



KIMONO

—Let's Try on Kimono—

I am fascinated with how deeply kimono is connected with the heart of the Japanese people. It gives a seasonal awareness, a sense of simplicity, a distinction between formal and informal, and the meanings of traditional ceremonial occasions. I am also interested in the word "wear" in dealing with kimono. There are different expressions in Japanese for "wear," while there is only one word in English.



Nobuko Weeks
Hongwanji Mission
School, Hawaii,
United States

OBJECTIVES

LANGUAGE OBJECTIVES

- To understand vocabulary related to the kimono
- To recognize kimono in kanji and read and write hiragana related to kimono
- To understand the different terms in the verb "wear" in Japanese

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Using "wear" with appropriate nouns ❖ Following instructions ❖ Answering "yes" and repeat the verb 	<ul style="list-style-type: none"> ❖ きものをきます, きましょう, きました, ぬぎます, たたみます ❖ おびをしめます, しめましょう, しめました, ときます ❖ ひもをむすびます, むすびましょう, むすびました, ほどきます ❖ たび / ぞうり / げたをはきます, はきましょう, はきました, ぬぎます 	<ul style="list-style-type: none"> ❖ きもの, えり, そで, すそ, おび, じゅばん, ひも, たび, ぞうり, げた, まえ, うしろ(みごろ), みぎ, ひだり, さき, あと, きます, はきます, しめます, むすびます, ぬぎます, ときます, たたみます

CULTURAL OBJECTIVES

- To say the names of kimono parts
- To wear, take off, and fold the kimono properly
- To have the seasonal awareness in kimono designs and the difference between *yukata*, the summer kimono, and formal kimono worn at New Year's day

SOURCE MATERIALS

For Lesson 1

Yukata and formal kimono with accessories

Hard *obi*

Soft *obi*

Zōri/geta

For Lesson 2

Handout #1*

Handout #2*

For Lesson 3

Several sets of *yukata*

Soft *obi*

Himo (hard *obi* for grade 7 and 8)

Handout #2

PROCEDURE

LESSON 1

1. Explanation of kimono (30 mins.)

1. Teaching parts of a kimono (10 mins.)

Explain the difference between a *yukata* and a kimono for Shichi-go-san: showing both to the class. Teach the names of the parts of a kimono.

2. Teaching new vocabulary and sentences with demonstration of *yukata* (10 mins.)

Get a volunteer model for demonstration of *yukata*. Repeat the new vocabulary and the simple sentences.

きものをきます

みぎをさきに

ひだりをあとに

おびをしめます

げたをはきます

3. Repeating new vocabulary and sentences (10 mins.)

All students act as if they were wearing a kimono following the teacher's actions repeating the expressions they learned from watching the demonstration.

2. Learning hiragana (7 mins.)

Teacher writes vocabulary on the board in hiragana and romaji. Students copy in hiragana or romaji.

3. Completing sentences (3 mins.)

Teacher repeats action with the beginning of the sentence, きものを.....

Students complete the sentence saying きます.

Teacher says げたを.....

Students say はきます.

Teacher says おびを.....

Students say しめます.

LESSON 2

1. Explaining *juban*, *tabi*, *zōri* for kimono for Shichi-go-san (3 mins.)

2. Singing a Song of Kimono Wearing (10 mins.)

Get a volunteer model for demonstration of kimono for Shichi-go-san. Teacher sings the "Song of Kimono Wearing" (using the American nursery song "This is the way we wash the clothes"). Students follow the teacher.

Song of Kimono Wearing

たび を はきましょう、たび を はきましょう

たび を はきましょう、たび を はきましょう

たび を はいたら、じゅばん を きましょう

じゅばん を きましょう、じゅばん を きましょう

じゅばん を きたら、ひも で むすびましょう

ひも で むすびましょう、ひも で むすびましょう

きものを きましょう、きものを きましょう

みぎ えり さき に、ひだり えり は あと

きものを きたら、ひも で むすびましょう

ひも で むすびましょう、ひも で むすびましょう

ひも で むすんだら、おび を しめましょう

おび を しめましょう、おび を しめましょう

おび を したら、ぞうり を はきましょう

ぞうり を はきましょう、ぞうり を はきましょう

(For Shichi-go-san day)

ぞうり を はいたら、ぞうり を はいたら、

ハンドバッグ もって、おまいり に いきましょう

3. Handout #1 (15 mins.)

Explain about a kimono design briefly with simple designs such as *ichimatsu*, *seigaiha*, *hanabishi*, *hishi*, and *shippō*. Draw some examples on the board. Students choose one design and draw the design on the Handout #1. Fill out the proper names of the parts of a kimono.

