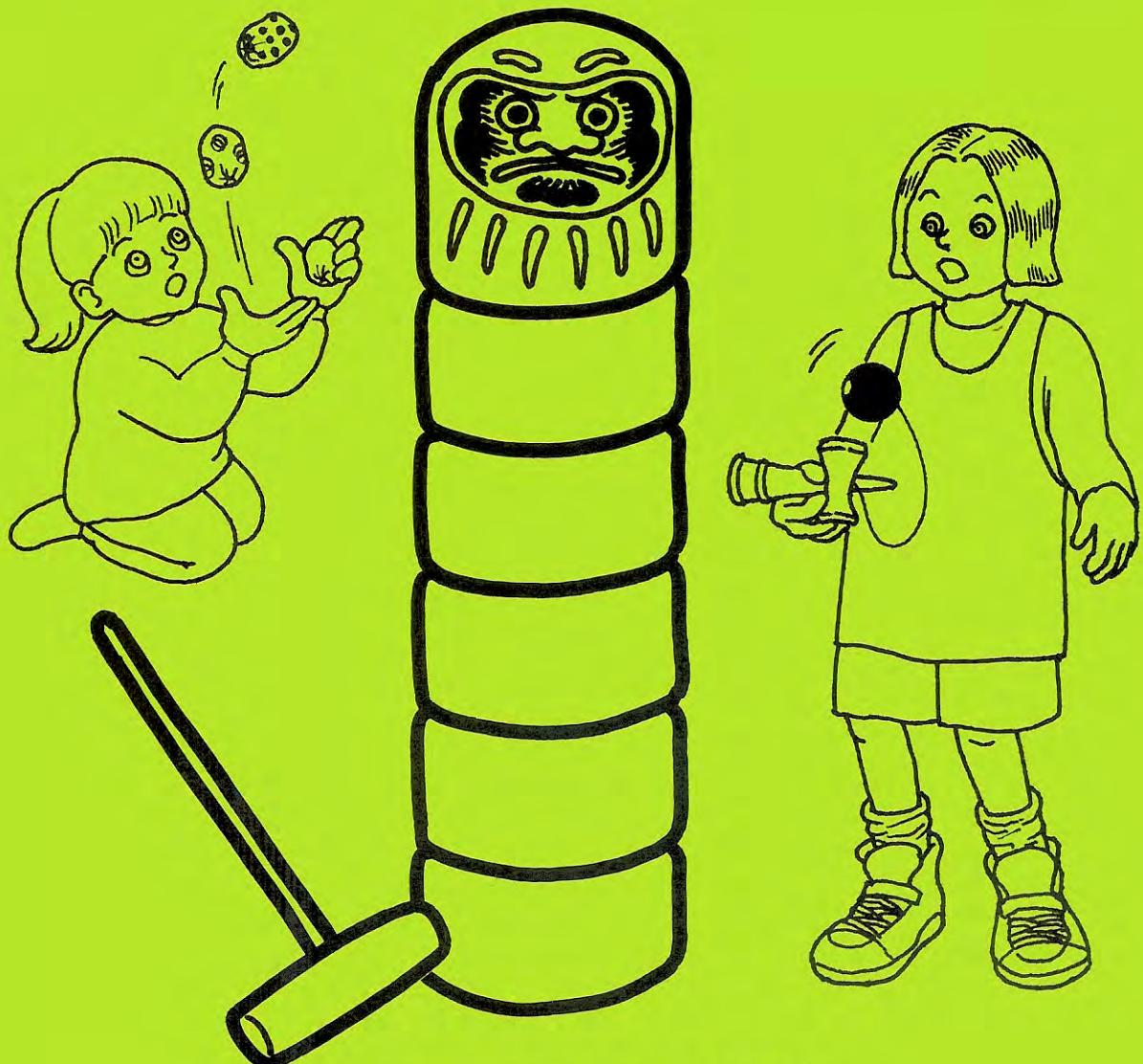


Teaching Japanese For Juniors

idea book

-5-



By Hiroko Nishibayashi Liston

Konnichiwa

Studying a foreign language is the same as studying its culture. When Australian children study Japanese, I feel it is very important for them to understand the culture of Japanese children. When you think of children's culture, you cannot omit their play activities. To children, their play activities are the most important events in their own worlds.

One of the things I noticed on my recent trips to Japan was the lack of school aged children playing outside. It seems that many children are busy at *juku* or other "educational" extra curricular activities. Also, computer games are providing another reason for children to stay indoors instead of playing outside with their friends. Rarely do you see children playing with toys that they have made. When I was a child, playing was done outside with friends when it was not raining. We played with children with quite a large age difference. As well as playing, we made and obeyed game rules, relationships were developed, leadership skills grew as we looked after the younger children in our group.

There was a large bamboo thicket near our house. There were bamboo poles of all different sizes. With our parents, we made all sorts of toys and play things out of the bamboo. *Taketonbo*, *mizu deppoo* and *kendama* are wonderful bamboo toys. On rainy days, I often played with *ojami* (beanbags), that my grandmother made. My mother and grandmother often surprised me with their skill with the *ojami* as they would sing and do tricks with them. Unfortunately I have forgotten those songs and the skills I learned and practiced, but did not master. This is how many children's cultural games are disappearing over time. Recently in Japan, some of these old games and toys are being re-introduced through school education.

For Australian students of Japanese, these games and activities are not just good for an understanding of Japanese culture, but also for studying the language itself. Through out this book I would like to introduce the games and activities that I do recall. The rules of these games and the songs to sing with seem to vary from area to area. So your Japanese friends may have played these games differently. The games in this book are based on what I enjoyed when I was a child. I believe that your students will grow to enjoy these games too.

Hiroko Nishibayashi Liston

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1. Activities using toys

Counting objects or frequency

It is frequently necessary to count when playing with toys. You have to count the number of *otedama* / *ojami* and *ohajiki*. When playing with *kendama* or *kamifuusen*, you have to count the number of times that the toy is hit or caught. You can practice the following three counting styles when doing these activities.

(1) Counting objects

	Method A	Method B
1	<i>hitotsu</i>	<i>ikko</i>
2	<i>futatsu</i>	<i>ni ko</i>
3	<i>mittsu</i>	<i>san ko</i>
4	<i>yottsu</i>	<i>yon ko</i>
5	<i>itsutsu</i>	<i>go ko</i>
6	<i>muttsu</i>	<i>rokko</i>
7	<i>nanatsu</i>	<i>nana ko</i>
8	<i>yattsu</i>	<i>hakko</i>
9	<i>kokonotsu</i>	<i>kyuu ko</i>
10	<i>too</i>	<i>jukko</i>
11	<i>juu ichi</i>	<i>juuikko</i>
12	<i>juu ni</i>	<i>juuni ko</i>
13	<i>juu san</i>	<i>juusan ko</i>
14	<i>juu yon / juu shi</i>	<i>juuyon ko</i>
15	<i>juu go</i>	<i>juugo ko</i>
16	<i>juu roku</i>	<i>juurokko</i>
17	<i>juu nana / juu shichi</i>	<i>juunana ko</i>
18	<i>juu hachi</i>	<i>juuhakko</i>
19	<i>juu kyuu / juu ku</i>	<i>juukyuu ko</i>
20	<i>nijuu</i>	<i>nijukko</i>
30	<i>sanjuu</i>	<i>sanjukko</i>
40	<i>yonjuu</i>	<i>yonjukko</i>
50	<i>gojuu</i>	<i>gojukko</i>
100	<i>hyaku</i>	<i>hyakko</i>
how many	<i>ikutsu?</i>	<i>nan ko?</i>

(2) Counting frequency (number of times that the toy is hit or caught)

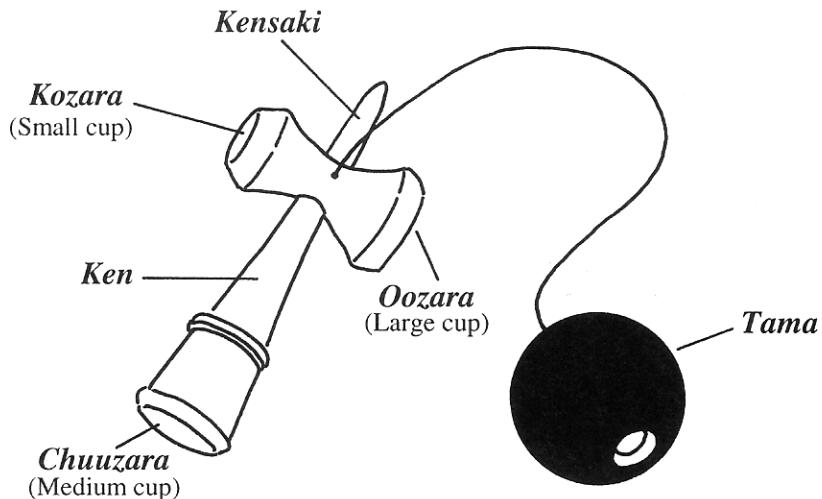
1	<i>ikkai</i>
2	<i>ni kai</i>
3	<i>san kai</i>
4	<i>yon kai</i>
5	<i>go kai</i>
6	<i>rokkai</i>
7	<i>nana kai</i>
8	<i>hakkai</i>
9	<i>kyuu kai</i>
10	<i>jukkai</i>
11	<i>juuikkai</i>
12	<i>juuni kai</i>
13	<i>juusan kai</i>
14	<i>juuyon kai</i>
15	<i>juugo kai</i>
16	<i>juurokkai</i>
17	<i>juunana kai</i>
18	<i>juuhakkai</i>
19	<i>juukyuu kai</i>
20	<i>nijukkai</i>
30	<i>sanjukkai</i>
40	<i>yonjukkai</i>
50	<i>gojukkai</i>
100	<i>hyakkai</i>
how many	<i>nan kai?</i>



There are so many different ways of counting in Japanese.
 ____ *mai* for counting sheets of something flat, ____ *hon / bon / pon* for sticks or something long, ____ *ho / po* for steps you walk, *hitori / futari / ... nin* for people, are just a few examples.
 However if you use these counting systems in play repeatedly, you will learn them easily.

1. Kendama

The *kendama* is a simple toy consisting of a body with three cups (large, medium and small) and a stick called a *kensaki* and a ball called a *tama* with a hole in it attached to a string.



The techniques for using a *kendama* vary from catching the ball in one of the cups to unbelievable tricks that are hard to take your eyes off. This is an interesting toy, not only for children, but many adults are fans of the *kendama*. There are quite a few *kendama* websites available.



You may wish to search for web sites on *kendama* by yourself. You will find hundreds of sites by using the word *kendama* as the keyword.

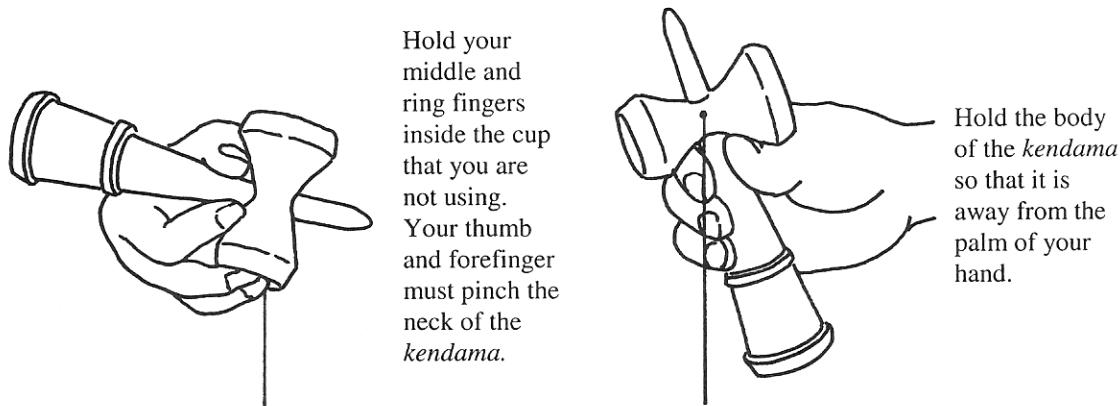
There is a Kendama Association and books and videos on *kendama* techniques are also available. A few years ago, it was said that using a *kendama* improves students' concentration ability and so many primary schools in Japan introduced *kendama* as a school activity. Similar to Karate and Judo, the levels of competence are shown by *kyuu* and *dan*. *Kendama* tournaments and competitions are held nationwide.



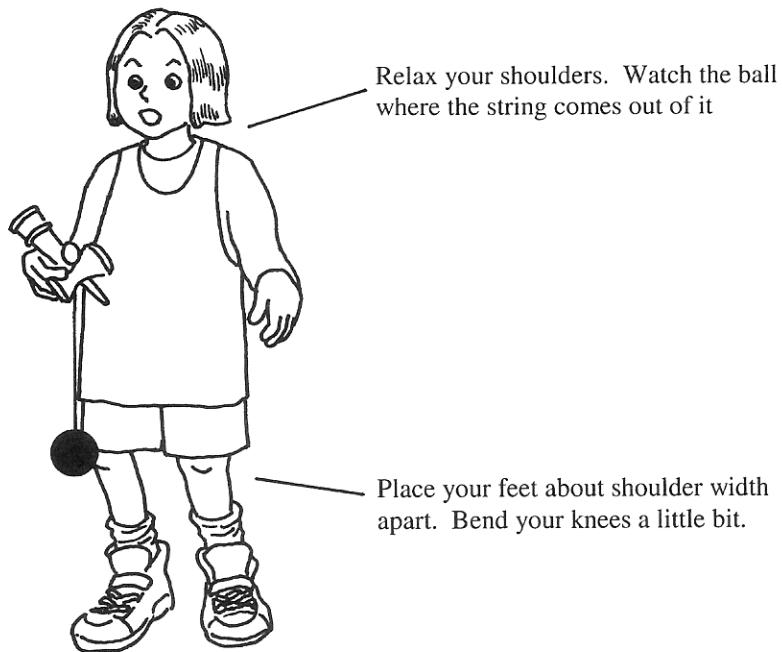
Kendama are sold throughout Japan as souvenirs and in craft shops. For competing or doing tricks, there are *koonin kendama* which are designed for tricks and are made to the Kendama Association's specifications. These *kendama* have the Kendama Association's sticker or mark on them. I have also played with a souvenir *kendama* but it was very difficult to do tricks with. I soon gave up on it.

How to use a *kendama*

If you want to be able to do tricks well with a *kendama*, first you must hold it correctly.



You must have good balance so stance is quite important.



Hold the *kendama* centered in front of your body. Use your non-dominant hand to steady the ball.



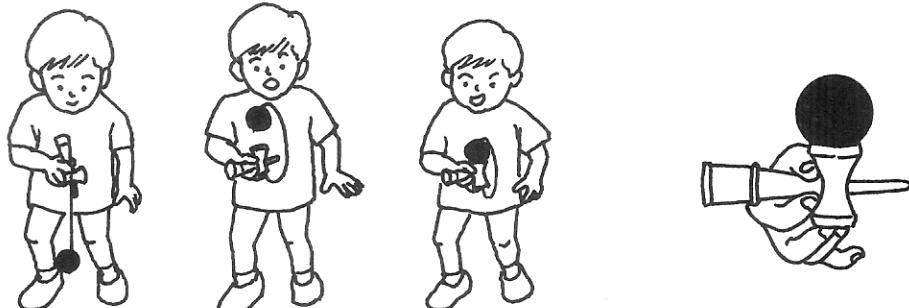
“Hiza no kusshon o tsukatte!” (Use your knees as a cushion or a shock absorber.)

When you raise the ball, you must also raise your body. As the ball drops, so too must your body. This becomes very important as the tricks become more difficult.

Basic techniques

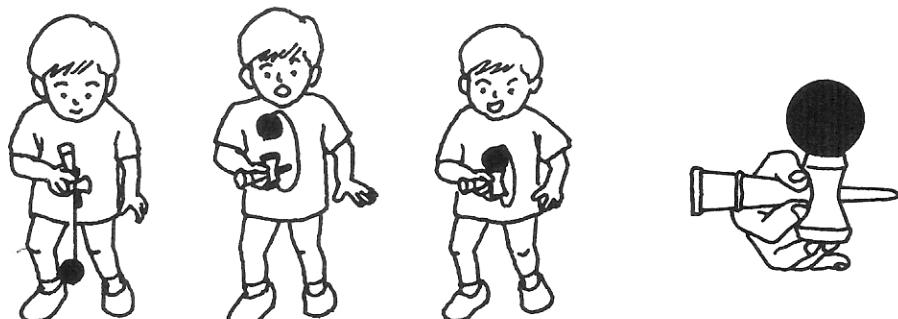
(1) *Oozara* (Large cup)

Make the ball rise vertically and catch it in the large cup.



(2) *Kozara* (Small cup)

Make the ball rise vertically and catch it in the small cup.



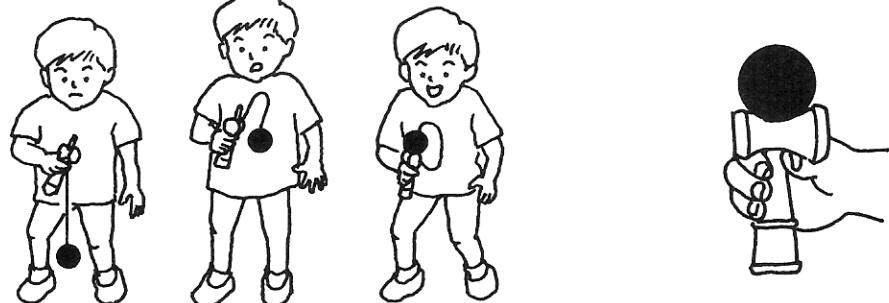
(3) *Chuuzara* (Medium cup)

Make the ball rise vertically and catch it in the medium cup.



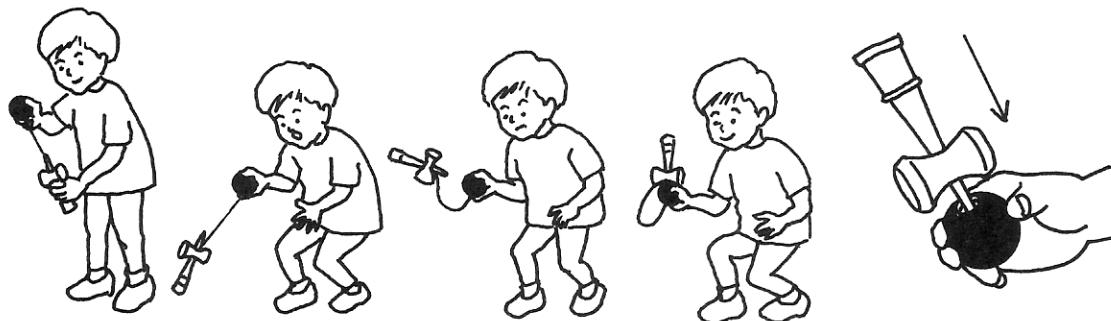
(4) *Tomeken* (Catch on the stick)

Make the ball rise vertically and catch it on the *kensaki* (stick).

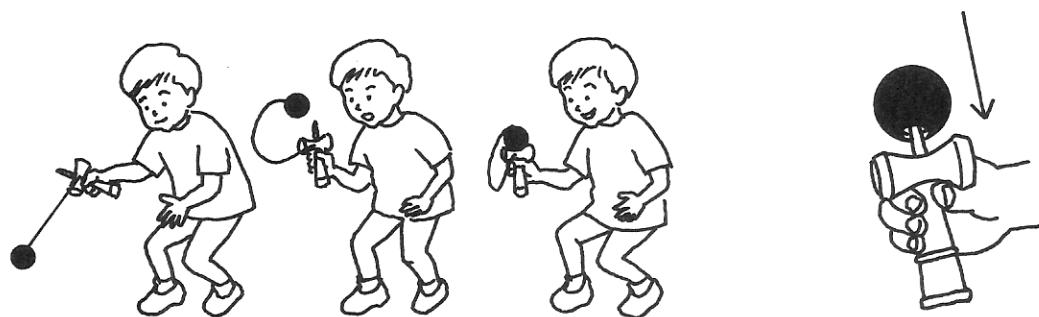


(5) Hikooki (Aeroplane)

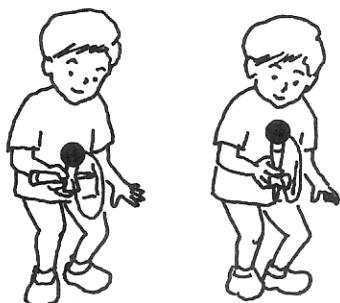
Hold the ball. Swing the body in a circle. Catch the *kensaki* (stick) with the hole in the ball.

**(6) Furiken (Swing and catch on the stick)**

Hold the body. Swing the ball in a circle and catch it on the *kensaki* (stick).

**(7) Moshi kame (Catch the ball in the large cup, then the medium cup, repeating as many times as you can.)**

This technique is done while singing a song about the race between a turtle and a rabbit. The song starts “*Moshi moshi kame yo, kamesan yo.....*” This is why this technique is called “*Moshi kame*”.



