

Activities

Goals:

- ❖ To encourage students to identify with Yoshimasa by reading his photo essay.
- ❖ To have students acquire basic knowledge of Japanese schools of religion and about Buddhism.
- ❖ To have students relate Yoshimasa's experience to their own lives, and to have them become aware of their own growth by learning to express in Japanese how they became able to do something that they had been unable to do before.

Time required:

Two class periods

Items to be learned:

- First class period (Beginning level)
Conducting simple self-introductions
- Second class period (Beginning level)
～のとき、～でした。でも、～のとき、～になりました。
(Intermediate level)
～のとき、V(potential form)ませんでした。
でも、～のとき、V(potential form)ました。
～のとき、～でした。でも、～のとき、V(potential form)ようになりました。

● Lesson flow

First class period

Explanation of goals: Today I will introduce you to a Japanese high school student named Amada Yoshimasa. By studying his example, you will be able to learn/review how to talk, in Japanese, about yourselves.

- Show photo 1 to the students and tell them, これは、天田よしまさくん です。天田くんは 高校生 です。でも すこし とくべつな ことがあります。なんでしょう。 (This is Amada Yoshimasa. He is a high school student, but something about him is a little bit different from other high school students. What do you think it is?) (Use either English or Japanese, depending on the students' age and level of Japanese proficiency.)

Have students brainstorm on possible answers. Show them photo 7 next as a hint. After having them think some more, give them the answer and write おぼうさん* の たまご (literally an "egg of a priest," i.e., an aspiring or novice Buddhist priest) on the blackboard. Explain the meaning of the word たまご (someone who is working toward a certain profession) using visual aids.

Key point

The students should find it surprising that Yoshimasa, who looks just like any other high school student, is actually studying to become a priest.

* Also sometimes called *bozu* 坊主. *Bozu*, which means a priest, also means a person with a shaved head ⇒ 坊主頭 (*bozu atama*): a shaved head. Also means a young boy.

[Note] It is said that priests shave their heads following the example of Sakya-muni, the founder of Buddhism, who shaved his head upon entering the religious life.

- Distribute the photos and captions. Tell the students a little about Yoshimasa.

Key point

The goal is to have students learn about Yoshimasa as well as about Japanese religious schools and Buddhism. Make sure students realize that even people aiming for the priesthood still enjoy themselves by engaging in activities such as sports or shopping.

Key point

If necessary, show students a map of Japan so that they may see where Shizuoka (Yoshimasa's home) and Yamanashi (the location of his high school) prefectures are and realize why it is necessary for him to be a boarding student.

- Show photo 2. Talk about Yoshimasa's family.
天田くんのかぞくは、お父さん、お母さん、お兄さん、天田くんの4人かぞくです。お父さんはおぼうさんです。(There are four people in Yoshimasa's family, his father, mother, elder brother, and himself. His father is a priest.)
- Show photos 3 and 4. Ask the students, "What do you see in the photos?" and have them brainstorm on the answer. Write the students' responses on the blackboard (may be in English). Anything that the students know or are capable of learning how to say in Japanese should be written in Japanese. Proceed similarly with the rest of the photos.

Examples

Photo 3

女のせいとが います。(There is a female student in the photo.)
かみが ながい です。(Her hair is long.)
いすに すわっています。(They are sitting on chairs.)
先生は 男のひと です。(The teacher is a man.)

Photo 4

きものを きています。(They are wearing a kimono.)
たたみに すわっています。(They are sitting on a tatami mat.)

- Show photo 5.
天田くんが かっこうで することは なんですか。(What kinds of things does Yoshimasa do at school?)

Key point

As one option, have learners fill in a worksheet devised according to their age and Japanese proficiency.

Examples

()さどろ ()ふえ ()ダンス
()フルート ()サッカー ()すいえい
()たいこ ()バスケットボール

- Show photo 6.
天田くんは やすみの日に なにを しますか。(What does Yoshimasa do on his days off?)

