into the hat.



- 9) Decorate your hat if you want to.



# Teacher Resources



**Young Writers aim to encourage young people to engage in creative writing. We have worked with schools, parents and young writers for over 20 years by doing the following:**

Running national poetry and creative writing competitions through schools

Providing resources to teachers to aid them in teaching Young Writers

Providing poetry and creative writing workshops for Young Writers

Our website – [www.youngwriters.co.uk](http://www.youngwriters.co.uk) – hosts a variety of lesson plans and workshops for children as well as recommending books, publishing children's reviews, winners' section, author interviews and much more! We have a blog that features all sorts of literary news, as well as provide more information about Young Writers in general. Visit the news section of our website to read our blog.

We welcome feedback, suggestions and comments from teachers, parents and young writers – please feel free to give us a call on 01733 890066 or drop us an email [info@youngwriters.co.uk](mailto:info@youngwriters.co.uk).

We hope you have enjoyed using our free resource pack. If you would like to send any of your pupils poetry, stories or mini sagas to us, for consideration for publication, please send them to **FREEPOST RSLY-AUJA-RAHY, Young Writers OR, Remus House, Coltsfoot Drive, Peterborough PE2 9BF.**