“*Hyakubun wa ikken ni shikazu.*” Seeing is believing. The best motivation for children is for them to watch someone who can perform their tricks well. If you can secretly master your technique to the point where your students will be impressed, I’m sure that they will enjoy trying to do what you can do. If you have difficulty in mastering the *kendama*, you can show them a video of someone who is skillful.

Involving language study with the *kendama*

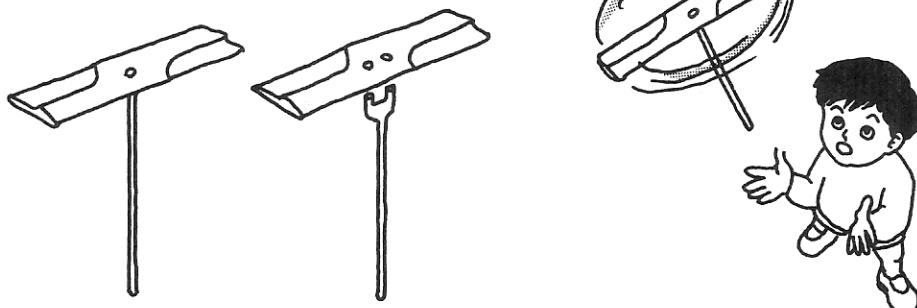
- 1- Teach the names of the *kendama* and its parts.
- 2- Teach the names of the different tricks.
- 3- While doing “*moshi kame*”, count the number of catches.
- 4- Cover body parts while showing students how to hold the *kendama* and how to stand.

Useful expressions

<i>kendama</i>	けんだま	<i>kendama</i>
_____ <i>o motte</i>	_____ をもって	hold the _____
_____ <i>o hikiagete</i>	_____ をひきあげて	
_____ <i>o futte</i>	_____ をふって	
_____ <i>o yoku mite</i>	_____ をよくみて	watch the _____ closely
_____ <i>o nosete</i>	_____ をのせて	
_____ <i>o irete</i>	_____ をいれて	put _____ in
<i>hiza o magete</i>	ひざをまげて	bend your knees
<i>tama no ugoki o tomete</i>	たまのうごきをとめて	stop the ball moving

2. *Taketonbo* (Bamboo Helicopter)

As the name suggests, a *taketonbo* is made of bamboo. *Tonbo* means dragonfly in Japanese. Because the shape of the toy looks like a dragonfly and it flies like one, it is called a *taketonbo*. It is a simple toy consisting of a stick and a propeller. There are two different types. Those with the stick stuck to the propeller and those in which the propeller comes loose. With the type that is made to separate, only the propeller flies.



This toy has also been re-introduced into Japanese school education to help students develop coordination. Students are also taught how to make *taketonbo* in their art classes. Often on grandparents' day, many grandfathers become instructors and teach the children how to make *taketonbo*.

How to use a *taketonbo*

Taketonbo are designed to fly by spinning in an anti-clockwise direction. To do this, hold the *taketonbo* as illustrated below and push your right hand forward past your left hand while simultaneously raising both hands. If you move your hands the wrong way, the *taketonbo* can fly back toward the user. Before actually using the *taketonbo*, please have your students practice their hand movements.



As the *taketonbo* spins very quickly, please take care that the *taketonbo* are always flown away from other people. You will need a wide open space for this activity. When you first introduce the *taketonbo*, take extreme care if you use it in your classroom.

Involving language study with the *taketonbo*

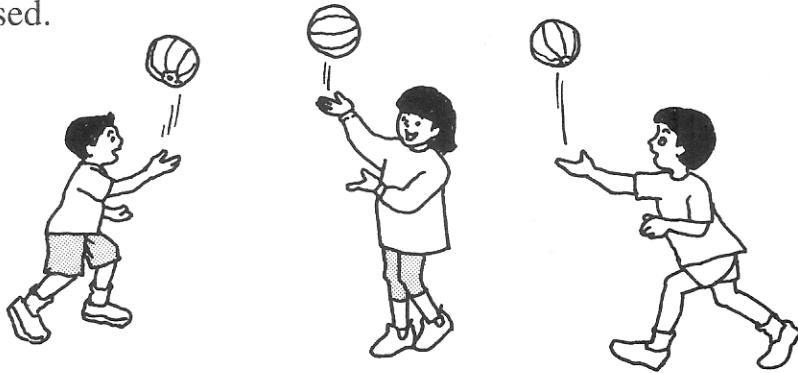
- 1- Colour the *taketonbo* propellers in different colours. You can use the colours as a base for dividing the class up into groups. You can then call the groups by their colours.
- 2- Have a competition where students see how far they can fly a *taketonbo*. Have the class or the student say the distance in Japanese.

Useful expressions

<i>teketonbo</i>	たけとんぼ	bamboo helicopter
<i>migi te</i>	みぎて	right hand
<i>hidari te</i>	ひだりて	left hand
<u> </u> <i>o motte</i>	<u> </u> をもって	hold the <u> </u>
<i>mawashite</i>	まわして	turn
<i>tobashite</i>	とばして	fly
<i>Tonda!</i>	とんだ！	It flew!
<i>Shippai!</i>	しっぱい！	Whoops!
<i>Sugoi!</i>	すごい！	Wow!
<u> </u> <i>meetoru</i>	<u> </u> メートル(めえとる)	<u> </u> meters
<u> </u> <i>ten</i> <u> </u> <i>meetoru</i>	<u> </u> てん <u> </u> メートル	<u> </u> point <u> </u> meters
<i>Champion wa _____ san/kun desu.</i>	チャンピオン(ちゃんぴおん) は、 <u> </u> さん/くんです。	The champion is <u> </u> .

3. *Kamifuusen* (Paper Balloon)

Kamifuusen is a small ball made from colourful wax paper. It has a small hole through which you blow it up. You play with it by hitting it up in the air. The *kamifuusen* is surprisingly strong and durable. What is also interesting is that it keeps itself inflated quite well while it is being used.



How to use *kamifuusen*

- (1) You cannot bounce a *kamifuusen*. You can try hitting the *kamifuusen* very high and see how many times you can continue hitting it.
- (2) You can compete with other people to see who can continue hitting the *kamifuusen* the longest.

Involving language study with the *kamifuusen*

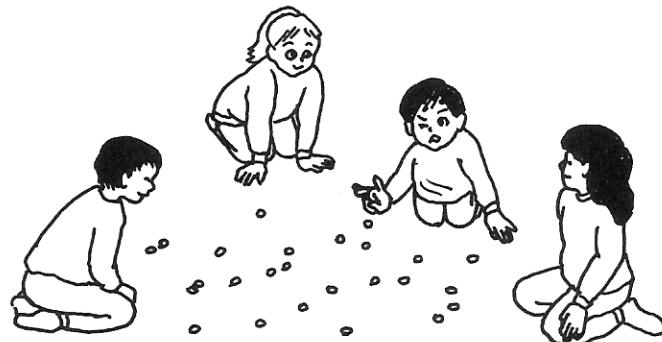
- 1- Make a circle using either the whole class, or divide the class into groups and form a number of smaller circles. One student stands in the centre of the circle and hits the *kamifuusen* up in the air. Everyone counts how many times they can hit it.
- 2- Separate the students into pairs so one can record what the other does. The students take turns to see how many times they can hit the *kamifuusen* up into the air and they record this on a piece of paper. Each student reports their best result to the class.

Useful expressions

<i>kamifuusen</i>	かみふうせん	paper balloon
<i>wa ni natte</i>	わになって	form a circle
<i>suwatte</i>	すわって	sit down
<i>hajimete</i>	はじめて	start
<i>_____ san/kun wa nankai desuka.</i>	_____ さん/くんは、 なんかいですか。	How many times did _____ hit it?
<i>_____ kai desu.</i>	_____ かいです。	_____ times.

4. *Ohajiki*

An *ohajiki* is made of glass. It is similar to a flattened marble. Usually *ohajiki* are used inside, on the floor.



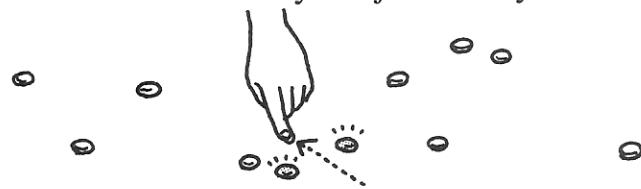
How to use *ohajiki*

In groups of two or three students, decide who goes first by playing *janken*.

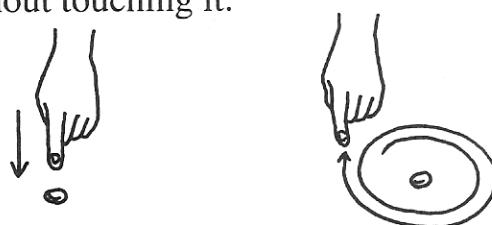
The student who won the *janken* spreads the *ohajiki* on the floor in the circle formed by the students. The goal is to capture as many *ohajiki* as possible. To capture an *ohajiki*, a student “flicks” one *ohajiki* so that it hits another. If the hit is successful, the student takes either the flicked or the target *ohajiki*.

Rules

- You must slide your finger between the *ohajiki* to be flicked and its target. If your finger touches any *ohajiki*, you lose your turn. So you can't aim to take any *ohajiki* if they are very close to each other.



- If you miss the target, you lose your turn.
- If you hit another *ohajiki* as well as the target, you lose your turn.
- If the target *ohajiki* hits another *ohajiki*, you lose your turn.
- If the hit is successful, you may take one of the *ohajiki* and have another turn.
- Eventually only one *ohajiki* will remain. To take the last *ohajiki*, you can either close your eyes and drop a finger on top of it or circle it twice without touching it.



Involving language study with the *ohajiki*

As *ohajiki* is a fairly simple game, you can try to use as many Japanese expressions as possible and operate the game in Japanese.

Useful expressions

<i>ohajiki</i>	おはじき	a flat marble
<i>janken o shite</i>	じゃんけんをして	play <i>janken</i>
<i>katta</i>	かった	I won.
<i>maketta</i>	まけた	I lost.
_____ <i>san/kun no kachi</i>	_____ さん／くんの かち	_____ won
_____ <i>san/kun no ban</i>	_____ さん／くんの ばん	_____ 's turn
_____ <i>san/kun, ohajiki o maite kudasai</i>	_____ さん／くん、おはじきを まいってください	_____, spread the <i>ohajiki</i> please.
<i>sen o hiite</i>	せんを ひいて	draw a line
<i>atatta</i>	あたった	hit it
<i>dame</i>	だめ	not good / missed
<i>Shippai!</i>	しっぱい!	Whoops!
<i>Hazure!</i>	はずれ!	Missed!
<i>ikko totte</i>	いっこ とって	take one
<i>kazoete kudasai</i>	かぞえて ください	count them please

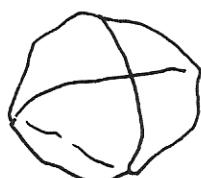
5. *Ojami / Otedama* (Beanbags)

Most Japanese people call them *otedama*. But in the area where I grew up, these toys are called *ojami*, so I will call them *ojami* in this book. They are beanbags. The bags are made of soft cloth and are filled with *azuki*, red beans, or other small beans. The bean bags are small enough to fit into the palm of your hand.

When I was a child, my grandmother used off-cuts of material from kimonos or futons to make the *ojami* for us.



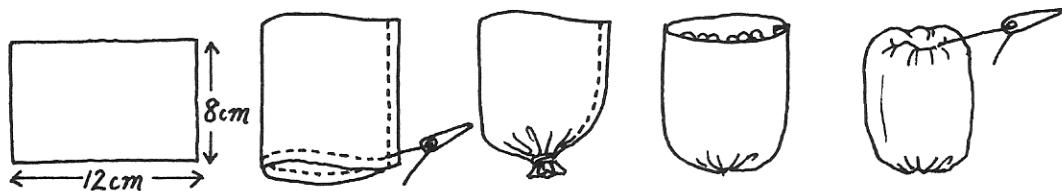
Tawara gata (Bale shape)



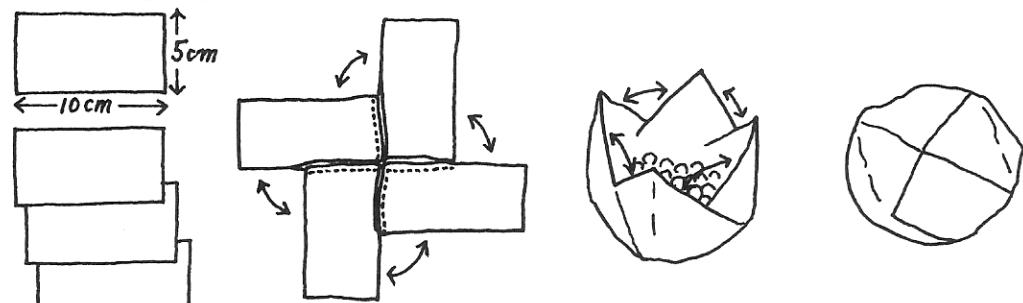
Yonmai hagi (4 piece patch)

How to make *ojami* / *otedama*

Tawara gata type



Yonmai hagi type



You need four pieces.

How to play with *ojami* / *otedama*

- (1) Juggle using 2, 3 or 4 *ojami* using either one or both hands. I can only manage to juggle three *ojami*, however my mother and grandmother can still juggle four and sometimes even five.



- (2) Single-handed game. While sitting down, hold one *ojami* in your dominant hand, with about ten *ojami* in the floor in front of you. Throw the *ojami* you are holding up in the air and pick up a single *ojami* from the floor then catch the first *ojami* on its way down.



If you are successful, put the *ojami* you picked up beside you and repeat the process, this time picking up two *ojami* before catching the one thrown up. Repeat again, picking up three and then the remaining four *ojami*. When you pick the *ojami* up from the floor, you call out “*hito---tsu*”, “*futa---tsu*”, “*mi---tsu*” or “*yo---tsu*” depending on how many *ojami* you are picking up.



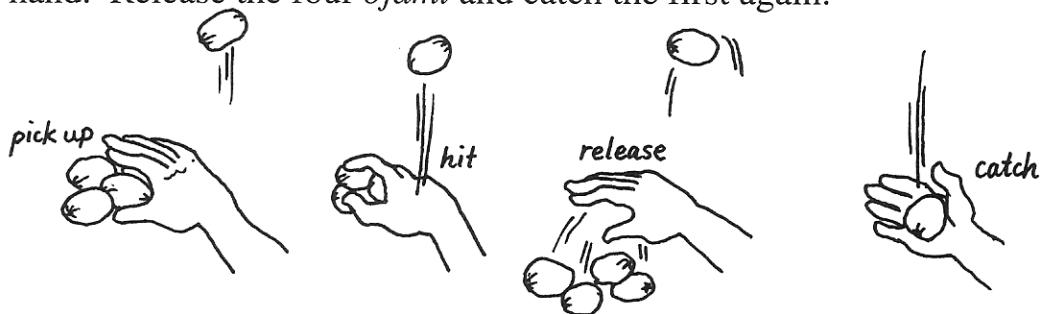
You don't have to increase the number of *ojami* that you pick up. You can keep picking up just one or two at a time.

(3) Two-handed game. You need five *ojami*. Hold one in your dominant hand, place the remaining four on the floor in front of you. Throw up the *ojami* that is in your hand, while it is in the air, using your dominant hand, pick up one of the *ojami* from the floor and place it on the back of your non-dominant hand. Then catch the first *ojami*.



Repeat this until there are four *ojami* on the back of your non-dominant hand. Now drop the four *ojami* in a pile in front of you.

Again, throw up the first *ojami*, pick up all four from the floor and then hit the falling *ojami* back up into the air with the back of your hand. Release the four *ojami* and catch the first again.



This game may sound difficult or complicated, however when you try it, it is quite simple. The technique is to throw the first *ojami* quite high so you have enough time to pick up the others.

(4) Two handed game. Spread five or six *ojami* out on the floor in front of you. Pick one of them up. Make a tunnel with your other hand. The tunnel must now remain still.



Throw up the *ojami* that you are holding and flick, throw or pass one of the other *ojami* through the “tunnel” then catch the falling *ojami*. Repeat this until all of the *ojami* have passed through the tunnel. Students can count out loud while playing this game.



Involving language study with the *ojami* / *otedama*

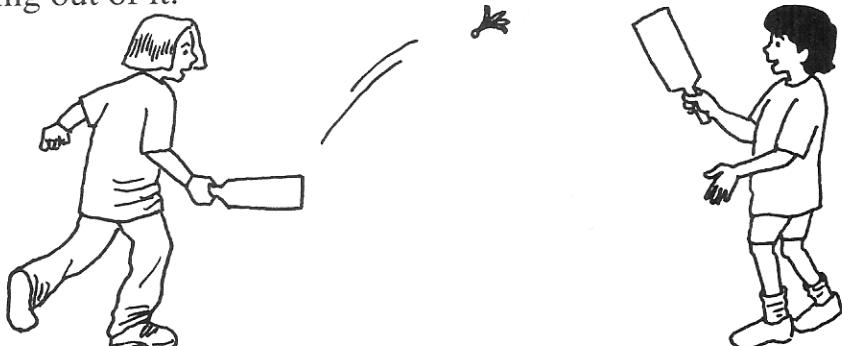
As *ojami* / *otedama* is a fairly simple game, you can try to use as many Japanese expressions as possible and operate the game in Japanese.

Useful expressions

<i>ojami/otedama</i>	おじやみ/おてだま	bean bag
<i>nagete</i>	なげて	throw
<i>totte</i>	とって	take
<i>nosete</i>	のせて	place / put
<i>otoshite</i>	おとして	drop
<i>migi te de</i>	みぎてで	using your right hand
<i>hidari te de</i>	ひだりてで	using your left hand
<i>migi / hidari te ni</i>	みぎ/ひだりてに	in your left / right hand
<i>te no hira</i>	てのひら	palm of hand
<i>te no koo</i>	てのこう	back of hand
<i>joozu</i>	じょうず	skillful
<i>shippai</i>	しっぱい	Whoops!
<i>_____ san/kun no ban</i>	_____さん/くんのばん	it is _____'s turn

6. *Hanetsuki*

During the New Year holiday, we used to fly kites, play *karuta* games, spin tops and one of the most enjoyable activities was *hanetsuki*. This is a game like badminton. The racket is made of wood and is called a *hagoita*. The shuttlecock is made of a wooden ball with feathers sticking out of it.



When you play, you hear the sound of wood on wood. A fun aspect of this game is not in scoring points like in tennis or badminton, but when you miss your shot, one of the other players can draw or write something on your face with calligraphy ink. If you make lots of mistakes, your face becomes dirtier and dirtier, eventually almost turning black.



How to play *hanetsuki*

Two people stand about three or four metres apart. They hit the *hane* to each other with the *hagoita*. Other people watch and one of them has the ink and a small brush. When a person misses the *hane* or makes a wrong shot, they then draw on the face of the person.



You shouldn't try to make it hard for the other person to hit the *hane*. Try to keep hitting the *hane* for as long as possible. If you get calligraphy ink on your clothes, it will stain. The ink on your face must be scrubbed quite well to be removed. It is probably better to use some washable face paint for this game.

Decide how many turns each pair will have before another pair can have a turn. There will be some students who won't want to play because they don't want to have anything drawn on their face.

Involving language study with the *hanetsuki*

- 1- Because the people playing are trying to continue hitting for as long as they can, the rest of the group can count out aloud how many times they hit the *hane*.
- 2- When writing on the face, by having the students write a hiragana or a kanji, they practice their writing in a fun way and the other students can practice reading.

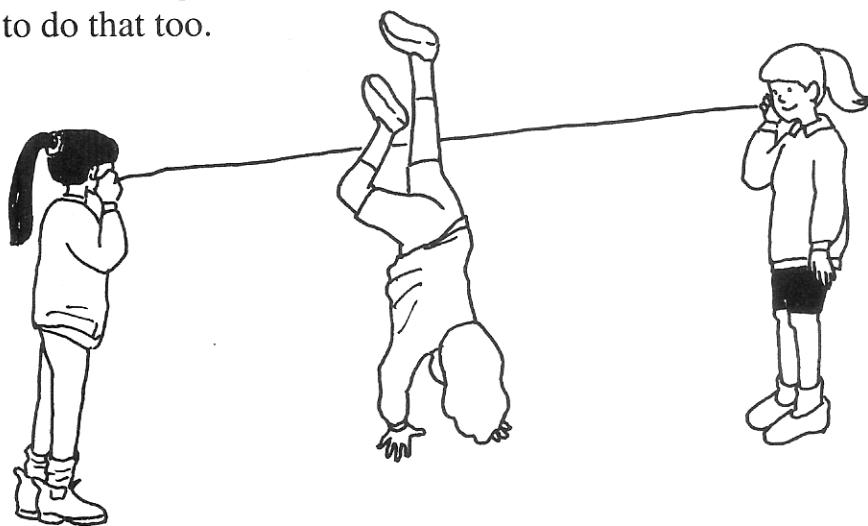
7. *Gomutobi*

When I was a child I used to carry an elastic band chain in my pocket. Whenever there were enough people together, I would take the chain out and ask if the group wanted to play *gomutobi*. The chain was about 2 or 3 metres long, like the one in the illustration.