Key point

As one option, have learners fill in a worksheet devised according to their age and Japanese proficiency.

Examples

()かいもの ()えいがをみる ()ボーリング ()コンサート
()カラオケ ()べんきょう ()デート ()ピクニック

7. Show photo 7.

天田くんは しょうらい、なにに なりたいですか。(What does Yoshimasa want to be in the future?)

8. Distribute worksheet (on page Activity-3) to be completed in class.

Key point

Have students refer to the English captions in order to recognize any Japanese terms they do not know.

Key point

The worksheet was designed so as to allow students to learn how to talk about themselves based on Yoshimasa's example.

9. Distribute Yoshimasa's essay and instruct the class to read it as homework.

Second class period

Explanation of goals: Today, we will discuss what you thought about the essay you read and then try to talk in Japanese about similar experiences from your own life.

1. Ask students to discuss the essay. Finally, point out some of the things Yoshimasa learned from his harsh training (e.g., the difficulty of leading or teaching others; the realization that personal growth comes from overcoming obstacles) and ask students to apply these ideas to their own lives. (May be conducted in English.)

Key point

Ask students whether they have ever had similar kinds of experiences. Stimulate their thinking by relating something from your own life.

Example

"When I first started working part-time at a restaurant I didn't like it because all I did was wash dishes. It was only after I was assigned to bring food to the customers that I realized how difficult it was. I even practiced at home and soon got better at it."

2. Encourage students to express the ideas brought up so far using Japanese. Write the following sentences on the blackboard. 一年生のとき、まえしか みえませんでした。二年生のとき、まえと うしろが みえるようになりました。三年生のとき、360ど まわりが みえるようになりました。Begin by introducing them to sentence pattern A ~のとき、~でした。でも、~のとき、~になりました, providing explanations as necessary.

Key point

Depending on students' Japanese proficiency, pattern B ~のとき、~V (potential form)ませんでした。でも、~のとき、~V (potential form)ました or C ~のとき、~でした。でも、~のとき、~V (potential form) ようになりました may also be used.

3. Make up several sentences using the patterns, then copy the words corresponding to the pattern blanks (~) onto separate cards and post these cards up on the blackboard in scrambled order. Let students practice the patterns by playing a game asking them to reassemble the cards back into the correct sentences. Let them compete either individually or in teams.

Key point

Choose vocabulary that is appropriate to students' age and Japanese proficiency.

Card Examples

Pattern A

ちゅうがくせい シャイ こうこうせい おしゃべり

一年生 ほけつ 二年生 レギュラー

あかちゃん しんちょう50cm こうこうせい 180cm

Pattern B

あかちゃん あるけませんでした 1さい あるけました

ようちえん ほん が よめませんでした

しょうがっこう ほん が よめました

3さい およげませんでした 5さい およげました

Pattern C

子ども ほうれんそう が たべられません

こうこうせい たべられる ように

一年生 すうがく が わかりません

二年生 わかる ように

ちゅうがくせい にほんご が はなせません

こうこうせい はなせる ように

4. Have students write their own experiences down on paper using the sentence patterns they have learned. Ask for volunteers to read their work aloud. Let students add explanations in English as necessary.

Key point

The goal is to have students master the sentence patterns ~のとき、~でした。でも、~のとき、~になりました。

Key point

Writing about their experiences is intended to prompt students to become more aware of their own development and growth.

Other activities

1. 「あこがれる人」ちようざ



Yoshimasa: ぼくは 父に あこがれて、おぼうさんに なるうとおもいました。(I decided to become a priest because I look up to my father so much.)

Interview others about people they look up to. Total, categorize, and present the results.

① あこがれる人は だれですか。(Is there anyone you look up to? Please tell us who he or she is.)

② どうしてですか。(Why?)

