



HINAMATSURI AT OUR SCHOOL

—Let's Make Our Own Hina Dolls—



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PURPOSE

Students consider the idea of a Canadian doll festival modeled on Japan's *Hinamatsuri* (Doll Festival). They discuss what they, as children of St. Michael's University School Junior Campus would like to make, show, and convey to children in Japan through a display of dolls and related items in the school's entrance hall. Awareness of Japanese culture and of the school's Japanese language curriculum would be promoted through the display. The class also compares annual events in Japan and Canada, particularly those involving children, and identifies familiar events in their own culture.

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS

- ❖ Reading calendar dates
- ❖ Correct use of the particle の

TARGET EXPRESSIONS

- ❖ 三月三日はひなまつりの日です、五月五日はこどもの日です、すいようびはピザの日です、～月～日はわたしのたんじょうびです
- ❖ おたんじょうびおめでとう

TARGET VOCABULARY

- ❖ ついたち、ふつか、みっか、よっか……とおか、じゅうよっか、にじゅうよっか、一日、二日……三十一日
- ❖ ひなまつり、こども、たなばた、せつぶん、おとこのこ、おんなのこ

CULTURAL OBJECTIVES

- To prompt the students to think about their own daily lives from a new perspective
- To compare child-oriented annual events in Japan and Canada and grasp the nature of the *Hinamatsuri* (Doll Festival) as one such event

SOURCE MATERIALS

Hina Dolls advertisement (Handout *)
Calendar

PROCEDURE

LESSON 1: About Hinamatsuri

1. Annual events in Japan and Canada (5 mins.)

The teacher introduces typical annual events of Japan and Canada and the dates on which they are held.

2. Explanation of Hinamatsuri (10 mins.)

The teacher describes the *Hinamatsuri* and presents related materials. Include various vocabulary and sentence patterns that the students are studying, such as ひな祭り, 子どもの日, 節分, and 三月三日はひな祭りです. Using the advertisement, the teacher explains such aspects as the size of the dolls and doll displays, how much space a display would occupy, the great diversity of doll types, and the differences between expensive and inexpensive types. The presentation may be expanded to include such topics as the size of a typical Japanese home and other aspects of everyday life in Japan.

3. Discussion (20 mins.)

The class discusses the idea of making a doll display to be exhibited in the school's entrance hall. The teacher suggests that, rather than simply display Japanese *hina* dolls, the students make their own doll display for the school. The students exchange opinions on the idea. (It is school policy at St. Michael's for exhibits created jointly by classes in different years or different subjects to be displayed in the school's entrance hall.)

4. Assignment of homework (5 mins.)

For homework, the teacher instructs the students to formulate their own ideas for the project.

LESSON 2: Planning Their Own Hina Doll Display

1. Introduction of new vocabulary, *kanji*, and *hiragana* (15 mins.)

Teacher: 三月三日はなんの日ですか。

Student: 三月三日はひな祭りの日です。

The teacher asks the students similar questions about May 5, July 7, and so on. For further practice, the teacher asks the students questions in the form of ~の日は何月何日ですか. Using the blackboard, the teacher has the class practice words such as ついた

ち, みっか, よっか, ようか, and とおか.

2. Discussion (20 mins.)

The class divides into groups to discuss the ideas for a doll display that they were told to prepare as homework. Each group presents its ideas to the entire class, which then finalizes a plan for a class doll display.

LESSON 3: Making Hina Dolls

1. Oral practice of target expressions (15 mins.)

2. Collecting materials (20 mins.)

As preparation for making the doll display decided upon in the previous lesson, the students search for useful materials using library and computer resources.

3. Discussion (5 mins.)

The class divides into groups to determine which students will undertake which tasks for the project.

4. Production

The students gather necessary materials and make a tiered display stand, dolls and other display items, speaking in Japanese as much as possible as they work.

5. Evaluation

- ❖ Participation
- ❖ Cooperation (team work)
- ❖ Thoroughness of finish
- ❖ Enthusiasm
- ❖ Quality of ideas

Remarks

- Three more lessons were used to complete the doll displays. As in Lessons 2 and 3, these began with fifteen minutes of oral practice, with the remaining time used for making the displays. New vocabulary was introduced gradually during the oral practice segments.
- One class decided to make a Barbie Doll display, the other class a teddy bear display. The former class designed their display as Barbie's house. Each tier of the display represented a different room—living room, bedroom, kitchen, and garage—with each room conceptualized as featuring Barbie entertaining friends. The class was divided into groups, each group being assigned to create one room of the display house. For some reason all the rooms took on a Spice Girls look, but overall the display vividly reflected the students' own lifestyle and perceptions, such as with framed photographs of Barbie and, on the highest tier of the display, a doll of Barbie's boyfriend. The class making the teddy bear display

chose to dress the bears in traditional ethnic clothing of various countries. To decide which countries to represent in the display, the students first made a list of the nationalities of their parents and ancestors, from which they then chose many countries including Canada, Japan, India, Egypt, Australia, Scotland and so on. They decided to arrange the teddy bears in pairs and wearing a different national dress on each tier of the display. For the topmost tier, the students decided to place two bears wearing, respectively, Canadian and Japanese ethnic dress. The students searched the library for suitable materials on ethnic dress and appropriate contextual features, and then set to work making the display. The Canadian teddy bears were dressed in ice-hockey wear, and those representing India in brilliant saris. The bears representing Scotland were dressed in tartan kilts, with clips in place of kilt pins and holding toy bagpipes. The display thus reflected the multicultural awareness characteristic of children living in Canada's highly multicultural society.

Reference resources

Annual Festivities and Ceremonies: Beliefs in Daily Life.
Vol.12 of *Nippon: The Land and Its People*, Nippon Steel Human Development Co., Ltd. and ARMZ Inc. Videotape
<http://www.kyugetsu.com>

From the committee

The idea of exhibiting the *hina* doll displays made by the students in the school's entrance hall is effective as a natural source of motivation. Having them incorporate ideas from their own lifestyle and culture in the creation of the doll display also provides a readily accessible opportunity for them to make cultural comparisons. In terms of language learning, the teacher could also have the students introduce their creations using the *これは～です* sentence pattern, as in *これはバービー人形です*

HINA DOLLS PRODUCED BY STUDENTS



HINA DOLLS ADVERTISEMENT



29100,000円 大月衣装着親王飾り
 ●飾り台・お道具等一式付 ●間口100×奥行48×高さ52cm



13430,000円 大月衣装着桐製五段十五人飾り
 ●桐製段等一式付・木製道具付 ●間口120×奥行128×高さ162cm



7200,000円 大月衣装着木製三段五人飾り
 ●飾り台・お道具等一式付 ●間口110×奥行95×高さ107cm



23500,000円 大月衣装着七段十五人飾り
 ●段・毛氈等一式付・木製道具
 ●間口136×奥行175×高さ188cm

間口(まぐち) = width
 奥行(おくゆき) = depth
 高さ(たかさ) = height

Courtesy of Kyugetsu