To make this chain, we never bought rubber bands. The milk in a bottle that came every morning had a rubber band holding a plastic wrap over its lid.

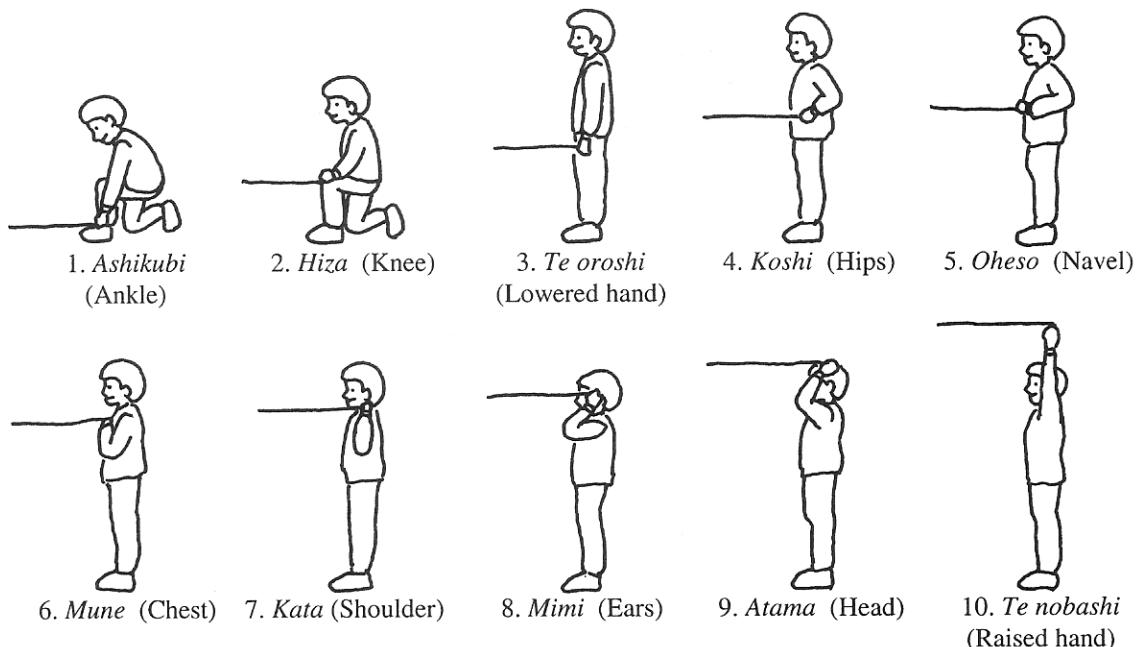
I don't know why, but this game was a girls' game. When I was quite small I used to watch the children in grades five and six jump the elastic at heights that I could not believe. One day I wanted to be able to do that too.



How to play *Gomutobi*

Make an elastic chain as illustrated on page 20.

Play *janken* to decide who will hold the elastic and in what order the remaining people will jump. Normally, the people who won *janken* jump in order and the two people who came last hold the elastic, an end each. The height of the elastic is decided in the following manner.



It doesn't matter if the two people holding the elastic are of different heights, causing the chain to be on an angle. Naturally, when the elastic is on an angle, everyone jumps at the low end. However, confident people, in order to display their prowess, often jump at the high end.

To start, the jumpers take turns to jump over the chain at ankle height. Once they have all jumped over it successfully, the chain moves up to knee height, lowered hand and then hips, navel chest etc. Up to and including the height of the hips, people jumping must not touch the elastic.

From the navel upward, it is all right to touch the elastic and so most people use their hands to lower it while jumping. You are not allowed to simply lower the elastic with your hand and walk over it, it must all be done in a fluid movement while jumping over the elastic. Students can cartwheel or even do a handstand somersault over the elastic if they choose. The people who cannot clear the elastic, or those who touch it before it reaches navel height must change places with those holding the elastic. Once everyone has reached their limit, the elastic starts from ankle height again.

Involving language study with the *gomutobi*

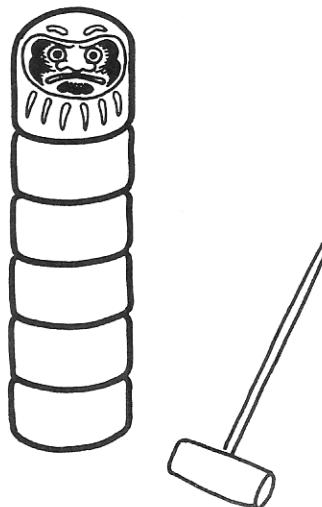
Everybody can call out the appropriate body parts while playing.

As *gomutobi* is a fairly simple game, you can try to use as many Japanese expressions as possible and operate the game in Japanese.

Useful expressions

<i>gomutobi</i>	ゴム(ごむ)とび	elastics
<i>tonde</i>	とんで	jump
<i>atatta</i>	あたった	hit (it)
<i>dame</i>	だめ	wrong / missed
<i>shippai</i>	しつぱい	Whoops!
<i>kootai shite</i>	こうたいして	change
<i>san/kun to kootai</i>	さん／くんとこうたい	change with _____
<i>san/kun no ban</i>	さん／くんのばん	_____’s turn

8. *Daruma otoshi / Sumoo wanuki*



Daruma otoshi is a toy made up of a pile of blocks with a *daruma* sitting on the top. The lowest block is hit out with a wooden hammer, without tipping the remaining blocks over.

The aim is to knock all of the lower blocks out from under the pile one by one to finally leave the *daruma* on the floor. If the *daruma* falls, you have to start again, or if playing with more than one person, it is the next person’s turn.

Sumoo wanuki is the same toy as *daruma otoshi*. However, instead of a *daruma* on the top, there is a sumo wrestler. The lower blocks are labeled in the order of the different sumo ranks.

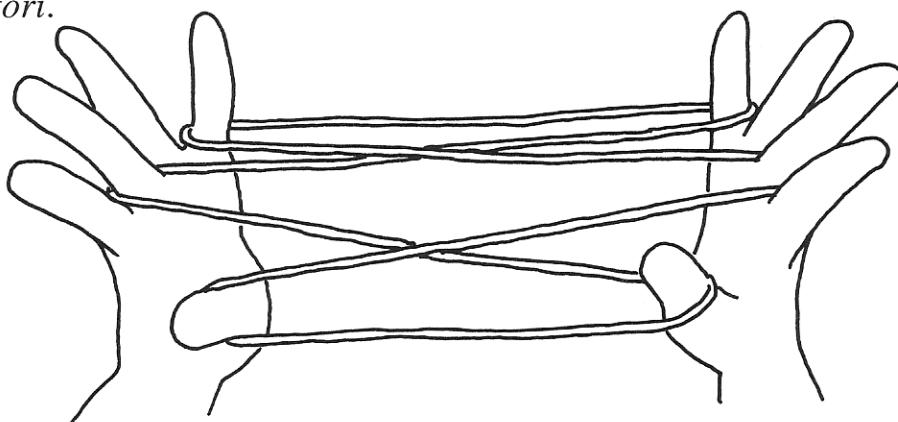
Involving language study with the *sumo wanuki*

Students can count in Japanese the blocks as they successfully knock them out. Or the students can call out the names of the ranks as they are knocked out.



9. *Ayatori*

Using a piece of string about 70 or 80 cm long tied into a circle, hooked onto the fingers of both hands, students can make a variety of patterns and objects. There are quite a few books published about *ayatori*.



I found it very difficult teaching *ayatori* to the class. This is one of the most popular children's games but to teach it you must be able to work with very small groups.

2. Activities making toys

1. Making toys out of paper

Using readily available materials, such as newspaper, junk mail, cereal boxes and other boxes, your class can make the following toys.

(1) *Kami zumoo* (Paper Sumo)

Materials

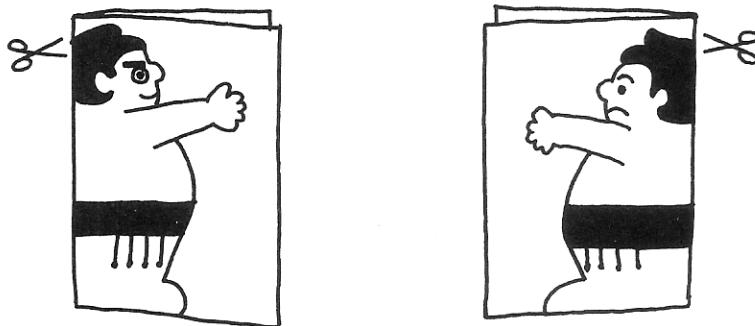
Cardboard
Shallow box

Tools

Pencils
Scissors

How to make

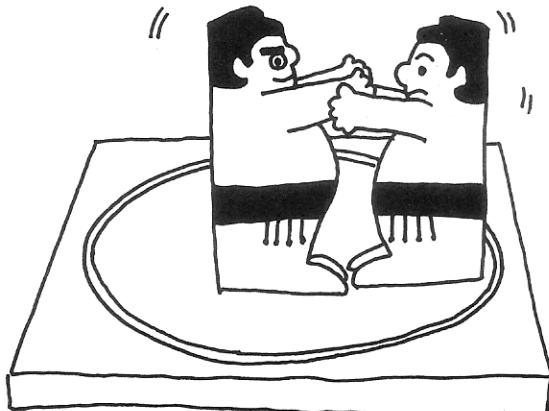
Fold a piece of cardboard about A5 in size in half. Draw a sumo wrestler on it as illustrated and then cut it out. Decide on a minimum height for the sumo wrestlers. Once the wrestler has been cut out, the students can then draw a sumo wrestler on the other side.



It is often fun for the students to come up with a name for their wrestlers. For example, ____ no yama, ____ no hana and ____ no umi are some popular patterns for sumo wrestlers' names. Or they may have a favorite wrestler such as *Akebono* or *Konishiki*.

On the shallow box, draw a *dohyoo* wrestling ring. Place two wrestlers in the middle of the ring and interlock them. The students then start to tap the box with their fingers to make the wrestlers start to move.

To start, the students can say “*hakkeyoi, nokotta!*” The first sumo to leave the ring or fall over loses.



(2) *Kami deppoo***Materials**

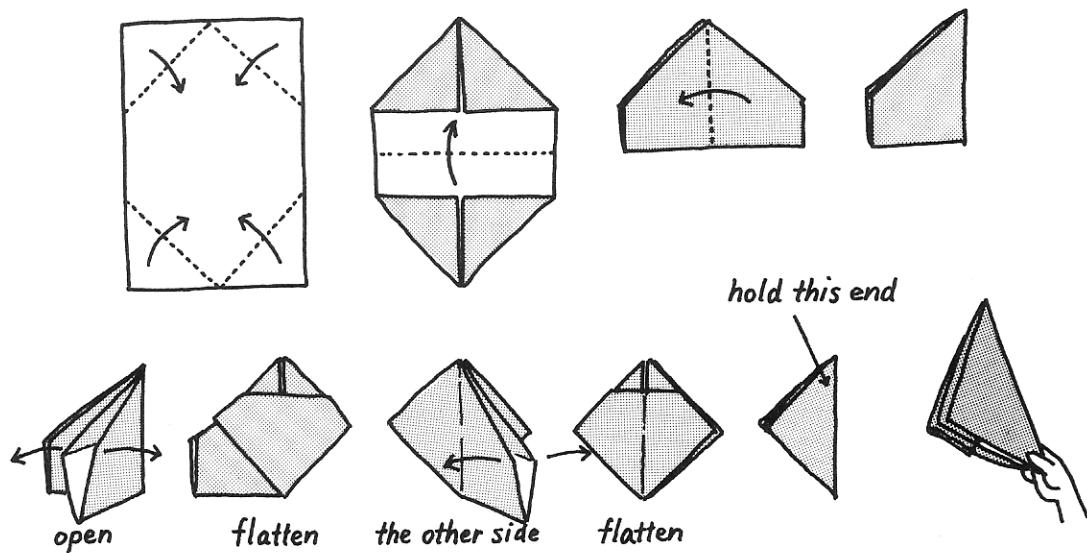
Thin piece of rectangular paper
(Junk mail or newspaper cut to
about A4 or B4 size)

Tools

None



Though your school probably has a pile of mis-copy A4 sheets, it is difficult to make this toy pop, or make a good sound with copy paper as it is too thick.

How to fold

Hold the corner of the *kami deppoo* as illustrated. By quickly swinging it down, it will open up, making a popping sound. This toy can be used many times just by closing it again.



(3) *Rokkaku gaeshi* This was introduced in Idea Book 2 on page 14.

Materials

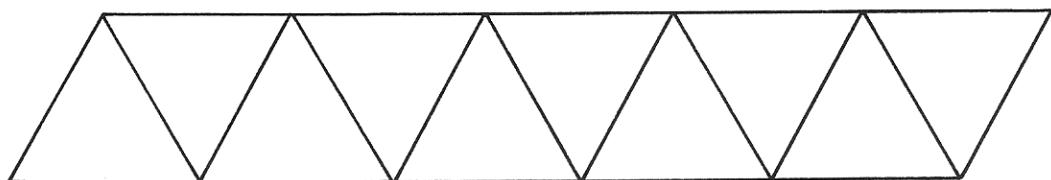
Cardboard
Glue

Tools

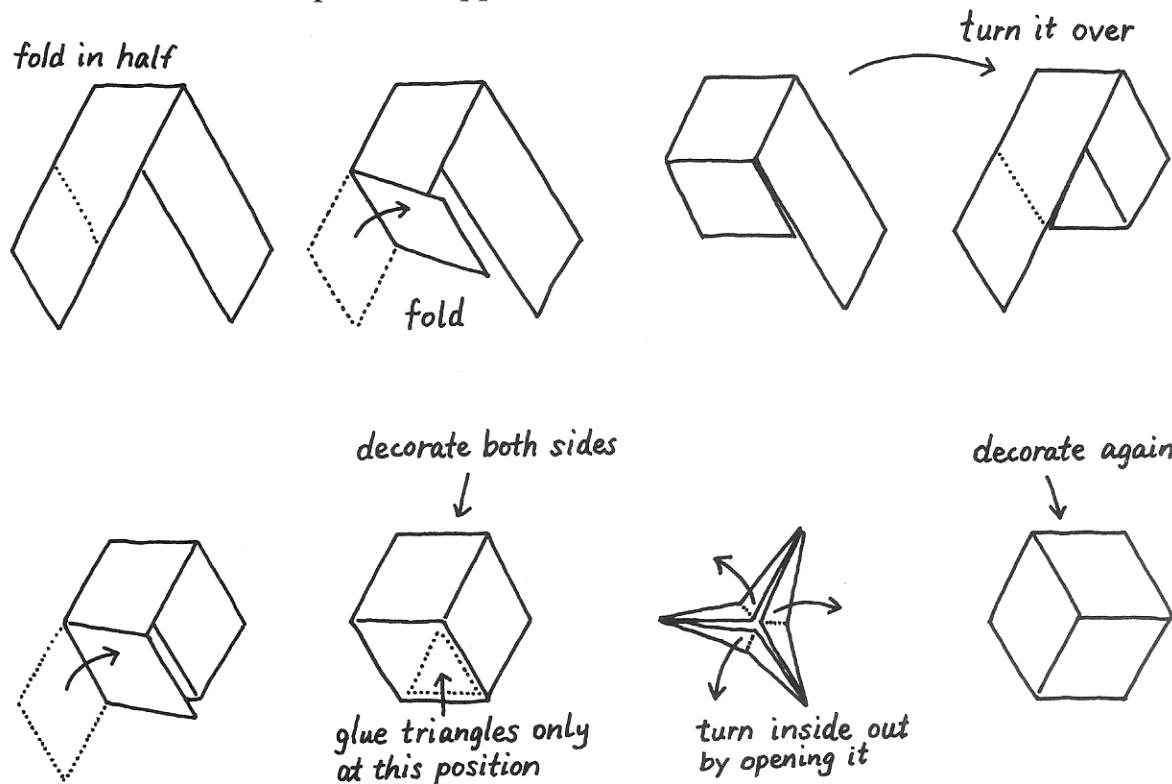
Scissors
Colouring materials
Compass
Ruler

How to make

Using a compass and a ruler, draw ten equilateral triangles on the cardboard as illustrated. If the students are unable to do this exactly use the master in Idea Book 2 on page 15 and photocopy it onto the cardboard.



Carefully cut around the outline of the parallelogram containing the triangles. Crease the card in both directions along each of the triangle lines. Again, this must be done exactly. Fold as illustrated. There will be three faces which can be decorated. By turning the *rokkaku gaeshi* inside out, the patterns will change. You will see six different patterns appear.



(4) *Bun bun goma*This was introduced in Idea Book 2 on page 14.**Materials**

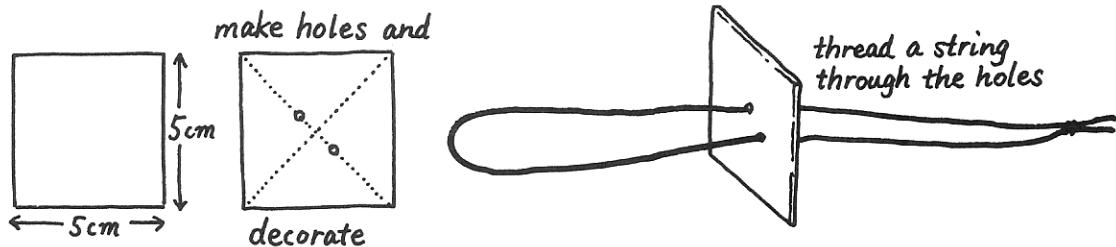
Thick Cardboard (thicker than cereal box board)
String

Tools

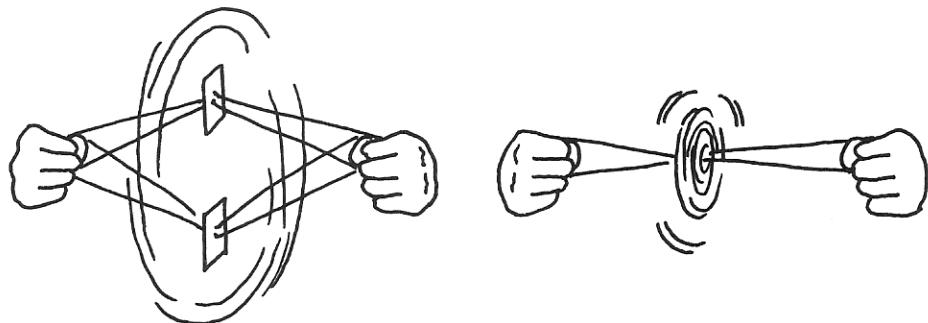
Scissors
Compass point
Colouring materials

How to make

Cut the thick cardboard into a square as illustrated. Open two holes equidistant from the centre point of the square. Decorate the square. Thread a string through the holes and tie it so it forms a loop as illustrated.



To use the *bun bun goma*, hold the string in each hand, so that the card is mid point between your hands. To wind the *bun bun goma* up, swing it in large circles away from you as illustrated.



Once the string on each side of the *bun bun goma* has a few twists in it, pull your hands away from each other, which will cause the *bun bun goma* to spin. Just as your hands reach the full extension of the string, bring them closer together again slowly, allowing the momentum of the *bun bun goma* to wind itself up again. When the *bun bun goma* stops spinning, repeat the process. Each time *bun bun goma* should get quicker and start to make a noise.



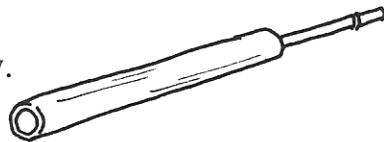
There is a great book about *bun bun goma* in which it is called a *byun byun goma*. The book's title is “*Byun byun goma ga mawataran*” by Hiro Miyagawa. It is a fun story that can show your students things they can try to do, as well as giving them a look at a small Japanese school.

2. Making toys out of bamboo

Many Japanese toys are made of bamboo. This is because it is readily available throughout Japan. If you have access to some bamboo, you may be interested in making some of the following toys. You will need to use saws and sturdy knives and consequently supervision is essential.

(1) *Kamidama deppoo*

This is the toy that we made most frequently.