	Yourself				
①					
②					

「あこがれる人」ちようざの けっかを はっぴょうします。
いちばん おおかったのは、_____で、〇〇人中〇〇人でした。

その りゆうは、_____、_____、_____でした。

つぎは_____で、〇〇人中〇〇人でした。

その りゆうは、_____、_____、_____でした。

これで はっぴょうを おわります。(拍手)

(I will now present the results of my research on people we look up to. The greatest number of people looked up to _____. The total was 〇〇 people out of 〇〇. People gave the following reasons for their choice: _____, _____, _____. Second place was _____. A total of 〇〇 people out of 〇〇 looked up to this person. People gave the following reasons for their choice: _____, _____, _____. This concludes my presentation. (Applause))

2. せいざ



Yoshimasa: あさ、1じかんはんから 2じかん、せいざを します。
(Every morning we sit formally for an hour and a half to two hours.)

Let's all try to sit formally. How long can you do it?

Have each student say, わたしは ～分 できました (I was able to sit for _____ minutes), while keeping a record of their results.

[Note] The westernization of daily lifestyles in recent years has led Japanese to become more accustomed to sitting on chairs than formally on the floor. For those unused to the posture, the few occasions including Buddhist services that still require sitting formally can be quite a trying experience. More recently, Buddhist services have begun provided chairs in order to accommodate such people along with others who have trouble with their legs.

There are various ways to prevent one's legs from going numb while sitting in this posture: shift the center of your weight slightly to the front, keep your heels apart, place the large toe of one foot on top of the other, or open your knees slightly.

3. 一日のせいかつ

Talk about Yoshimasa's daily schedule, and then have students describe their own. Have them also interview another classmate in order to write down theirs.

Example questions

_____さんは なんじに おきますか。それから、なにを しますか。なんじから なんじまで がっこうで べんぎょうしますか。(What time do you get up? What do you do after you get out of bed? From when until when do you spend at school?)

	天田くん	あなた	_____さん
am			
5:00	おきます		
5:30~7:00	あさの ごんぎょう*を します		
7:30~8:00	あさごはんを たべます		
8:00~8:30	そうじを します		
8:45	がっこうに いきます		
pm			
0:20~1:00	ひるごはんを たべます		
4:00	がっこうから かえります		
4:00~6:30	そうじを します		
7:00~7:30	ばんごはんを たべます		
8:00~9:00	よるの ごんぎょうを します		
9:00~9:30	おふるに はいります		
9:30	ねます		

* ごんぎょう=prayers

* Please enlarge approximately. An enlarged version is available at <http://www.tjf.or.jp/takarabako/index.htm>

●ワークシート:じこしょうかい



ぼくは、あまだ よしまさ です。18さい です。

あなたの なまえは? なんさい?

ぼく/わたしは _____ です。
_____ さい です。



ぼくの こうこうは、ふるい がっこう です。700ねんまえに たてられました。ちいさい がっこう です。せいとの かずは 60にん です。ぶっきょうの べんぎょうを します。

ぶっきょう=Buddhism

あなたの がっこうは どんな がっこう?

れい:おおい ちいさい あたらしい ふるい たのしい きびしい

ぼく/わたしの がっこうは、 _____ がっこう です。
_____ の
べんぎょうを します。



がっこうで、さどう、ダンス、バスケットボール、ふえを します。
さどう=tea ceremony ふえ=a flute

あなたは?

がっこうで、 _____ を
します。



やすみの ひは、かいもの、ボーリング、カラオケに いきます。
やすみの ひは、おしやれを します。

あなたは、やすみの ひに なにを する?

やすみの ひは、 _____ を します。



しょうらいは、おぼうさんに なりたいです。そして、おてらを たのしい ばしょにして、みんなで、へいわの ために はたらきたいです。へいわの ために、ゆるすことが たいせつだと おもいます。

しょうらい=future おぼうさん=a priest ゆるす=to forgive

あなたは、しょうらい、なにに なりたい?

しょうらい、 _____
に なりたいです。

あなたの じこしょうかいが できたよ!!

(Activity supervisor: Murano Ryoko, Professor, Gakushuin University)