4. Repeating the action and the Song of Kimono Wearing (7 mins.)

5. Handout #2 (5 mins.)

If students are unable to finish, it is given as homework by the next lesson.

LESSON 3

1. Review (5 mins.)

Review wearing a kimono with a *yukata* by demonstration with a volunteer model. Students sing the "Song of Kimono Wearing."

2. Passing out one yukata to a pair of students (10 mins.)

A student puts a *yukata* on her partner. Teacher checks each pair. Take turns and the other partner will do the same.

3. Taking off and folding a kimono (10 mins.)

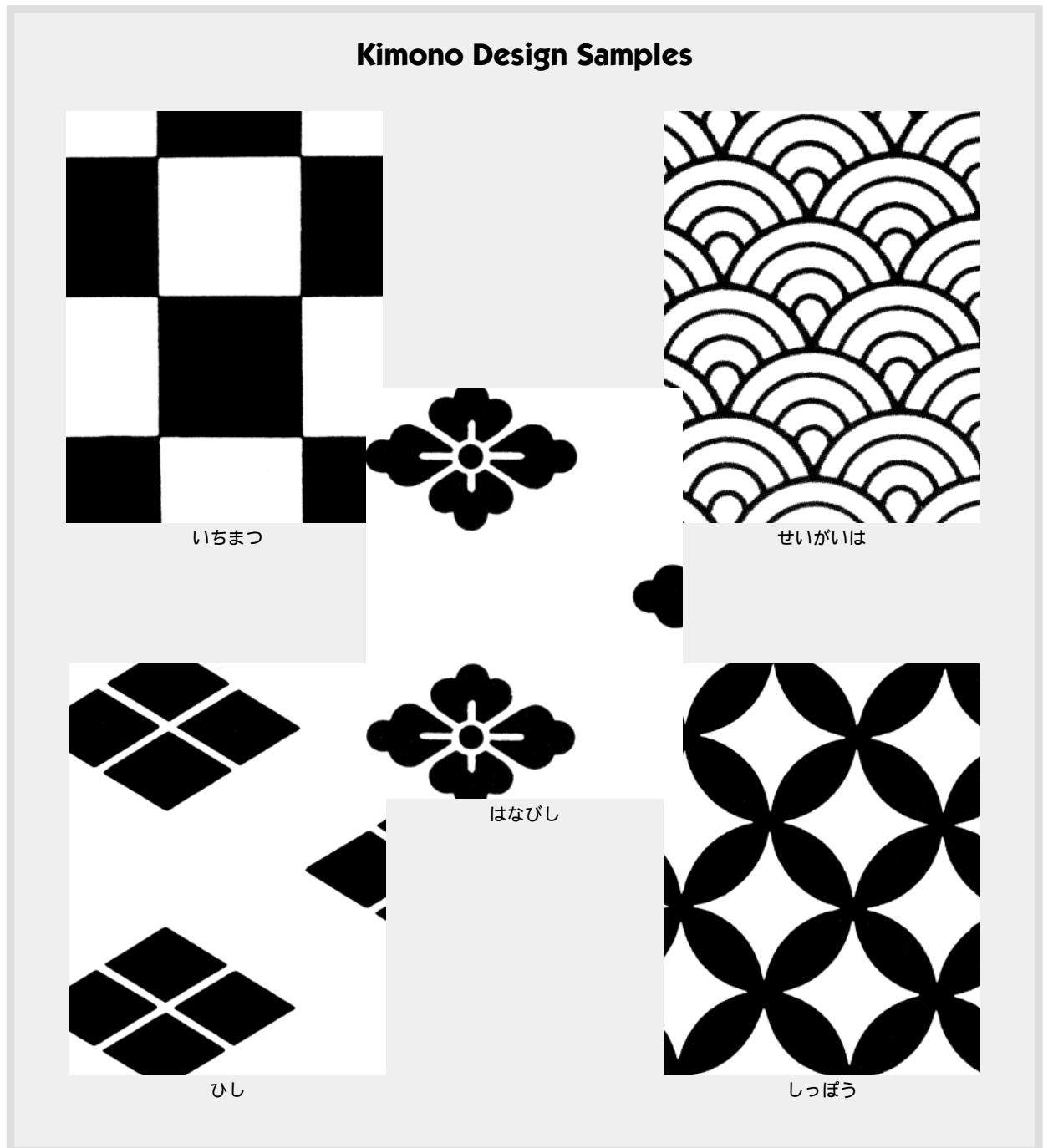
Teacher demonstrates how to take off and fold a kimono (*yukata*) using expressions, おびをときます, ひもをほどきます, きものをぬぎます. Students repeat after the teacher. Each pair folds the *yukata*.