Materials

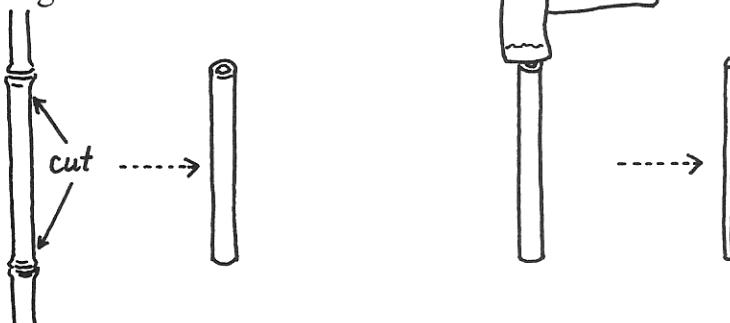
Thin Bamboo (1cm diameter)
Newspaper

Tools

Fine-toothed saw
Bucket of water
Hatchet

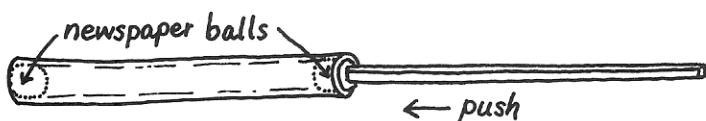
How to make

Cut the bamboo as illustrated, so that it forms a cylinder. Make a stick thin enough to fit inside the cylinder out of bamboo by splitting some with the hatchet.



How to play

Tear off a piece of newspaper, wet it in the water, roll it into a ball and insert it into one end of the cylinder. This must form a tight fit or else it won't work. Do this in the other end as well. If the balls fit tightly, by using the stick to push one up the cylinder, it will make the other one pop out the end.



Sometimes we used firm berries for the balls. We called those blue coloured berries *kusudama*. Naturally, when you play, care must be taken to keep the cylinder pointed away from people, windows and other breakables as sometimes the ball can come out at high speed.

(2) *Mizu deppoo***Materials**

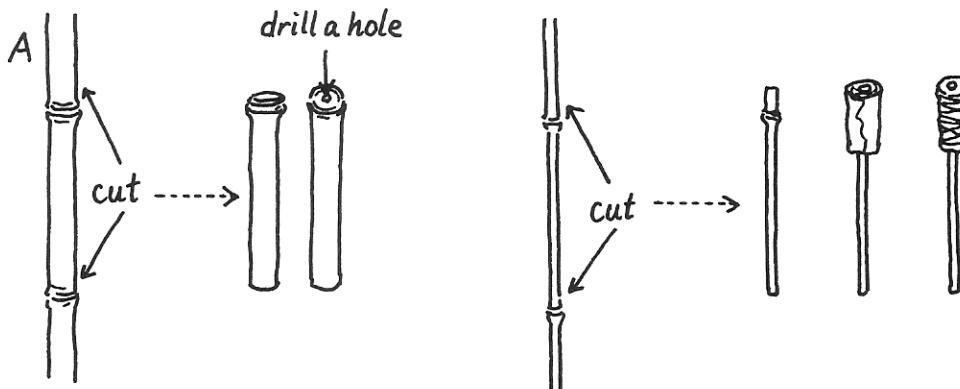
Bamboo A (2 - 3 cm diameter)
 Bamboo B (thin enough to fit inside Bamboo A)
 Cloth
 String

Tools

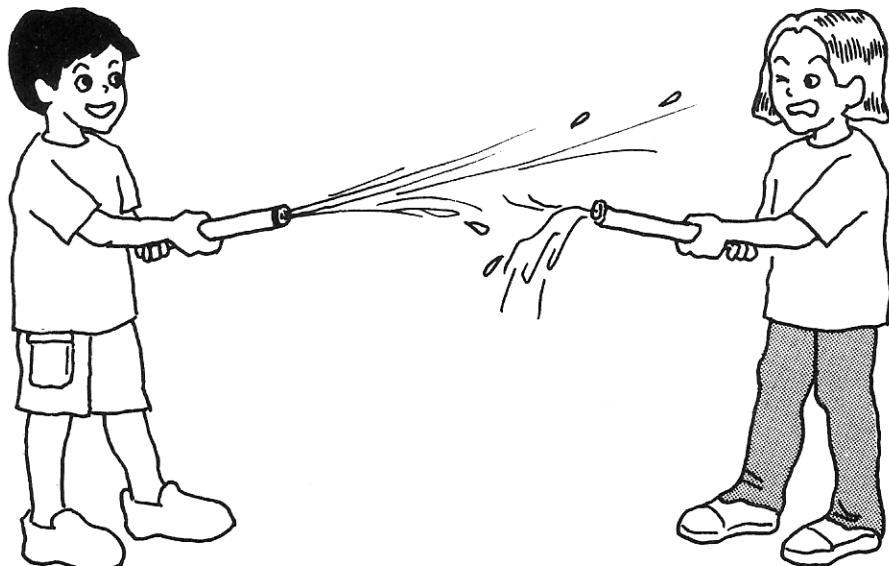
Fine-toothed saw
 Scissors
 Drill

How to make

Cut bamboo A as illustrated, so as to leave the bamboo joint at one end. Drill a small hole in the middle of the joint. Cut bamboo B as illustrated and tightly wrap the cloth around one end, so as to form a tight fitting plunger. Tie the cloth with the string.

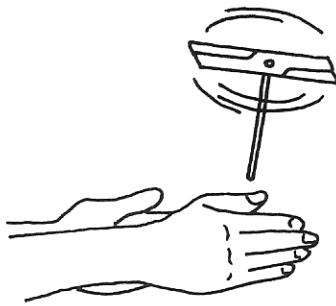
**How to use**

Fill the cylinder with water, then using the plunger you can squirt the water out. How far and how fast the water comes out will depend on the size of the hole and the fit of the plunger.



(3) Taketonbo

You can make your own *taketonbo* if you have access to thick bamboo.

**Materials**

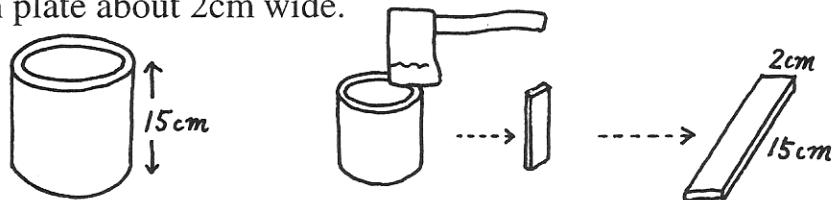
Thick Bamboo
Glue

Tools

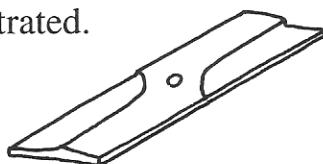
Saw
Hatchet
Utility knife
Drill

How to make

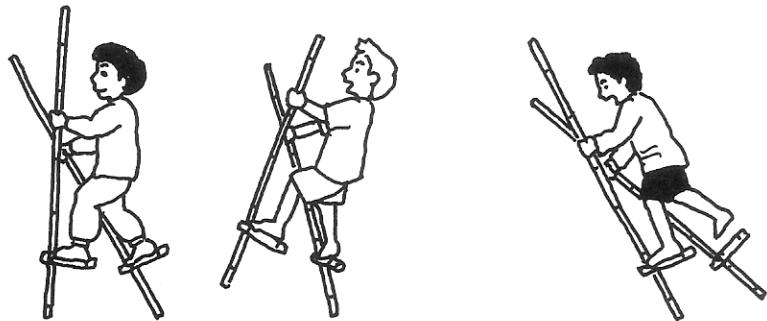
Cut the bamboo into 15cm lengths. Split these lengths to form a thin plate about 2cm wide.



Using the knife, carve the plate to form a propeller as illustrated.



Drill a hole in the centre of the propeller. With some of the remaining bamboo, make a thin stick, about the thickness of a barbecue skewer. Using the knife, shave this so that it is round and smooth. Insert this stick into the hole in the bamboo and glue it in place. Refer to page 11 for usage notes.

(4) Takeuma (Stilts)**Materials**

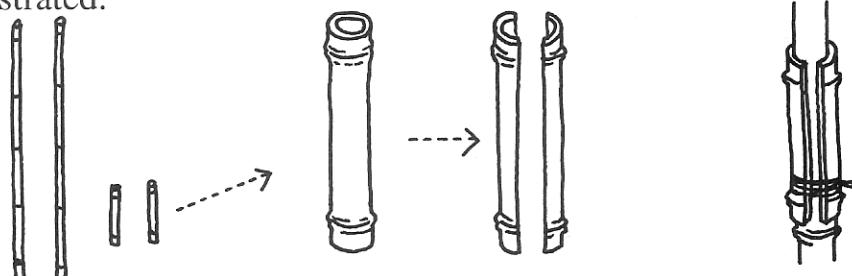
Bamboo (3-4cm diameter)
Wire
String

Tools

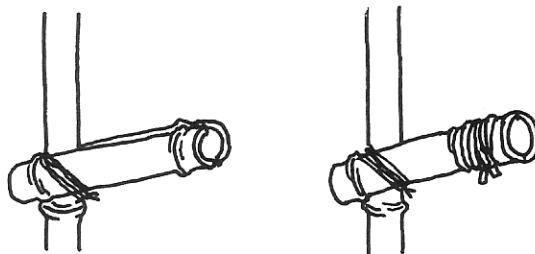
Fine-toothed saw
Pliers
Hatchet

How to make

Select two lengths of bamboo and cut them to a length of 1.5 to 1.8m. Select and cut two more lengths to 30cm. Try to cut the poles so that there is a joint at each end of the pole. Split the short pieces in half and attach them to the poles with the wire as illustrated.



Pull the tops of the short pieces so that they form footholds. Tie the ends of the footholds together with the string, to hold them in place.

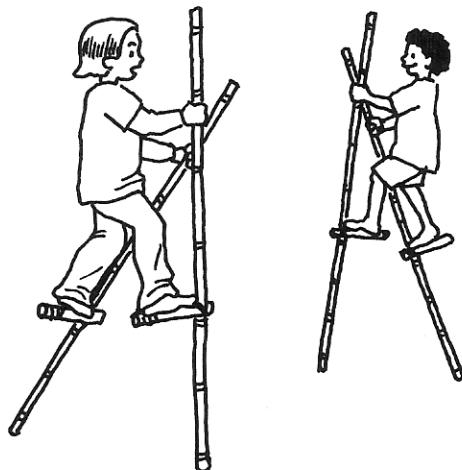


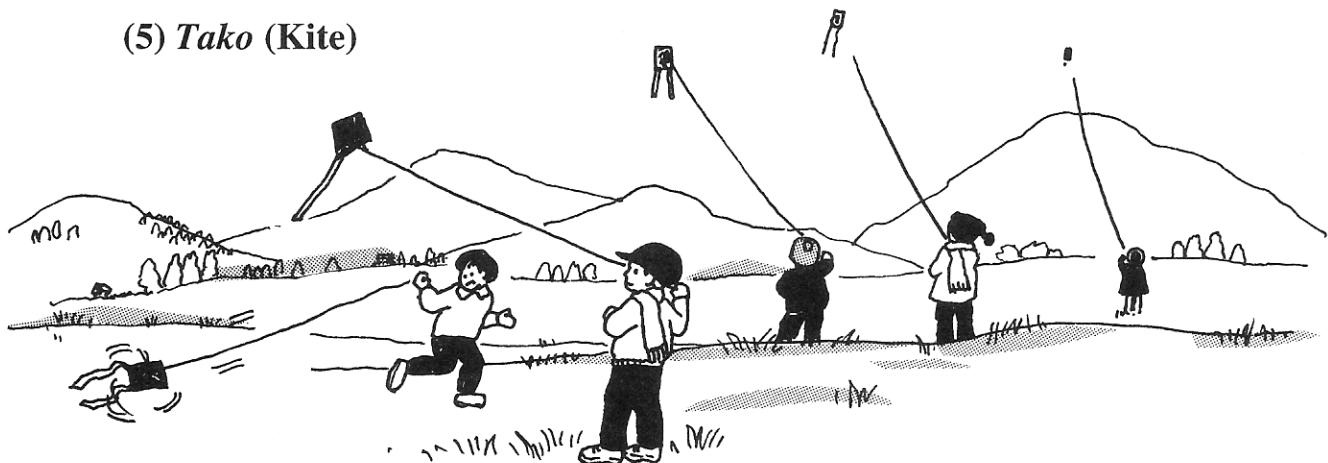
How to use

Once students have mastered walking on the *takeuma*, they can try running, hopping, stepping over obstacles, climbing steps etc. If they become really proficient, you can raise the level of the footholds.



When I was a child, I used to use *takeuma* with a foothold about a metre off the ground. The really good children used stilts even higher. Naturally, to start using the tall stilts, we had to start from a small wall, steps or other landing.



(5) Tako (Kite)**Materials**

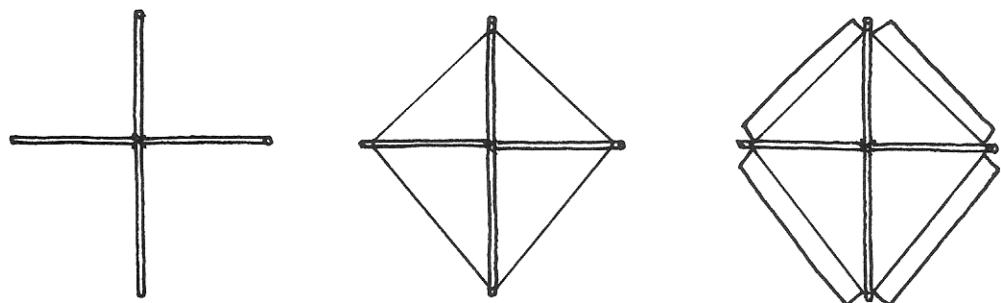
Washi or thin durable paper
 Bamboo sticks or thin dowel
 String
 Newspaper
 Glue
 Thread

Tools

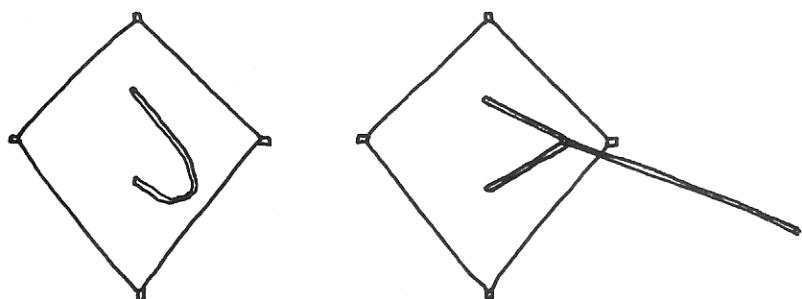
Scissors
 Colouring materials

How to make

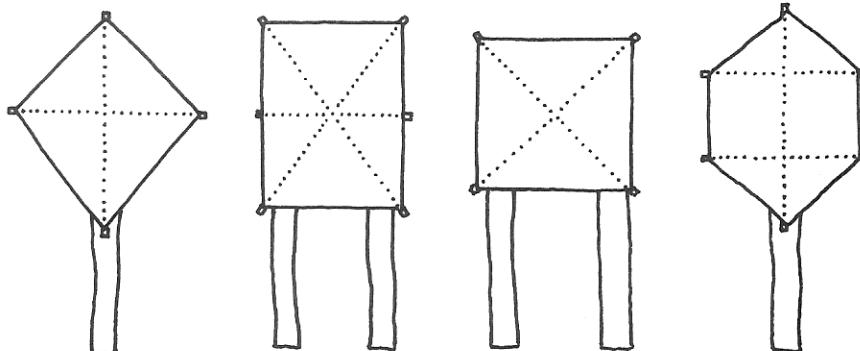
Tie two bamboo sticks together to form a cross. Then tie the thread so that it goes around each end of the bamboo. Lay this down on the paper. Cut the paper so that it is about 2 or 3 cm larger than the outline of the kite. Fold this overhang over the thread and glue it down.



Turn the kite over and attach the string as illustrated. Attach this string to the flying string.



Make a tail for the kite by cutting some newspaper into strips about 5cm wide and gluing them to the bottom of the kite. The kite may be decorated to taste.



I used to fly kites in a large field on winter days with a cold north wind blowing. The kite used to go so high that I almost lost sight of it. Nowadays it is very difficult to find a place to fly a kite, as many of the fields have houses on them and there are many power lines.

3. Making toys out of acorns, grass and leaves

(1) *Donguri goma*

In autumn, all sorts of acorns fall with the leaves. We used these to make tops.

Materials

Acorns
Match sticks, skewers or toothpicks
Glue

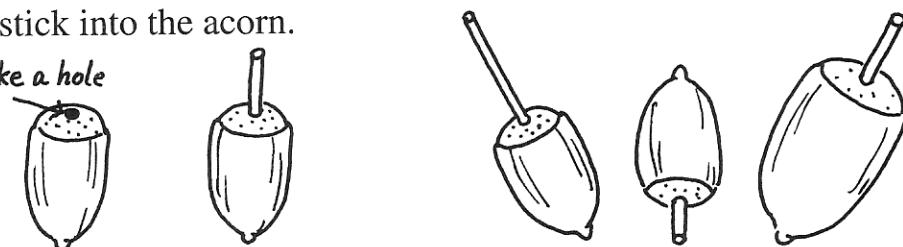
Tools

Kiri (gimlet or drill)

How to make

Make a little hole in the bottom of the acorn as illustrated and insert the stick into the acorn.

make a hole



If the stick is quite firm, you can use it as is, otherwise you will have to glue it. You can decide on the length of the stick yourself. The longer it is, the easier it is to spin, however it also loses its balance more easily. If the stick is not very straight, the top will be out of balance and not spin for very long.

How to use

You can spin the top by flicking the stick as illustrated, with the stick on the top of the acorn, or even with it under the acorn.

Students can play a form of sumo with their tops by spinning them together in a small ring. Whoever stays in the ring the longest without stopping, wins.

(2) *Donguri bue*

Materials

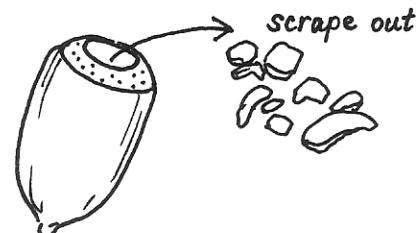
Largr acorn

Tools

Kiri (gimlet, nail or drill)

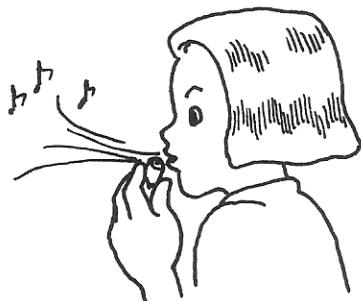
How to make

Make a 5 or 6mm hole in the bottom of a big acorn. Scrape the insides out through this hole.



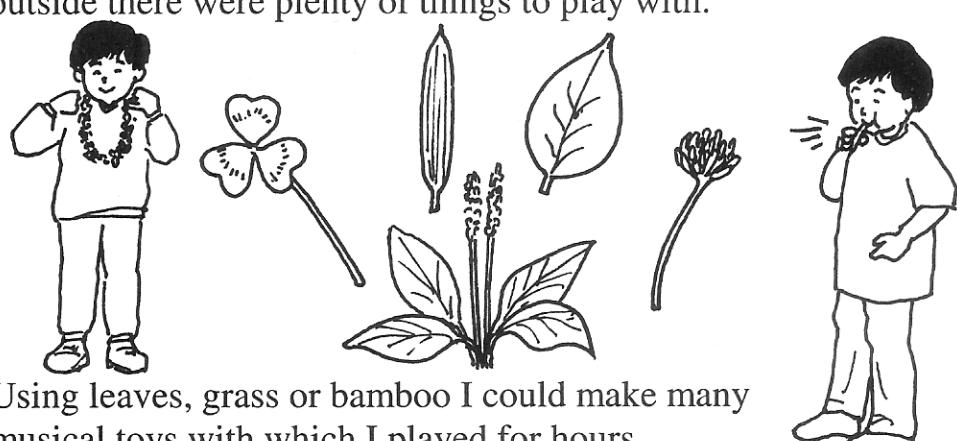
How to use

This hollow acorn can be played, similar to how you would play a flute.



(3) Others

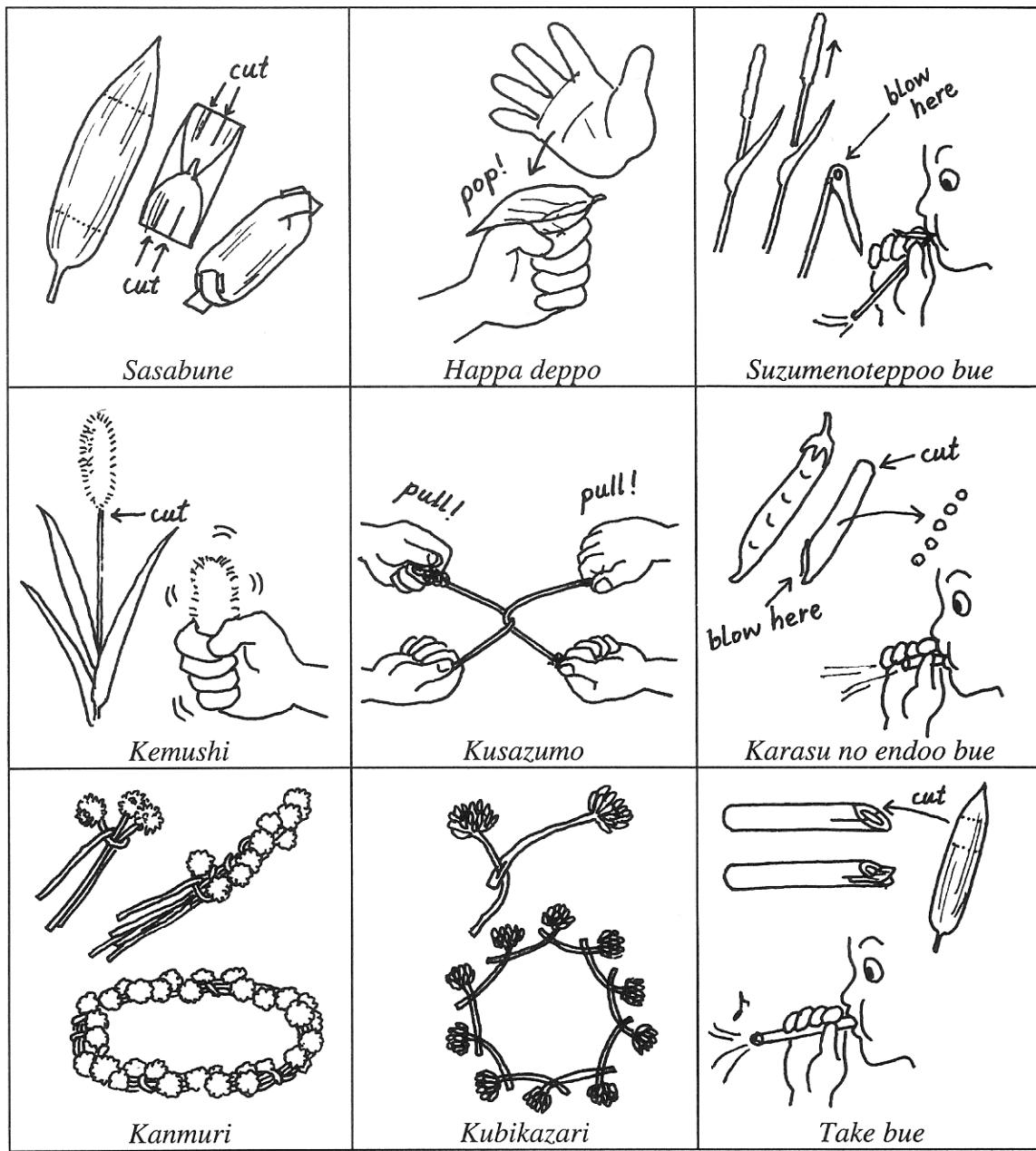
Around my house when I was a child there were rice paddies, vegetable gardens, bamboo thickets, grass fields and out back there was a mountain. I didn't have many toys but whenever I went outside there were plenty of things to play with.



Using leaves, grass or bamboo I could make many musical toys with which I played for hours.

Older children taught younger ones, and sometimes we discovered for ourselves which leaves to use to make a particular sound, or what things we could make out of a certain type of grass, leaf or plant.

Even now I still remember many of these things. When I see these plants, without realising it I have taken a leaf and am playing with it as I once did many years ago.



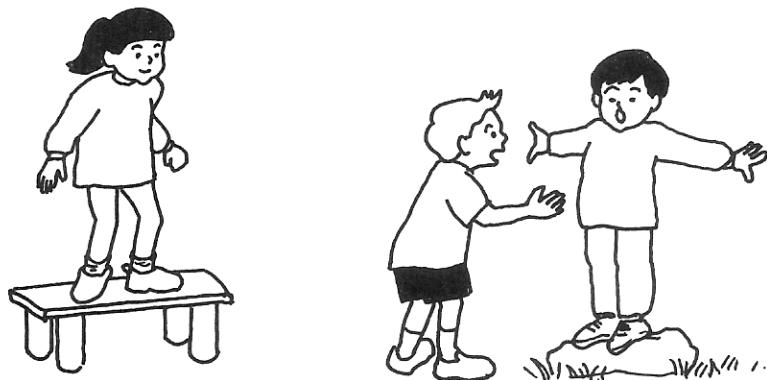
3. Playground games

1. *Onigokko*

Onigokko is probably the most popular Japanese playground game. All you need is a group of people to be able to enjoy it. When the rules change, so too does the name of the game. There are so many variations, that it is difficult to call them *onigokko*. I introduced ten different variations of *onigokko* in Idea Book 2 on pages 20 to 24. I wish to introduce a further four variations.

(1) *Taka oni*

Decide on the *oni* by playing *janken*. Everyone runs away and climbs up somewhere higher than the *oni*, while the *oni* counts to ten in a loud voice. When the *oni* reaches ten, he then tries to tag the other people. He can only tag those who are at the same level or lower than himself. If someone is on a higher level than the *oni*, the *oni* can approach them and start to count to ten out loud. Once the *oni* starts to count, he cannot tag them or move, however the target person must move by the time the *oni* reaches ten. Whoever is tagged becomes the *oni*.



(2) *Kitsuki oni*

Decide on the *oni* by playing *janken*. Everyone runs away while the *oni* counts to ten in a loud voice. When the *oni* reaches ten, he then tries to tag the other people. If someone is touching *ki* (a tree, a tree branch, a twig or a piece of wood) the *oni* is not allowed to tag the person.

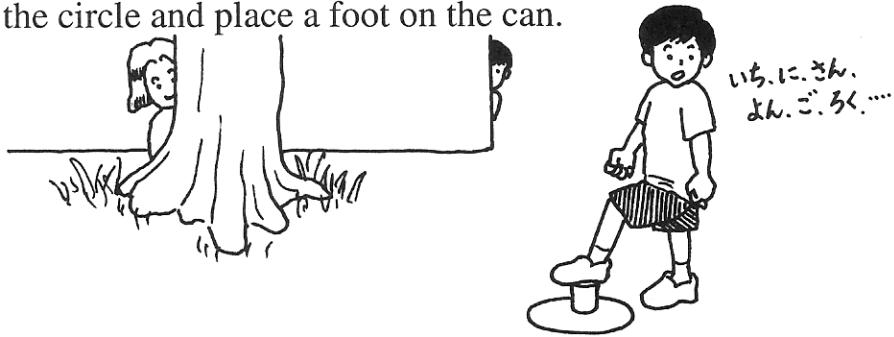
However he can approach them and start to count to ten out aloud. Once the *oni* starts to count, he cannot tag them or move. However the target person must move by the time the *oni* reaches ten. Whoever is tagged becomes the *oni*.



This game can be played like *irotsuki oni*, which is introduced in [Idea Book 2 on page 21](#). You may let the *oni* choose a material or a thing which the other people can escape from being tagged by touching. The *oni* may call out aloud before counting to ten, “*tetsu* (steel)”, “*purasuchikku* (plastic)” or “*kami* (paper)” instead of “*ki* (tree/wood)”.

(3) *Kan keri*

Draw a small circle on the ground and place a *kan* (can) in the circle. Decide on the *oni* by playing *janken*. One of the players who is not the *oni* must kick the can as far as they can, then all the players run and hide. The *oni* must retrieve the can, bring it back to the circle and then count to ten out aloud. After counting to ten, the *oni* must go and seek the players who are hiding. When the *oni* finds someone, he must call out their name in a loud voice, “____san / kun mitsuketa! (I found ____!)” and then run back to the circle and place a foot on the can.



If the person who is called can beat the *oni* back to the can and place a foot on it first, everyone who has been caught is free again. If the *oni* places a foot on the can first, the person that he found is “caught”. If someone kicks the can away while the *oni* is seeking other players, everyone is free again and the *oni* must start from the beginning. When everyone is caught, the person who was caught first is the next *oni*.

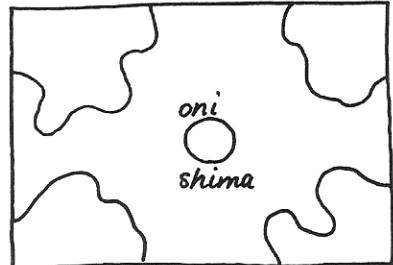




If anyone tries to just hide, this game is going to be boring and very difficult for the *oni* to find all people. Every player should try to take a chance to kick the can away. *Kan keri* means “kicking a can” and that is the goal of this game.

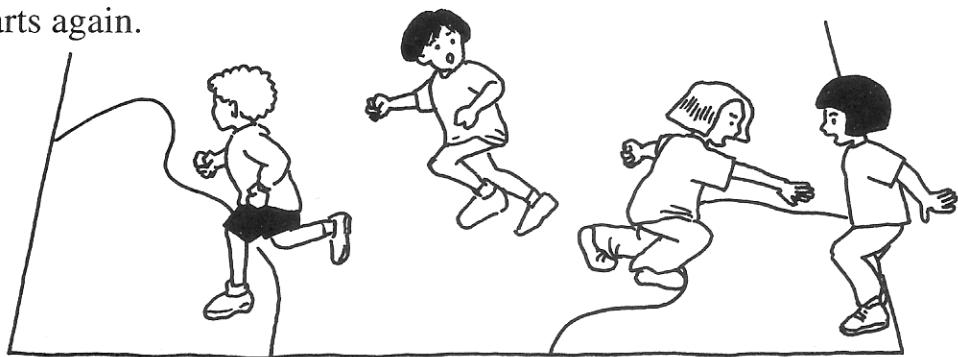
(4) *Neko nyaa*

Draw a large square on the ground. In each corner, draw some islands as illustrated.



Decide on one of the four islands to be the start. In the middle of the square, draw an island for the *oni* (*oni shima*). Only the *oni* can stand on, in or pass through this island. If any of the other players touch the *oni shima*, they are out. The *oni* cannot enter any of the four corner islands. Decide on who will be the *oni* by playing *janken*. The *oni* starts the game on *oni shima*. The *oni* calls “*neko nyaa*” in a loud voice and starts to try to tag the other players.

The *oni*’s goal is to tag all of the other players. The people who are tagged must wait outside the square. The goal of the players is to go from the start and visit all of the other islands in either a clockwise or anti-clockwise direction, a certain number of times. If a player can complete the circuit the right number of times, they call out “*neko nyaa*”. Everyone can then re-enter the square and the game starts again.



This game is called “*Nekko* (cat) *nyaa* (meow)“ and so sometimes we changed the name of this game to “*Inu wan*” (dog bark) or other combinations of animal names and their sounds. As this must be called out at the beginning and end of this game, players must remember what was called throughout and so this is a good method of teaching the animal - sound combinations.

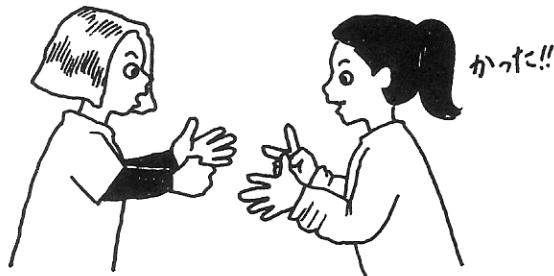
2. *Janken* games

Janken is a game that cannot be skipped in the study of Japanese children's activities. Basically *janken* is the same as rock, scissors, paper. As players say “*Jan ken pon*”, they display their selection on “*pon*” to see who wins. It is a very simple game.

There are many variations of the game of *janken*. When playing *onigokko*, as introduced in the previous paragraph, the *oni* is always selected by playing *janken*. When playing most other games, instead of tossing a coin to see who starts, *janken* is played. *Janken* is introduced in Idea Book 1 on page 44. Following are a further four variations of the game of *janken*.

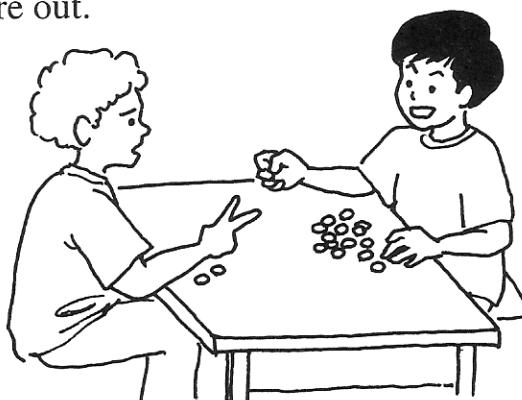
(1) *Ryoote janken* (Both hand *janken*)

Playing *janken* using both hands. The normal tendency when using both hands to play *janken* is to display the same symbol with both hands. If you do this, you are out. Both hands must win for a player to win. If only one hand wins, it is “*aiko*” (draw). Even if one hand wins and the other draws, it is still a draw.



(2) *Ohajiki tori janken*

This game is played with *ohajiki*, however it could be played with any small items, stones, sticks or acorns (gum nuts?). The person who wins the *janken* receives some of the *ohajiki* from the loser. Before play starts, rates are decided upon. For example, winning with *guu* is one *ohajiki*, *choki* is two and *paa* is worth three *ohajiki*. Each player starts with ten *ohajiki*. Once you lose all of your *ohajiki*, you are out.



(3) *Kachinokori janken* (Janken Championship)

All players start within an area such as a ball court. They each find a partner. If there is an odd number of students, a group of three can be formed. On the teacher's call, all pairs or groups play *janken*, the losers leave the court and sit down. So the losers don't get bored, they must become judges and keep an eye on the remaining players to make sure that no-one cheats. The winners again find a partner and the game is repeated on the teacher's call. Eventually a *janken* champion is left. Even with a large group, this game can be played quickly.

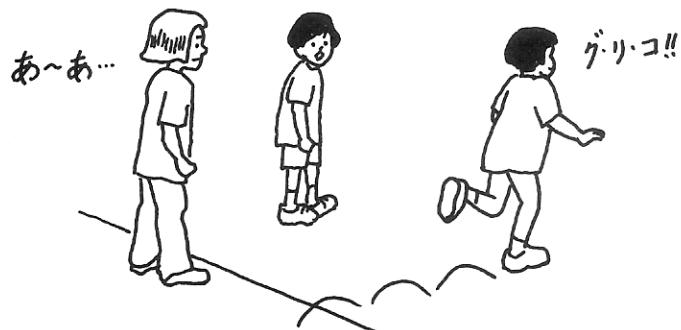


When there are only a few players left, instead of playing on the court, you can use a stage to play quarter finals, semi finals and a grand final. It can become very exciting when you play “*sankai shoobu*” which is to keep playing until one of the finalists has had three wins. If a prize has been organised for the winner, the excitement gets quite high.

If you only have the championship once, the students who are out in the first round can lose interest. If however you run the championship twice, where the two champions meet for a play-off to decide on a grand champion, it can be more interesting.

(4) *Guriko*

Guriko is played with two or three people. On my way home from school, there was a long set of steps. We used to always play *guriko* on the steps. The name “*Guriko*” comes from the company name “Glico”. Decide on a starting position. Everyone plays *janken* together. If a player wins with a *guu*, as they say *gu-ri-ko* (Glico), they take three steps. If they win with *choki*, they take five steps as they say *cho-ko-re-e-to* (chocolate). A player winning with *paa* can take six steps as they say *pa-i-na-a-pu-ru* (pineapple). The person who reaches the goal (top of the steps) first wins.



3. *Jikakushi*

This game is played by two people. It is played in dry hard dirt, such as clay. By playing *janken*, decide who writes a letter or character in the dirt. The other player turns around, so as not to be able to see. Using a stick or hard object, the first player writes a letter, word, hiragana, katakana or kanji character in the dirt, then covers it with the dust created. The second player must then try to work out what has been written by feeling the dirt and removing the dust.



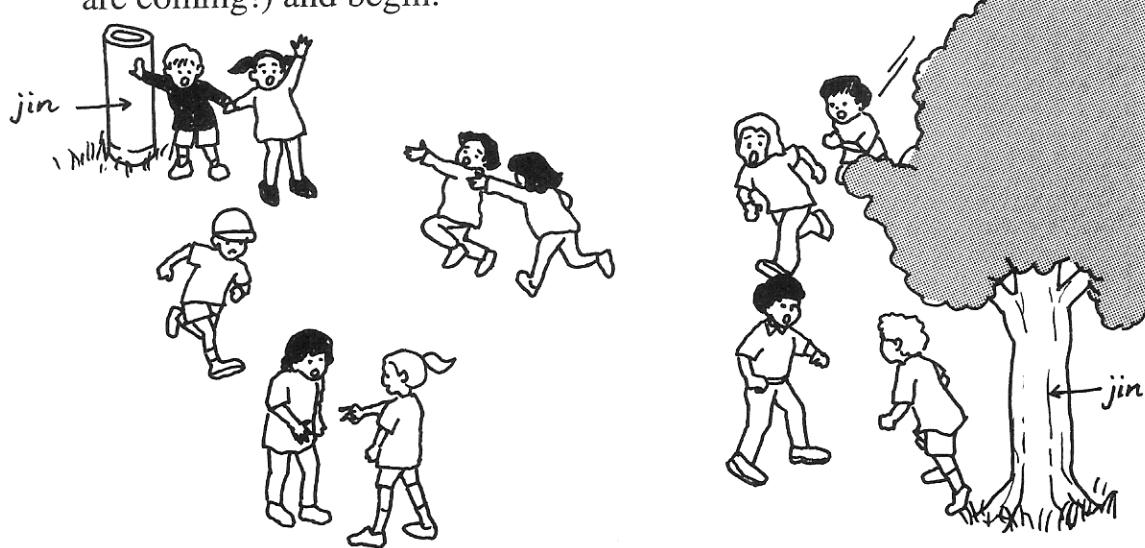
I often played this game with my mother. Thinking back, this was a wonderful way to learn hiragana, katakana and kanji.



4. *Jintori*

More than ten students are necessary for this game. Divide the group into two teams. Each team must decide on a *jin* (base), usually a tree, post, monkey bars or other object.

The goal of the game is to touch the opposition's *jin* or to get all of your opponents out. Each team must plan their tactics carefully for this game. Once both teams are ready, they shout out "Ikuzoo!"(We are coming!) and begin.



To get someone out, you must leave your *jin* after they have left theirs and tag them (the *jin* provides power and so the longer you are away from your *jin*, the less power you have). To help keep matters clear, an attacking person will decide on their target, leave their *jin* and call out their target's name, telling them that they have more power. While trying to tag a target person, you must be wary of opponents who leave their *jin* after you and who are able to come and tag you. Once someone is out, they must stay touching the opposition's *jin* until they are freed by being tagged by one of their team members.

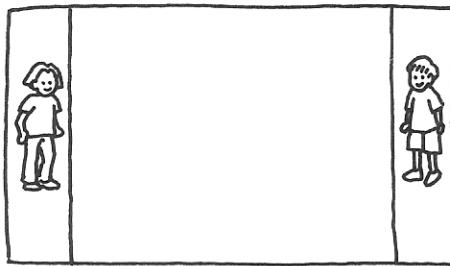
If two players tag each other, but they are unsure who has the most power (who left their own *jin* the most recently), they play *janken* to decide who is out. Naturally, for a player to refresh their power, all they have to do is touch their own *jin* again.

Tactical examples

- A fast player can act as a bait to entice opponents to chase him or her. They can then lead the opponent close to where a fresh team mate can come to counter attack with more power.
- While players are trying to tag and chase each other, one player can quietly slip around the back, using whatever cover is available to make a surprise strike and tag the opponents *jin*. The player who does this and calls out “*jin totta!*” is often considered heroic.

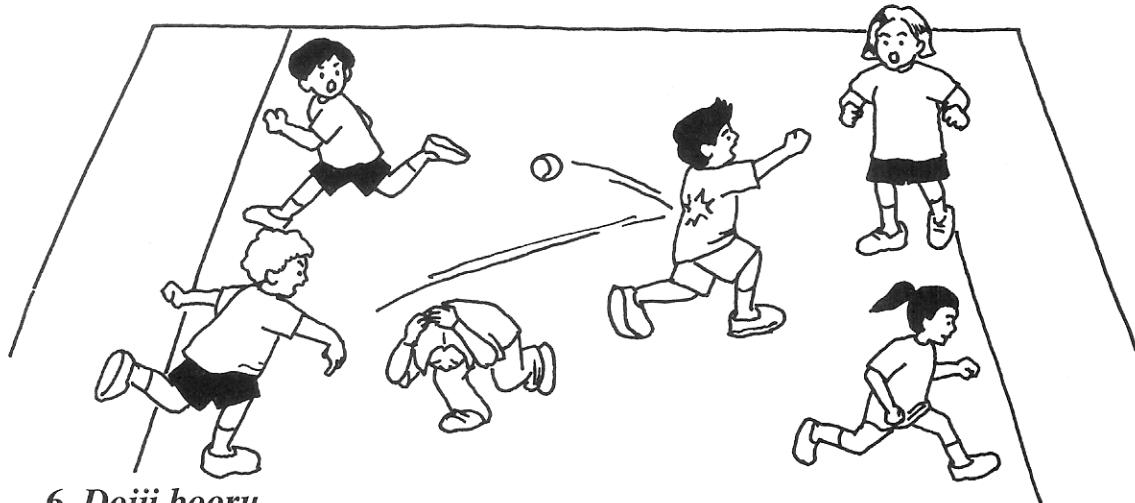
5. *Rokumushi*

Draw a large rectangle on the ground. On each end, draw a safety zone for players to stand as illustrated.