4. Review (5 mins.)

Review new vocabulary in this lesson and check Handout #2 together.

5. Evaluation

- ❖ Cooperative learning in reviewing vocabulary related to this topic
- ❖ Quiz



REMARKS

My FLES Teaching Method, Developed Through Classroom Experience

My native language is Japanese, but it was only when I began to teach Japanese as a foreign language that I became keenly aware of the fundamental relationship between language and culture. I place particular emphasis on culture, therefore, in my lesson plans. Children's songs and traditional games handed down over the years are an integral part of everyday life in Japan, and when we incorporate such games into Japanese-language lessons, the children become completely absorbed in them, totally forgetting that this new form of fun comes from another culture. As they participate in the games, they also unconsciously learn Japanese. Children are better than adults at imitating the pronunciation of words they hear but, in order to improve their understanding of the words, they need to be able to actually see things and touch them. Comprehension is further reinforced through physical movement. Just as rap music is easy to remember, my experience has shown that teaching language by adding rhythm and marking distinct breaks is one method that can encourage long term memory retention. Haiku poetry is another such rhythmical expression, and I found that the children were able to memorize haiku in a short time by clapping hands at the syllable breaks in the 5, 7, 5 form.

In the Japanese community in Hawaii it is not possible for children to practice their Japanese at home since their parents use English as the language in the home. It is helpful to encourage the parents' interest in the Japanese language by inviting them to the classroom and introducing them to various aspects of Japanese culture.

Appreciation of the seasons goes hand in hand with Japanese culture. Weaving references to the four seasons of Japan through my lessons, I educate the children about people's closeness to nature in Japan. When teaching in Hawaii, which does not experience four seasons, I use songs that accompany the seasons, but I also describe features like cool, hot, or cold weather and the way the trees change while showing videos and pictures. I choose a song appropriate to the season, add movements, and help the children to understand the meaning of the song. We can't expect the Japanese that the children learn to be perfect. As long as they can communicate, passing over small mistakes will be no hindrance to the development of their language skills. Once they enter high school or university they can correct their mistakes by studying grammar.

I have also found that topics of most interest to children make the best classes and elicit the best response from the children. The topics that can be taught most productively are the various worlds of color, small animals that the children often see around them, large jungle animals that they see on television or video, food, family and the like.