Divide the group into two teams. By playing *janken*, decide which team will start. The team selected to start stands in the safety zones. Two people who can catch and throw well from the opposition side also stand in the safety zones. All the other members act as ball boys/girls for the two catchers. The ball boys/girls are not allowed to enter the rectangle. The game starts when the ball is thrown from one catcher to the other.

The goal of the team in the safety zones is to run up the court and back six times before the catchers throw the ball to each other six times without dropping it. If a person running gets hit by or tagged with the ball, they are out and must sit outside the rectangle.



6. *Dojji booru*

Japanese children also enjoy ball games such as soccer, basketball, softball, kick baseball and hand tennis. At primary school I think that dodge ball may be the most popular game. Using only one ball, lots of people can play together. Depending on the age and skill level of the players, there are variations of the game.

(1) *Korogashi dojji* (Rolling dodge ball)

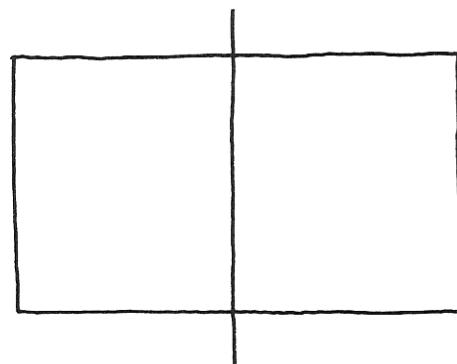
Basic *Korogashi dojji*

Draw a circle on the ground. All players stand inside the circle. The teacher, from outside the circle, rolls the ball through the circle. If the ball hits a student, that student joins the teacher outside the circle, and helps roll the ball. This is repeated until all students are out, the last student being the winner. You may have to decide on a time limit if you have some very agile students.

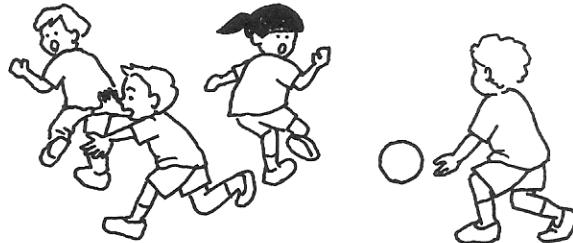
Advanced *Korogashi dojji*

Draw a court as illustrated.

Divide the group into two teams. Each team has three people who play from outside the opposition's side of the court. These people can join their team inside the court at any time.



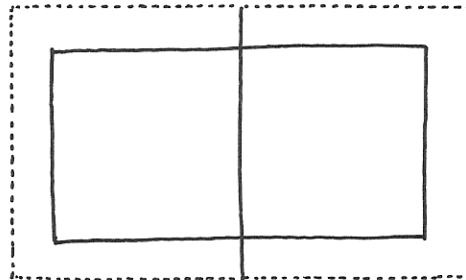
The ball is rolled into the opposing team's side of the court. If it hits one of the players, they are out and must stand outside the court. These people can then join in rolling the ball. Once the ball has hit someone, it is dead and can be picked up by anyone to be rolled again. The team who loses all of its players first loses. Again, you may have to set a time limit.



You can also have a variation where the people who are out can come back in if they get someone else out.

(2) *Dojji booru*

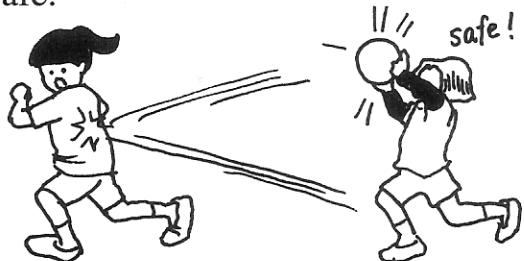
Draw a court as illustrated.



You can decide on a boundary outside which no-one can pass. If someone does, it becomes the oppoing team's ball.

Divide the group into two teams. Each team has three or four people who play from outside the opposition's side of the court. These people can join their team inside the court at any time.

The ball is thrown into the opposing team's side of the court. If it hits one of the players (not in the head) they are out and must stand outside the court where they can then join in throwing the ball. If the ball, after hitting someone, is caught before it hits the ground, that person is still safe.



If a player catches the ball they are safe and can attack straight away. The people who are out can come back in if they get someone else out. The team who loses all of its players first loses. Again, you may have to set a time limit.



Often Japanese primary schools have a recreation day with the parents. Normally it is only the mothers who are able to come. Cooking and craft activities are popular, however sports are also quite popular. Many mothers don't have time for sporting activities and so dodge ball is a popular game because it is quite easy to play.

One year when I was teaching grade five there were quite a few of the students, particularly some of the boys who could throw the ball very quickly and powerfully. We played with a parents' team and a students' team. Many of the mothers did not have the confidence to catch the balls and could only run. After this activity, they told me how impressed they were at their children's development.

4. Warabeuta (Children's Songs) games

Warabeuta are songs sung in different regions that have been passed down over many years. Some of the songs are specific to a particular region and others have been sung throughout Japan. The songs vary in the words and melody through the different areas. I would like to introduce some of the games we played with our hands, balls or skipping ropes while we sung these songs. Again, these are the games that I played when I was a young girl.

1. Abukutatta nietatta



*Abukutatta nietatta
Nietaka dooka tabetemiyoo
*Musha musha musha
Mada nienai*

*Abukutatta nietatta
Nietaka dooka tabetemiyoo
*Musha musha musha
Moo nieta*

*Otera no oshoosan
Ima nanji ?
Ima ____ ji



It is bubbling, it is cooked
Let's eat to see if it is cooked
*Munch munch munch
No, not yet !

It is bubbling, it is cooked
Let's eat to see if it is cooked
*Munch munch munch
Yes, it's cooked !

What time is it, priest of the temple?
*It's ____ o'clock now.

For a group of up to ten players. Play *janken* to decide on an *oni*. The *oni* sits down with the group standing in a circle around the *oni*, holding hands.

As the group sing the song, they walk in a circle around the *oni*. At “*Musha musha musha*”, the group use their hands to pretend that they are taking pieces of food from the *oni*'s head.



When the line “*Otera no oshosan ima nanji*” (What time is it priest of the temple?) is sung, the *oni* answers “*Ima ____ ji*” (It is ____ o'clock.) The *oni* can call out any time at all. The song starts again, as too do the actions. However if the *oni* answers “*Ima yonaka no*

juuniji" (It's now 12:00 midnight), the *oni* jumps up and tries to catch one of the people in the circle. Naturally, the people in the circle try to escape. Whoever is caught becomes the next *oni*.

2. *Kagome kagome*

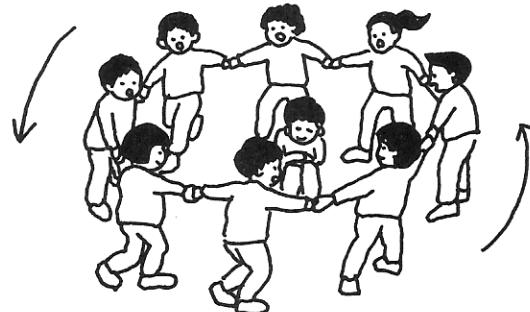


Kagome kagome
Kago no naka no tori wa
Itsu itsu deyaru
Yoake no ban ni
Tsuru to kame ga subetta
Ushiro no shoomen daare

Kagome kagome
 A bird in the cage
 When will it come out ?
 At dawn
 A crane and a turtle slipped
 Who is directly behind you ?



For a group of up to ten players. Play *janken* to decide on an *oni*. The *oni* sits down and covers his or her eyes. The group walk in a circle around the *oni*, holding hands and sing the song.



When they complete the song, they all squat down. The last line of the song "*Ushiro no shoomen daare*" means "Who is directly behind you?". The *oni* must guess who is squatting directly behind him or her. Depending on the ability of your students, you may have to give the *oni* two or three guesses. If the *oni* guesses correctly, the *oni* and that player swap positions. If not, the *oni* must stay in the middle again.



3. Tooryanse



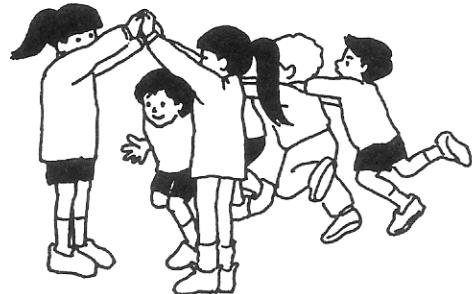
*Tooryanse tooryanse
 Koko wa doko no hosomichi ja
 Tenjinsama no hosomichi ja
 Chotto tooshite kudashanse
 Goyoo no nai mono
 tooshasenu
 Konoko no nanatsu no oiwai ni
 Ofuda o osameni mairimasu
 Iki wa yoiyoi kaeri wa kowai
 Kowai nagaramo
 Tooryanse tooryanse*

Pass through, pass through
 What path is this ?
 This is Tenjin's road
 (*Tenjin is the god worshipped at a shrine)
 Will you please let us pass through ?
 People without a reason cannot pass through
 For this child's birthday
 We wish to offer a charm to the shrine
 You may go, but you may or may not return
 Even though you are afraid
 Pass through, pass through



When we played this game, we all sang the song, however there are parts for the gate to sing and parts for the players to sing as well.

For more than five players. Decide on two players to form a gate by playing *janken*. The remaining players stand in a line, one behind the other with their hands on the shoulders of the person standing in front of them.



At the very last syllable of the song “se” the gate closes around whoever is passing through at the time in a similar method to “Oranges and Lemons”. Whoever is caught swaps with one of the people playing the gate.

Too ryan se too rya n se Ko ko wa do ko no ho so mi chi ja

Ten ji n sa ma no ho so mi chi ja Cho tto too shi te ku da sha n se

Go yoo no na i mo no to o sha se nu Konokono nanatsuno o i wa i ni

O fu da o o sa me ni ma i ri ma su I ki wa yo i yo i ka e ri wa ko wa i

Ko wa i na ga ra mo To o rya n se too rya n se

4. Antagata dokosa



Antagata doko sa

Higo sa

Higo doko sa

Kumamoto sa

Kumamoto doko sa

Senba sa

Senbayama niwa tanuki ga otte sa

Sore o ryooshi ga teppoo de utte sa

Nite sa, yaite sa, kutte sa

Sore o konoha de chotto kabuse

Where are you from ?

I am from Higo

Where in higo ?

Kumamoto

Where in Kumamoto ?

Senba

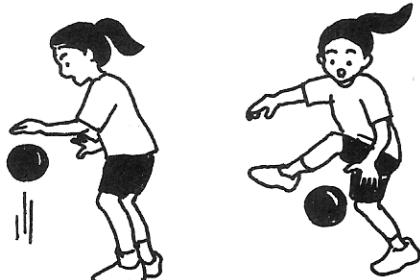
There was a tanuki on Mt. Senba

A hunter shot it, cooked it and ate it

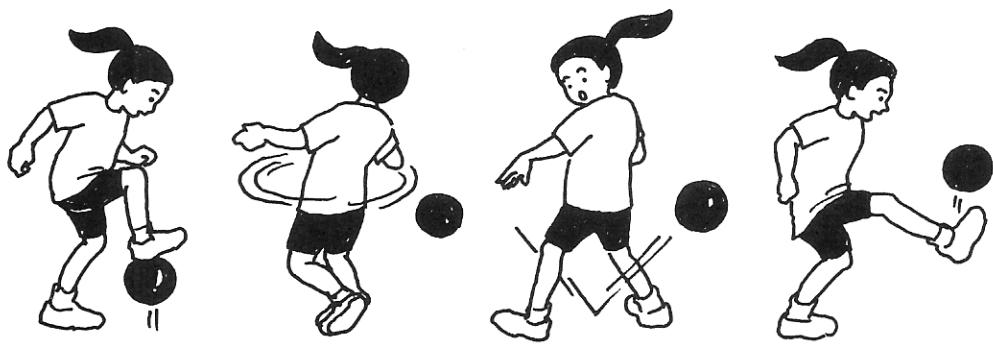
And covered it with some leaves



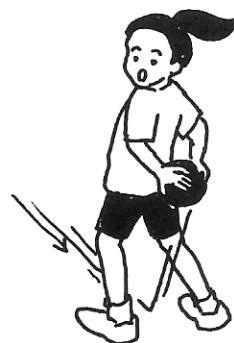
Students take turns to play this game. The student bounces a ball while singing the song. Every time “sa” is sung, they do a trick with the ball. The most basic trick is to bounce the ball under one leg.



Some students prefer a bit more of a challenge and so they may wish to spin around, bounce the ball with their foot, or think of their own trick.



At the very last “se”, the player bounces the ball through their legs from front to back and must catch the ball behind their back.



2/4

An ta ga ta do ko sa Hi go sa Hi go do ko
 sa Ku ma mo to sa Ku ma mo to do ko sa
 Sen ba sa { Se n ba ya ma ni wa ta nu ki ga
 So re o ryo o shi ga te ppoo de
 u tte sa } Ni te sa, yai te sa, ku tte sa
 So re o ko no ha de cho tto ka bu se

Music notation: The music is in 2/4 time, treble clef. It consists of six lines of musical notation, each line corresponding to a line of Japanese lyrics. The lyrics are written below the notes. The notation includes various note values (eighth and sixteenth notes) and rests. The first line starts with a dotted half note. The second line starts with a quarter note. The third line starts with a dotted half note. The fourth line starts with a quarter note. The fifth line starts with a dotted half note. The sixth line starts with a quarter note.

5. Hana ichimonme



Katte ureshii hana ichimonme
 **Makete kuyashii*
hana ichimonme

Tansu nagamochi
donoko ga hoshii

**Anoko ga hoshii*

Anoko ja wakaran

**Konoko ga hoshii*

Konoko ja wakaran

**Soodan shimashoo*

Soo shimashoo

* *chan / kun ga hoshii*

 chan / kun ga hoshii



We are happy as we won.

*We are sorry as we lost.

Who do you want for the chest ?

*We want that person.

We don't know what you mean by that person.

*We want this person.

We don't know what you mean by this person.

*Let's discuss it.

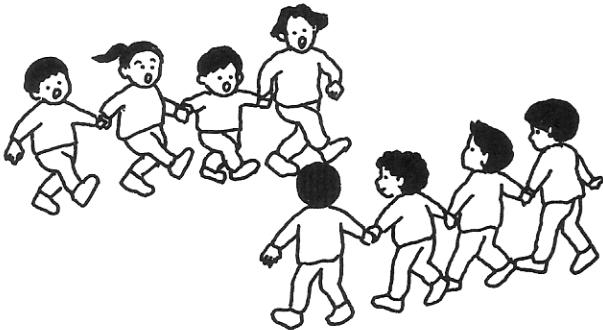
Let's do that.

*We want _____.

We want _____.

At least six players are necessary. Play *janken* to divide the group into two teams, those who won and those who lost. Each team stands in a line, holding hands. Each line stands facing the other, about three or four metres apart.

The team who won start the song. As they sing the first line, they walk toward the other team. At the last syllable “*me*” they kick up their leg. As the team who lost start to sing the second line of the song, they too advance. The first team must walk backwards to make room for the second team. Again at “*me*” the second team kick up their leg.



The game continues in this manner with teams taking turns to sing, walk forward and kick as the other team retreats. After the lines “*Soodan shimasho*” “*Sooshimasho*” have been sung, each team huddles and decides on the name of an opponent to choose. When both teams have decided, they sing the last two lines and declare who they have chosen.

The two people selected approach each other and have a hand to hand tug of war. Whoever loses joins the winners' team. The winning team starts the next round after both teams have lined up again.



Music notation and lyrics:

Ka te u re shi i ha na i chi mo n me
 Ma ke te ku ya shi i ha na i chi mo n me
 Ta n su na ga mo chi do no ko ga ho shi i
 A no ko ga ho shi i A no ko ja wa ka ran
 Ko no ko ga ho shi i Ko no ko ja wa ka ran

Soo dan shi ma sho Soo shi ma sho

6. Otera no Hanako san



Se se se no yoi yoi yoi

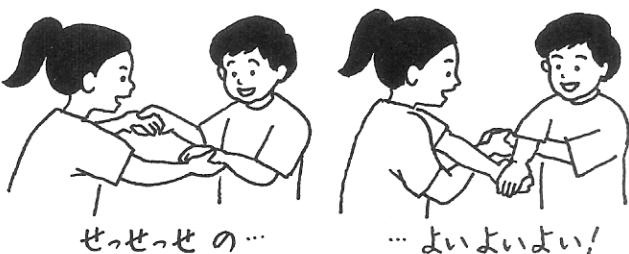
Otera no Hanako san ga
 Kabocha no tane o makimashita
 Me ga dete, fukurande
 Hana ga saite
 "Janken pon!"

*Ipponbashi kuchu kuchu
 Tsunette, tataite, kaidan nobotte
 Kocho kocho kocho

Hanako of the temple
 Sewed a pumpkin seed
 It sprouted, swelled and
 It flowered, "Janken pon!"

One log bridge tickle tickle tickle
 Pinch, slap, climb the ladder
 Tickle tickle tickle

This is a game for two people. The opening line "Se se se no yoi yoi yoi" is sung as the players hold hands and move them up and down in time with the song as illustrated. At "Yoi yoi yoi", the players hands are crossed and they clap their wrists together in time with the yoi's.



While singing "Otera no hanako san ga kabocha no tane o makimashita", the players clap their hand, then their partner's hand alternately.

The remainder of the actions are performed as illustrated. As “*Janken pon*” is sung, the players naturally play *janken*.



The winner of the *janken* sings the final verse of the song, while performing the remaining actions as illustrated.



4

Se se se no yo i yo i yoi O te ra no Ha na ko san ga
 Ka bo cha no ta ne o ma ki mashita Me ga de te fu ku ran de
 Ha na ga sai te Jan ken pon

The musical notation consists of three staves of 4/4 time. The first staff has a treble clef and includes lyrics: 'Se se se no yo i yo i yoi'. The second staff has a treble clef and includes lyrics: 'Ka bo cha no ta ne o ma ki mashita'. The third staff has a treble clef and includes lyrics: 'Me ga de te fu ku ran de'. Below the staves are the lyrics: 'Ha na ga sai te Jan ken pon'.

7. *Genkotsuyama no tanuki san*



Se se se no yo i yo i yoi

Genkotsu yama no tanuki san
Oppai nonde, nenne shite
Dakko shite, onbu shite
Mata ashita



The tanuki of Mt.Genkotsu
 Drank from the breast and slept
 Was cuddled and piggy backed
 See you tomorrow

This is a game for two people. The opening line “*Se se se no yo i yo i yoi*” is sung as the players hold hands and move them up and down in time with the song as illustrated. At “*yoi yoi yoi*”, the players hands are crossed and they clap their wrists together in time with the *yoi*’s. See page 52. While singing the song, the players perform the actions as illustrated.



Se se se no yo i yo i yoi Gen ko tsuya ma no
 ta nu ki sa n O ppai no n de, ne n ne shi te
 Da kko shi te, on bu shi te Ma ta ashi ta

8. Daruma san

*Daruma san, daruma san
 Niramekko shimasho
 Warattara makeyo
 A-ppu-ppu!*

Daruma, daruma
 Let's play a staring game
 If you laugh, you will lose
 A - ppu - ppu!

This is a game for two people. Two players sit face to face and sing. When they finish the last phrase "A-ppu-ppu" they start to play *niramekko*, a staring game.

Their goal is to make their opponent laugh. Naturally they are allowed to make a funny face, however they are not allowed to use their hands to make their face funny.

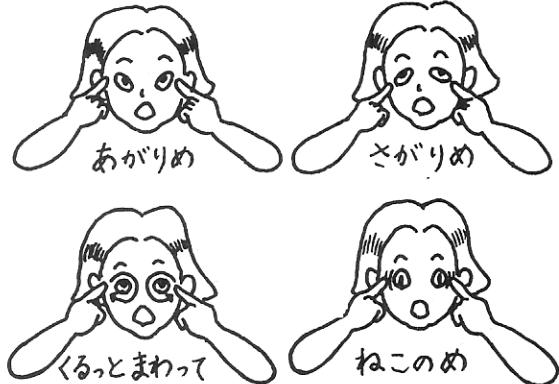
Da rum a san da rum a san Ni ra me kko shi ma sho
 Wa ra ita ra ma ke yo A ppu ppu!

9. Agarime sagarime

 *Agari me, sagari me*
 *Kurutto mawatte*
Neko no me

Slanty eyes, slopy eyes
 Round in a circle
 Cat's eyes

While singing the song, the players perform the actions as illustrated.



2

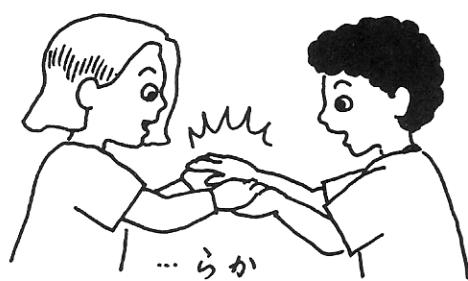


10. Ocharaka hoi

 *Se se se no yoi yoi yoi*
 *Ocharaka ocharaka*
Ocharaka hoi
 **Ocharaka kattayo* (I won)
 **Ocharaka maketayo* (I lost)
 **Ocharaka doojide* (Draw)
Ocharaka hoi

This is a game for two people. The opening line “*Se se se no yoi yoi yoi*” is sung as the players hold hands and move them up and down in time with the song as illustrated. At “*yoi yoi yoi*”, the players hands are crossed and they clap their wrists together in time with the *yoi*’s. See page 52.

While singing “*Ocharaka ocharaka ocharaka*”, the players clap their hand, then their partner’s hand alternately.



At “*hoi*”, they play *janken*. Then the players sing the next phrase with different words and different actions at the same time. The people who won the *janken* sing “*Ocharaka -kattayo*” and raise their hands in the air. The people who lost sing “*Ocharaka -maketayo*” and hold their fists in front of their eyes as though they were crying. And the players who drew at *janken* sing “*Ocharaka -doojide*” and place their fists on their hips.



They all then play *janken* at the last “*Ocharaka hoi*”, and start the last verse and actions over again. This game has no end.

11. Yuubinsan

 *Yuubin san, ohairi*
Tegami ga juu mai ochimashita
Hirotte kudasai
Ichi mai, ni mai, san, mai,
yon mai, go mai, roku mai,
nana mai, hachi mai,
kyuu mai, juu mai
Yuubin san, arigatoo


This is a skipping game, played with a long rope. At “*Yuubin san, ohairi*”, a person enters the rope area and begins to jump. After hearing “*Hirotte kudasai*” (Please pick them up), the person jumping must pretend to pick a letter up by touching the ground with their hand at each jump.

Come in Postie
Ten letters dropped
Pick them up please
1,2,3,4,5,6,7,8,9,10
Thank you Postie

while counting out “ichimai,
niimai, sanmai...juumai.”



If they complete this without error, they leave the jumping area after the line “Yuubin san arigatoo” has been sung. The next player then enters as the song starts again from the beginning. If the person jumping makes a mistake, they change places with one of the people who are swinging the rope.

Yuu bin san o hai ri Te ga mi ga juu mai
 o chi ma shi ta Hi ro tte ku da sa i Ichi mai ni mai
 San mai yon mai go mai roku mai nana mai hachi mai
 kuu mai juu mai Yuu bin san a ri gato o

13. Oshikura manjuu



*Oshikura manjuu
Osarete nakuna*



Pushing hard, make a bun
Don't cry as you are pushed

This game is played by a group of any size. A circle is drawn on the ground just large enough to enclose all of the players. Each player stands facing outside the circle.

As the song is sung repeatedly, all of the players push backward into each other. If a player or any number of players are forced out of the circle, they are out. Gradually the group will become too small for the circle and so a smaller circle may have to be drawn. The person who is the last one standing in the circle wins.

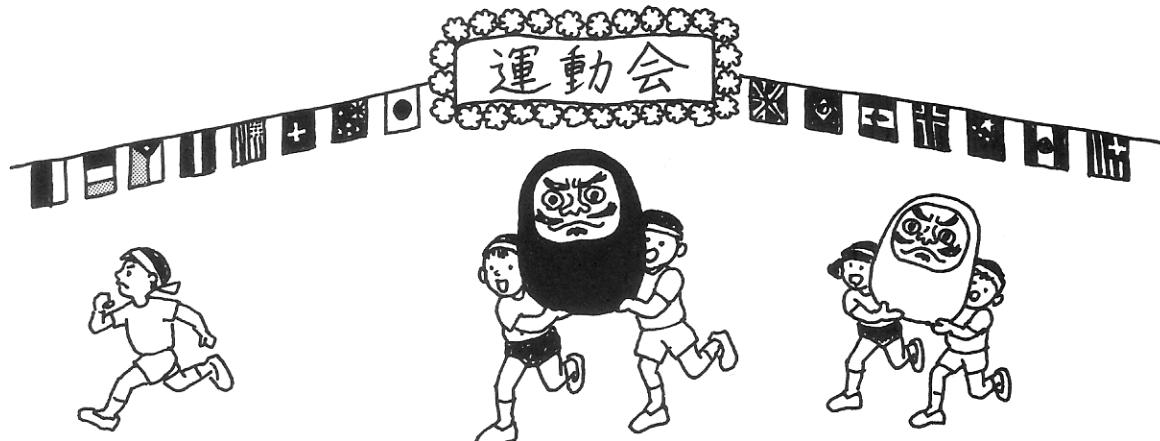


On cold winters' days, we often played this game just to warm up. We did not use a circle, or have people go out. It was very effective and a lot of fun.

2

O shi ku ra man juu O sa re te na ku na

5. *Undookai* activities

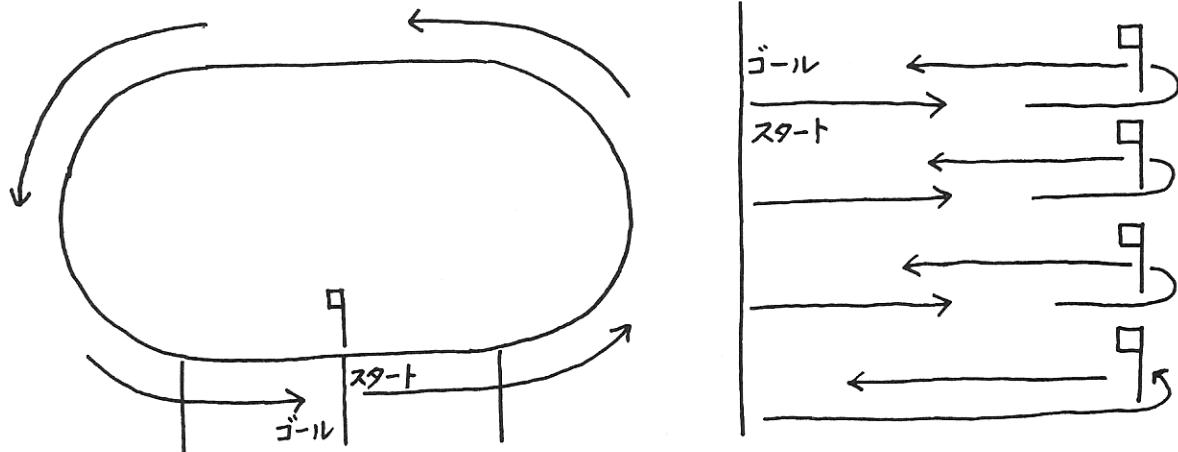


For Japanese schools, the *undookai* is one of the biggest school events. An *undookai* is a fun sports day where as well as athletics, a lot of fun novelty activities, dances, displays and performances are held.

Undookais are normally held on Sundays so that most parents are able to attend. On these days, families pack *obentoo* lunches and arrive at the school early to set up a picnic mat beside the athletic track. From there they can watch and participate in the activities all day. Normally the students sit with their teams or classmates, but they often join their families for lunch. When I was little, the school council members, PTA or mothers' clubs would run a stall selling sweets and toys. This was one of the things that I looked forward to.

If you would like to run a Japanese style *undookai* at your school, following are some ideas for activities.

There are two main styles of racing. Around the track and from a starting point, around a flag and back. Most events can be done using either style.



1. *Rajio taisoo*

This is a set of basic exercises put to music that is broadcast throughout Japan. This is a good warming up activity for everyone to do together after the day's opening ceremony. To perform a large scale *rajio taisoo* effectively, you will need to practice first with each class. Normally, a teacher will demonstrate the exercises in front of the group. When you do this, remember to reverse your left and right, otherwise the students will get confused.

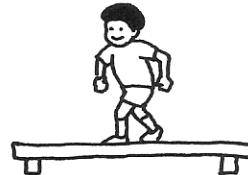
See also notes on *Rajio taisoo* under cultural day activities on page 70.

2. *Shoogaibutsu kyoosoo* (Obstacle race)

This can be done as an individual event, or as a relay. Arrange a number of obstacles on the course for people to climb over, under around and through.

Ideas for obstacles

- Along a log or beam



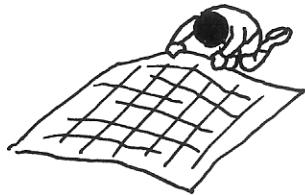
- Horse to jump over



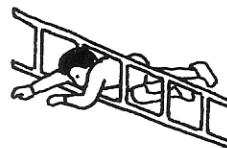
- Hurdles to jump or crawl under



- Cargo net to crawl under



- Ladders to crawl through



- Hessian bags to jump in for a set distance



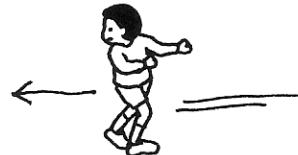
- Running with a ball held between the knees



- Popping a balloon by sitting on it



- Running backwards



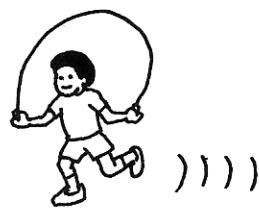
- Picking a candy out of a tray of flour, without using hands



- Climbing over a high jump mat that is on its side



- Skipping rope



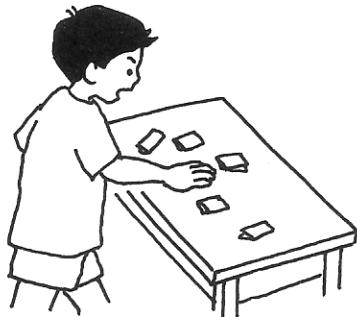


Often, instead of using a podium for presentations after each event, competitors are given a flag representing their finishing position (from 1st to 4th). If a team wins, once all teams have received their flag, the winning team stands, raises their hands and shouts “Banzai...Banzai” and then give themselves a round of applause.



3. *Karimono kyoosoo*

It is best to perform this as a race and not a relay. Position a table one third of the way around the course. On the table, have enough folded pieces of paper with the name of an item written inside it for each runner. The runners must reach the table. Select a paper, read what it says and then go and get what is written on the paper, then return to the course and cross the finish line.

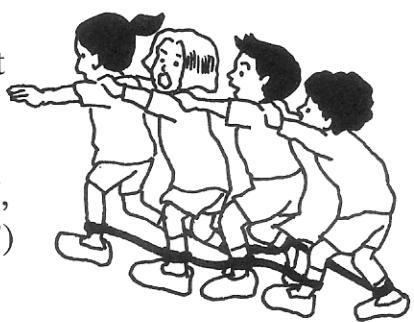


Ideas for items to find

- bucket, pen, flag or other tool
- hat, black shoe, Nike cap, clothing
- prep boy, two grade 4 girls, other students
- Mrs. Smith, Mr. Jones or other school staff members
- Mrs. Smith's hat or other particular object

4. *Mukade kyoosoo* (Centipede race)

Make teams of between three to five people. Tie each team member's left foot together, then their right feet. The teams then have a centipede race. If the teams are coordinated and call out “*migi, hidari, migi, hidari....*” (“right, left, right, left...”) or “1,2,1,2....”, they can run quite quickly.



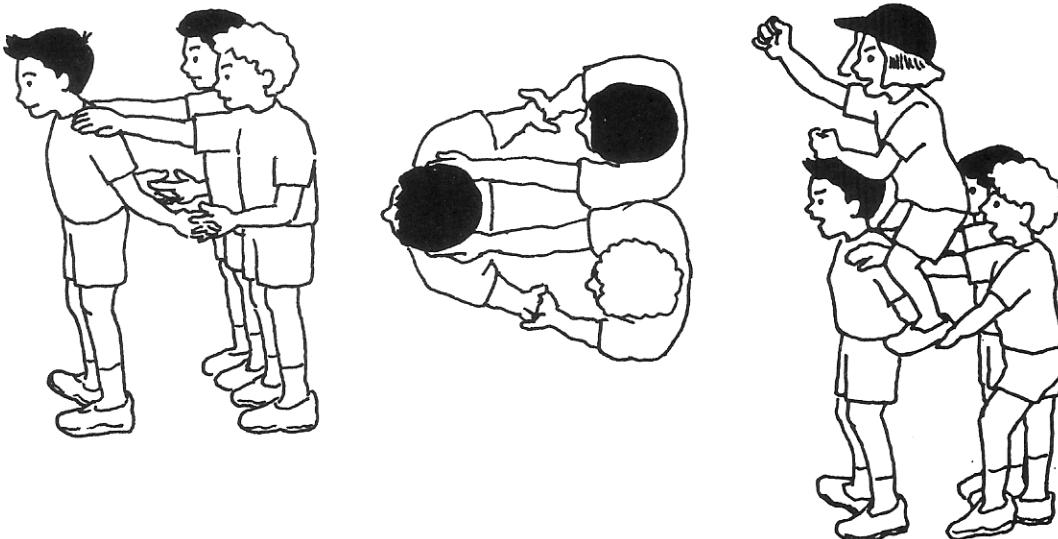
5. *Ninin sankyaku* (Three legged race)

Form competitors into pairs. Have them stand side by side and tie their inside legs together. They then race as they normally would.



6. *Kibasen* (Cavalry battle)

Form two or four even teams. Each team must have multiples of four members. As illustrated, groups of three competitors make themselves into a horse, a fourth competitor becomes a jockey.



The jockey must wear a hat in the team's colours (if a hat in the team's colours is not available, a hat with the team's coloured ribbon will do).

Each team of horses starts behind their own line. They enter the playing field upon the sound of the referee's whistle.

The goal of this game is for a jockey to take the hat off an opposition jockey, without losing his or her own. Once a jockey loses his or her hat, that jockey and horse leaves the field. If a jockey's hat is removed by another jockey who has already lost their hat, this does not count.

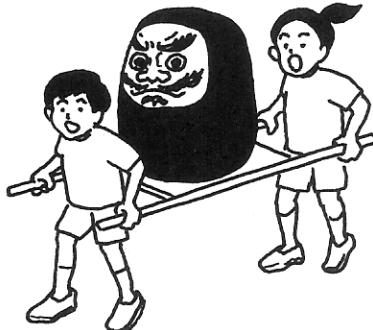
After a set time (2 or 3 minutes) the whistle is blown again. The team with the most horses and jockeys left wins. A best of three series is played of this game.



As the goal is to take a jockey's hat, sometimes it is more effective to sneak up from behind, while a jockey is distracted by another. Two horses may attack one, to be more effective. This game can become quite wild and so you will need a few judges on the field.

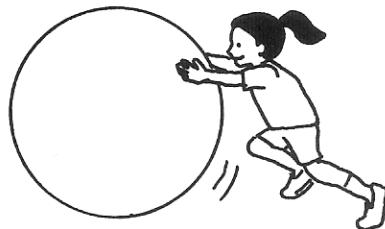
7. *Daruma hakobi*

Teams of two people must carry a *daruma* (or a stuffed toy) on a litter as illustrated. If the *daruma* should fall off the litter, they must put the litter down on the ground, replace it and then continue with the race.



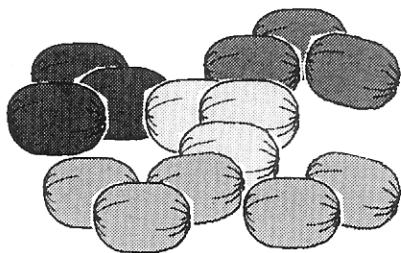
8. *Ootama korogashi*

This can be played as a relay or as a normal race. Either an individual, or a pair must race other people as they all roll a large ball along the track. The bigger the ball, the more interesting this game becomes.



9. *Tamaire*

You will need quite a lot of balls for this game. Allow at least two balls for each student. How to make these balls is introduced in Idea Book 2 on page 13.



Divide the students up into four teams. Each team will have a colour, and only use balls of that colour. Affix a basket to the top of a long pole for each team and have the students stand around the pole in a circle.

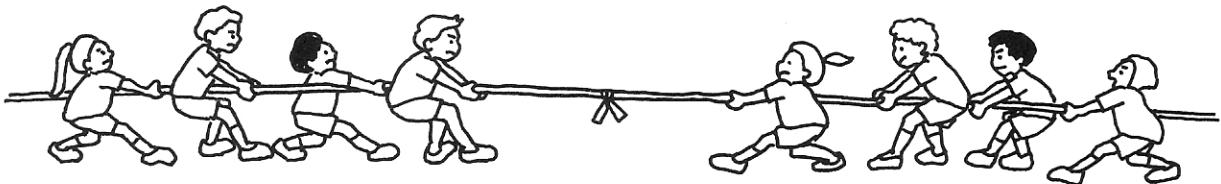


Once a whistle is blown, the students all try to throw as many of their teams balls into the basket as possible. They may pick up and use their team's balls that have missed as many times as they like. After a set time, the whistle is blown again and all of the students sit in a circle around the pole. The pole and basket are lowered and the balls inside the basket are counted out loud. The team with the most balls in the basket wins.



When counting the balls, one of the people who were holding the pole removes a ball and throws it in the air, in time with someone counting out loud, using a speaker if available “*hitotsu, futatsu, mittsu...*” Gradually there will be fewer and fewer balls being thrown into the air, so everyone can see who is winning. The team with the most balls wins. This game can be played three times, running a cumulative total, so teams can try to catch up.

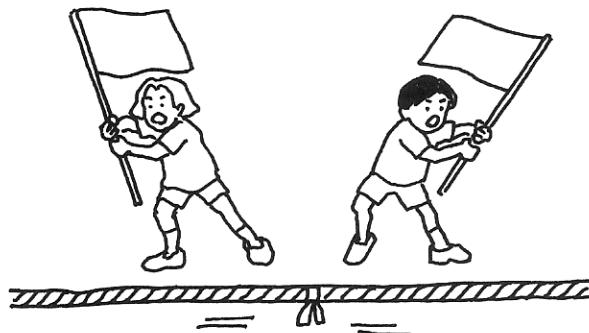
10. *Tsunahiki* (Tug of war)



Instead of the usual tug of war, to improve the performance value of this activity, teams take turns at pulling. To decide who pulls first, a member from each team plays *janken*.

Each team can pull the rope ten times. While one team is pulling, the other team must hold the rope as tightly as they can to try and stop it from moving. At the end of a pull, the other team has a turn.

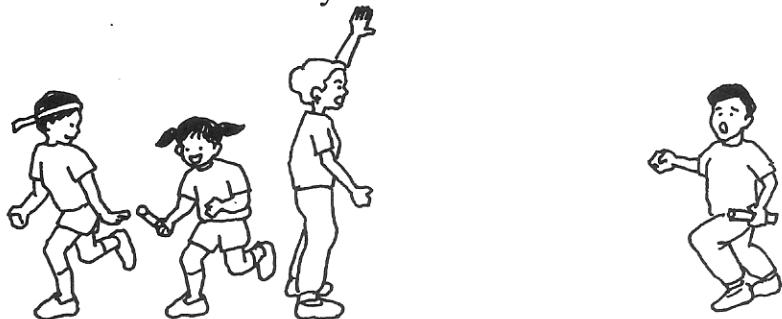
Each team uses a cox to encourage them to all pull saying “yoisho” in unison, for the most effect. The cox uses a flag so that all team members can see when to pull. After each team has taken their turn at pulling ten times, the centre point of the rope is compared to its starting position. Whichever team has it on their side of the starting point wins.



11. *Riree* (Relay)

(1) *Sensei to seito* (Teachers v Students)

In this relay, ideally every teacher, assistant, specialist and administration staff member will participate. For each grade teacher, a student from their grade is selected to run. For each specialist or administration member, a runner is also chosen, depending on the fitness and ability of the adult.



Each leg of the relay is 100 metres or appropriate distance. The relay is run as normal, except instead of four legs, depending on the size of your staff, there maybe ten, twenty or thirty legs.

If you have parents attending, you can also have a parents team, so long as all teams have the same number of members.

(2) Club relay

If your school has sporting clubs, each club selects its fastest male and female runners from each school level. A relay is then run between the clubs.