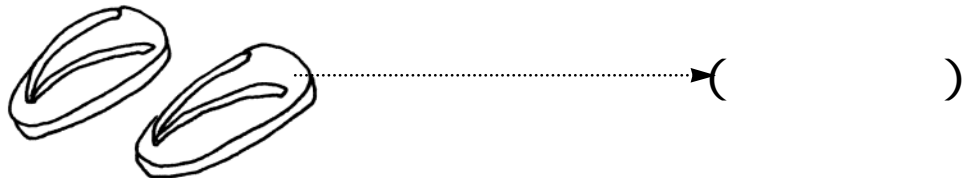
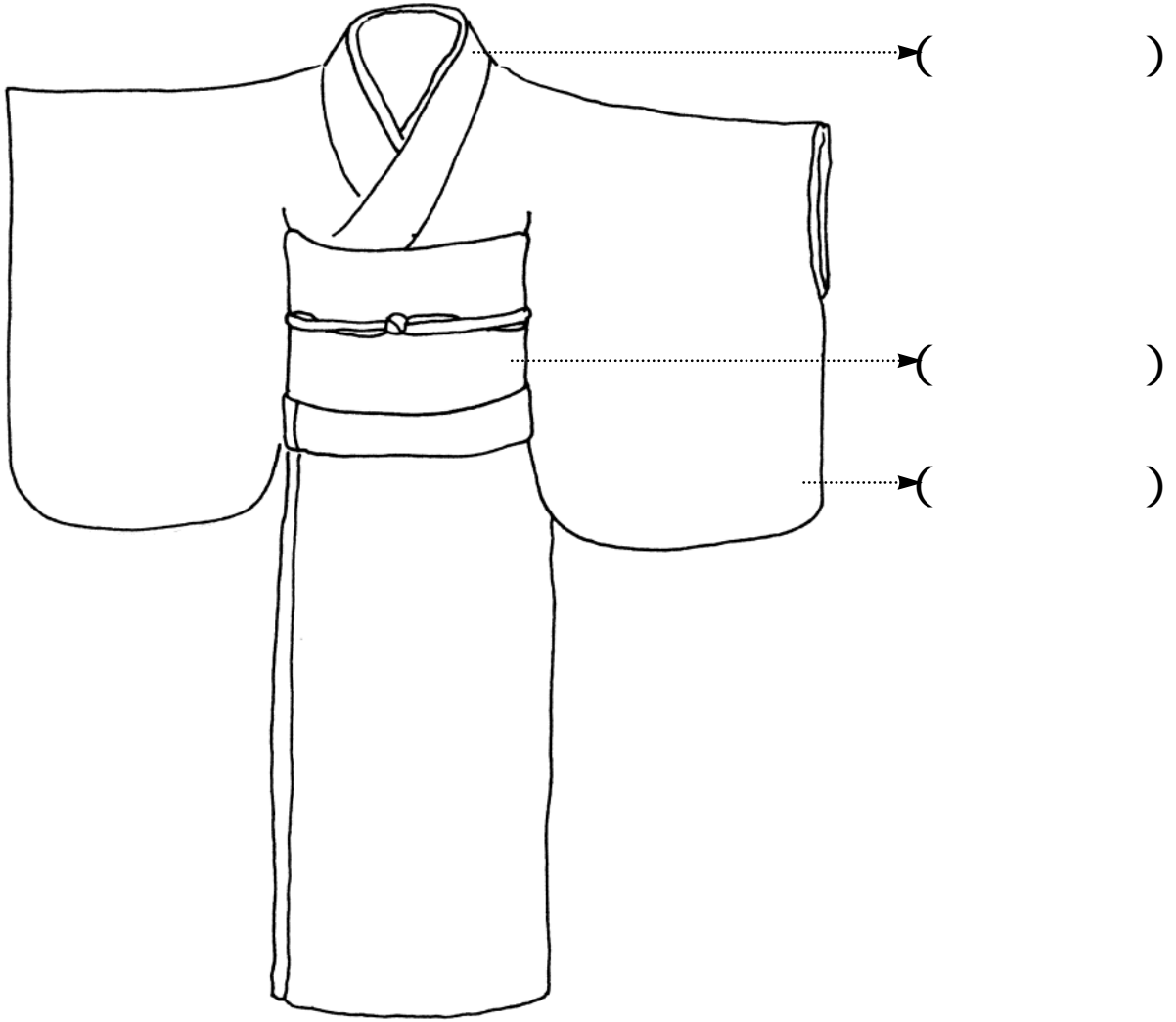
While it is almost impossible to teach grammar, children are more adept at imitating pronunciation than high-school or university students. Therefore, by coming into contact with native pronunciation from the early school years, I think that children can reap great benefit from participating in the FLES (Foreign Languages in Elementary School program).

COMMENTS

As it is a tendency in Japanese language classes to merely go as far as wearing kimono and showing it to the students, this lesson plan is commended for having giving depth to Japanese traditional culture. In the overview Ms. Weeks mentions the many words used to express "wear" in dealing with kimono. There are many words to express "wear" because the culture surrounding kimono was such an important part of Japanese lives.

The viewpoint that might be lacking here is the cultural understanding of present-day Japan. The plan could end up by encouraging outdated stereotypes of Japanese culture and fail to promote understanding of contemporary Japan.

LET'S DESIGN YOUR KIMONO!



QUIZ

Match the kimono words with their corresponding meanings

□えり ()

□そで ()

□たび ()

□ぞうり ()

□じゅばん ()

□みぎ ()

□ひだり ()

□きます ()

□はきます ()

□しめます ()

□ぬぎます ()

□たたみます ()

a. to wear

b. tie

c. socks for kimono

d. underwear

e. sleeves

f. put on footwear

g. take off

h. right

i. left

j. footwear for kimono

k. fold for putting away

l. collar