12. *Bon odori*

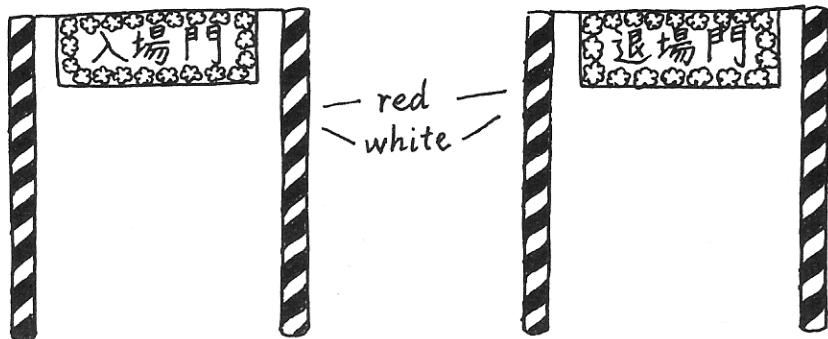
This is not a competition, it is just done as a performance or for fun. You will need to teach your students the *bon odori* in the class before you try to get them to do it all together. See page 69.

13. *Ooen gassen*

Each school club organises a group of people to do a performance, or piece of cheer leading. This is then judged by a panel of judges.

Undookai ideas

1. If your school has not done so already, divide the students up into teams or clubs, each with a similar number of students from each year level. As the *undookai* progresses, keep a running tally of points scored for each team/club. At the end of the day have a presentation for the club with the most points. Students get quite excited if they can see a running total of the score, up on a white board or other display.
2. Make areas for the teams to sit, watch and support the events. Select team leaders to help all members in participating or cheering. Allow the teams to decorate their own areas with signs, flags balloons or banners in team colours.
3. By having separate entrance and exit areas to the track, it can help to organise students for upcoming events and also make clearing the track a bit less confusing as all students will know where to go. The entrance is “*Nyuujoomon*” the exit is “*Taijoomon*” in Japanese. These gates can be made and decorated using red and white tape, paper flowers or signs.



4. While events are running, play suitable music over the sound system. For example, the “William Tell Overture” during running events. The music can add to the atmosphere greatly.
5. You can have opening and closing ceremonies. Teams can enter the arena marching behind their flag, placard or team emblem. Team captains can recite an oath or declaration for the day at the opening ceremony.

にゅうじょうもん

入場門

たいじょうもん

退場門

6. Japanese Cultural Day activity ideas

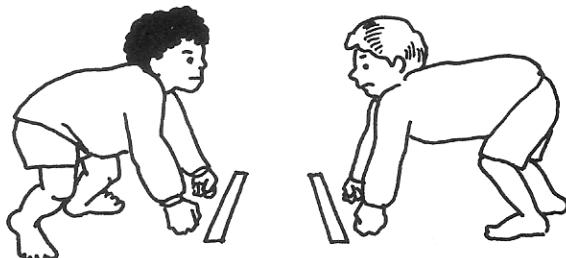
1. Outdoor activities

(1) *Sumoo* (Sumo)

Sumoo has been introduced in Idea Book 2 on pages 24 to 27.



Though Sumo may look violent, it is a clean contest of strength, skill and speed in which sportsmanship is highly encouraged and respected. There is no need to hire sumo suits. Please teach your students some of the rules and history of sumo, so they too can enjoy this simple sport.



(2) *Bon odori* (Bon dance)

Obon is a traditional form of Buddhist ancestor worship. It lasts for several days before and after August 15. It is believed that the souls of deceased ancestors return during *obon*, so people would dance to console the spirits of their ancestors. As is the case with many cultural and religious events, over time *obon* has evolved into a summer festival with its main emphasis on having fun. *Bon odori* music, words and dance are different throughout Japan, depending on the area.

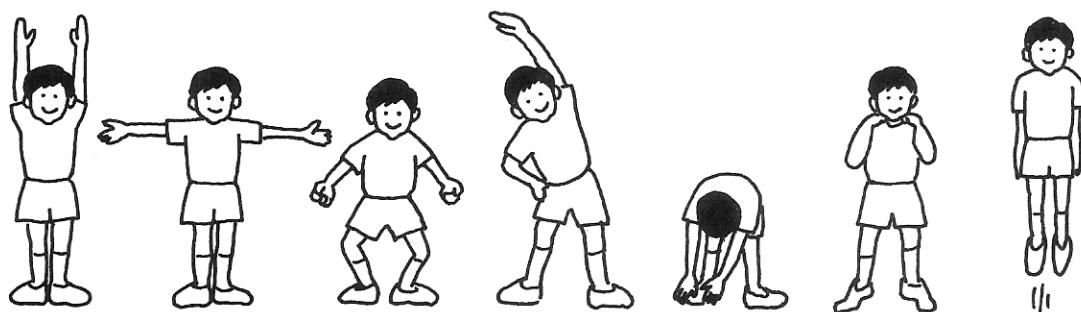
Usually dancers form a large circle around a decorated scaffold upon which a singer and drummer perform. This can be a wonderful thing to perform at an *undookai*. If you have access to a Japanese intern, or someone who can act as an instructor, I strongly encourage you to make good use of them.



(3) *Rajio taisoo* (Radio exercise)

In 1928, there was a ceremony to mark the coronation of Hirohito as the emperor of Japan. To commemorate this and to help make the people of Japan fitter and healthier, *rajio taisoo* was conceived. There were three versions of this. Version one has been used through much of the Japanese education system and so most Japanese people know how to do the version one exercises.

It is a great performance when you have hundreds of students performing *rajio taisoo* to the music as one. We had over 2000 primary school students at our cultural day and this activity went very well. See *Undookai* activities on page 60.



(4) *Janken* Championship

See *janken* games on page 40.



This is a great activity because it can be very exciting and especially because everyone can have a chance to be a champion. I strongly recommend this activity for your special day's event.

(5) Chorus

To have many voices singing together outdoors in a strong voice can be very uplifting. Have the students practice the songs that you wish to perform prior to the cultural day.



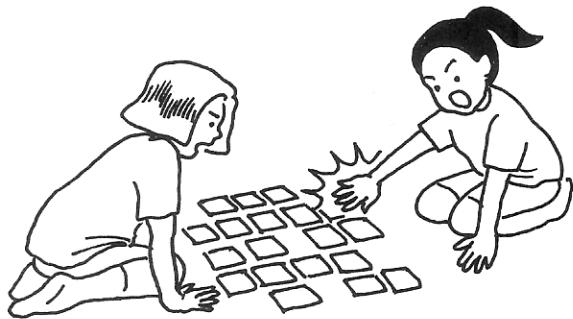
Here are some of my favorite songs that are easy to sing. When many people sing them together, it can make the group full of cheer.

♪ *Utae ban ban, Ookina uta, Mori no kumasan,
Shiawasenara te o tatakoo, Minna de tsukuroo,
Yama no ongakuka, Ichinensei ni nattara* ♪

2. Indoor activities

(1) *Karuta* tournament

Though *karuta* can be played with a group, it is most exciting when played by two people. Prepare quite a few *karuta* sets and you can have lots of pairs of students play. If you wish to make your own *karuta* cards, using just hiragana letters should suffice. You will only need one set of reading cards, as with one reading, each pair of players look for the correct card in front of themselves.



(2) *Kendama* tournament

There are quite a few different styles of tournament that you can run with the *kendama*. Following are just a few examples.

Moshikame tournament

A group of students stand side by side, each with a *kendama*. They all start at a signal, and the student who can continue doing *moshikame* the longest wins. See page 10 for instructions on *moshikame*.

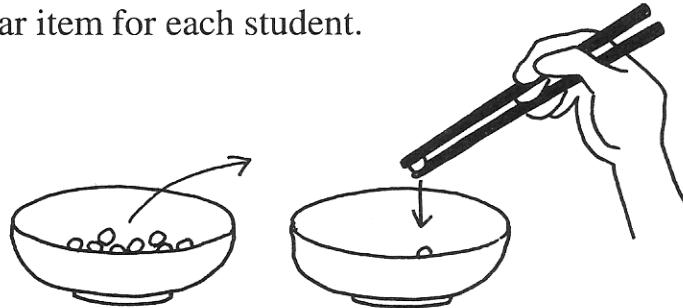


Basic trick tournament

Decide on the number and type of tricks you wish to use. Each participant tries each trick ten times, their number of successes are recorded on a table. At the end of the day, the participant with the most successes wins. With this style of tournament, a lot of people can play as they don't all have to be in the one place at the same time.

(3) Chopsticks tournament

Prepare two containers, a pair of chopsticks and a number of dried beans or similar item for each student.



To start, all students have their beans in one container. At a whistle, they all start to transfer their beans to the other container with the chopsticks and without touching either container with their hands. The first person to complete the task wins.

Correct way of holding chopsticks is introduced [in Japanese Cooking In The Classroom on page 6](#).

(4) Films

Videos can be borrowed from the Japanese Embassy and consulates.

(5) Story telling / reading

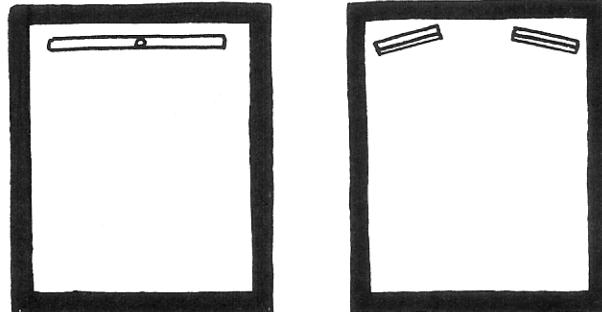
Simple Japanese picture books can be read to groups of students. If the story is simple enough, there won't be any need to explain them in English.

(6) Calligraphy

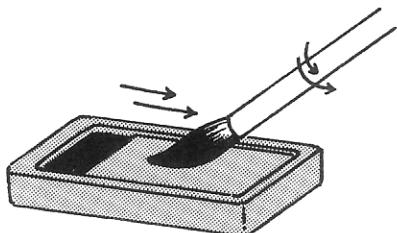
Prepare as many sets of brush, under felt, paper weights and ink dishes as you can. If possible, have the students follow an instructor.

How to do Japanese Calligraphy

Lay a sheet of calligraphy paper with its shiny side up on a felt undercloth (*shitajiki*). Place the paper weight (*bunchin*) as illustrated.



Prepare ink in the ink stone (*suzuri*). Some *suzuri* are dual purpose, with one side used to make ink by rubbing an ink stick (*sumi*) in water. The other side has a reservoir for bottled ink (*bokueki*).



After dipping the larger brush (*futofude*) in ink, shape its tip gently on the *suzuri*, removing excess ink at the same time. When writing characters, smooth strokes are used. If an attempt is made to touch up or improve a stroke, the paper may tear. The thin brush (*hosofude*) is used for signing the work down the left hand side of the paper.

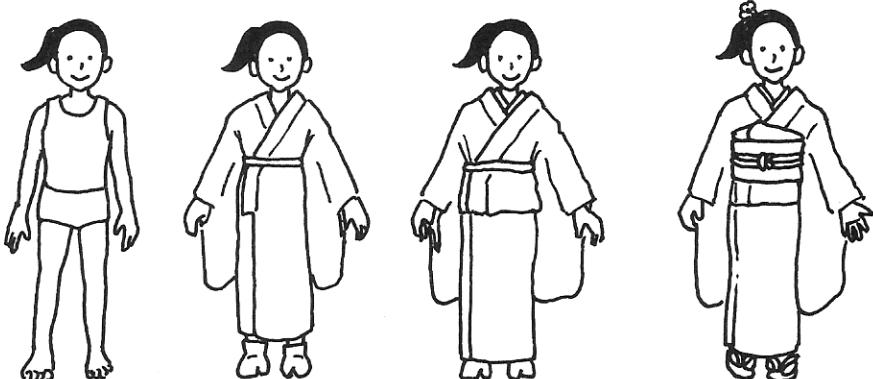
To dry the work, lay it on sheets of newspaper. If it is hung, the ink may run. When you clean the brushes, remove excess ink on some scrap paper. Rinse well in water and dry with a cloth. Shape the bristles into a point and roll the brushes up in a *fudemaki* to store.

(7) *Ikebana* (Flower arranging)

If you are able to have an *ikebana* instructor attend your cultural day, often they will be able to supply enough materials for a small group. Just being able to watch and have the basic principles of *ikebana* explained is quite interesting. If the students are able to have a turn as well, it can be even more interesting.

(8) *Kimono* and *yukata* demonstrations

Many Japanese in Australia would have a set of *yukata*, some may have a *kimono*. If they are willing, they can demonstrate to the students how the traditional Japanese clothing is worn. If you do not have access to a Japanese person, there are some organisations that offer these demonstrations for a fee.



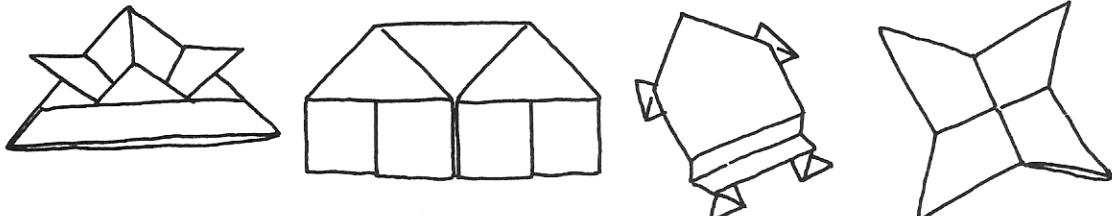
3. Craft

(1) *Origami*

Prepare instructions and step by step samples of a few different *origami* models, you may not need an instructor for this activity. Students can come to the *origami* area and make the models when they wish. If you wish to have an instructor in the origami area, to help explain and to also help fold the paper, you could use a student for this position.



Many schools try to use kindergarten squares for origami, however this paper may not be truly square and it is sometimes too thick or slippery. This can make it difficult and frustrating to make origami. Standard sizes of origami paper are now available, coming in a range of colours and qualities.

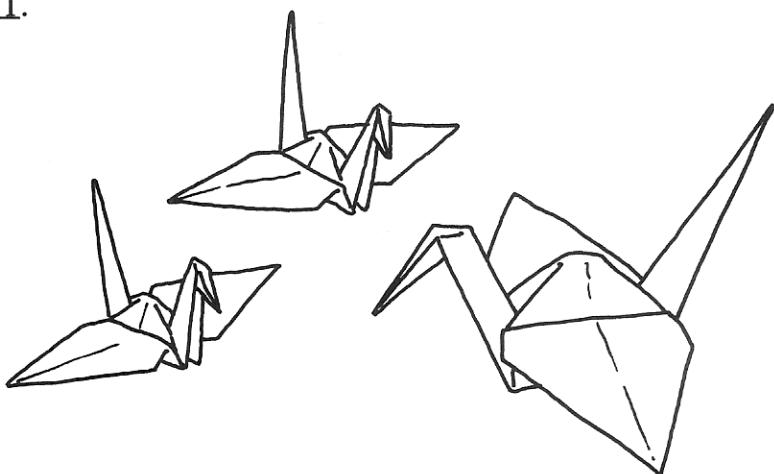


(2) *Senbazuru (1000 Cranes)*

Set a goal to make 1000 cranes for your cultural day. Throughout the day, have students who make origami cranes put them in a box. At the end of the day, count up the cranes to see if your school was able to make 1000.

Even if you don't make 1000, you can thread the cranes together and hang them in a bunch. This bunch can be displayed in your entrance, or even be sent to the peace park in Hiroshima.

How to fold a crane is introduced in Idea Book 2 on pages 10 and 11.



(3) Toys

Throughout this book a number of different toy-making activities have been introduced.

(4) Japanese flag

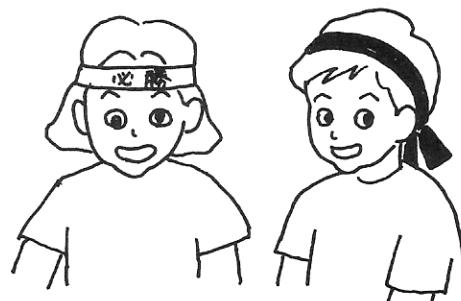
Using white paper and a red marker or crayon, students can make their own Japanese flag. If you use small pieces of paper for making the flags, the students can stick them to a disposable chopstick and take them home.

(5) Clothing

It can be fun for the students to make something to wear on the cultural day. When you think of Japanese clothing, often you may think of *kimono* or *yukata*. These are too difficult to make, however some students may have their own, or they may have a Japanese martial arts outfit. You can encourage your students to wear these.

There is a Japanese festival jacket called a *happi*. This was introduced in Idea Book 4 on pages 37 & 38. You can make these quite easily out of paper.

Another item that is easy to make and very Japanese is a *hachimaki* (head band). People often wear a *hachimaki* to lift their spirits. They often have their own motif or slogan printed in the middle of the *hachimaki*. By preparing strips of a light coloured cloth and some markers, students can make their own *hachimaki* and wear it for the day.



(6) Name badge

If you have access to a badge making machine, students can make their own badge with their name in Japanese.



4. Food

(1) Cooking

When preparing for a large group of people, it is good to use something that is cheap and readily available. Rice is very good for this.

Rice based dishes are *onigiri*, *sushi* or *obentoo* lunch using the *onigiri* or *sushi*. These activities are explained in detail in Japanese Cooking in the Classroom on pages 6 to 15.

(2) Eating

With the help of some volunteer parents, teachers or students, *karee raisu*, *misoshiru* & rice, *okonomiyaki* or *yakisoba* can be prepared. Each student can either purchase dishes, or you may wish to issue each student with a meal ticket to allow them to try the Japanese food.



All of these dishes are also introduced in Japanese Cooking in the Classroom. In this book there are many other home style dish recipes and activity ideas.

5. Others

(1) Speech contest

Decide on a topic that is appropriate to the students level of ability. Even students that are just beginning may be able to prepare a *jikoshookai* (self introduction) speech.

(2) Recital contest

One student or a group of students memorise one of a few pieces of a Japanese story. The students or groups take turns to recite their piece. Judging can be done by a teacher or the group.

(3) Concert

You can have a group of students perform a concert of Japanese songs that they have learned or have each class sing a song, similar to a school concert.

Alternatively, you can try and have a Japanese musician, or someone who plays a Japanese instrument give a concert. There are *taiko* (Japanese drum) players, *shakuhachi* and *koto* demonstrators available, depending on where you are based.

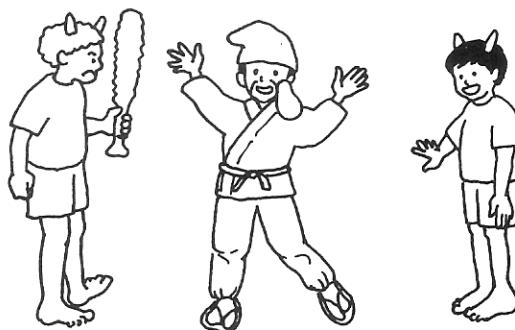
(4) Exhibitions

Prior to the cultural day, students prepare pieces of work that can be displayed on the day. These can be anything such as posters, *origami*, calligraphy or any artwork. They could also be projects on such topics as Japan or Japan Australia trade or relations.

If you have a cultural day involving more than one school, each school could provide exhibition items based on a different theme.

(5) Play / Picture chat

Students can perform a play of an old Japanese story, or they could write their own. The play could be performed using paper puppets or by the students themselves.



(6) *Kuizu taikai* (Quiz tournament)

Prepare questions about Japan, Japan and Australia's relationship or Japanese language. Divide the students into groups and have a quiz tournament.

Some question patterns

- What is _____ in Japanese?
- What does _____ mean in English?
- How do you ask someone their **age** in Japanese?
(height, grade, name, address, telephone No.)
- What is the largest island in Japan?
- What is the tallest mountain in Japan?
- *Oosutoraria no ichiban takai yama wa nan desu ka?*
- *Oosutoraria no shuto wa doko desu ka?*



If you have posters or picture cards available you can use them as a base for questions, asking the colours of things, prices, positions, etc. You know the level of your students' ability and what they have been studying.

7. Olympic vocabulary

1. General

English	Japanese	Roomaji
Olympic	オリンピック	orinpikku
Paralympics	パラリンピック	pararinpikku
Sports events	競技種目	kyoogi shumoku
Venues	会場	kaijoo
Participating countries	参加国	sankakoku
Participating territories	参加地域	sankachiiki
Athletes	選手	senshu
Opening ceremony	開会式	kaikaishiki
Closing ceremony	閉会式	heikaishiki
Exhibition	エキシビション	ekishibishon
Preliminary heat	予選	yosen
Quarterfinal	準々決勝	junjunkesshoo
Semifinal	準決勝	junkesshoo
Final	決勝	kesshoo
Individual	個人	kojin
Group / Team	団体	dantai
Singles	シングルス	shingurusu
Doubles	ダブルス	daburusu
Mixed doubles	混合ダブルス	kongoo daburusu
Men	男子	danshi
Women	女子	joshi
m	メートル	metoru
km	キロメートル	kiromeetoru
class	級	kyuu
kg class	キロ級	kiro kyuu
Gold medal	金メダル	kin medaru
Silver medal	銀メダル	gin medaru
Bronze medal	銅メダル	doo medaru
New record	新記録	shinkiroku
New world record	世界新記録	sekai shinkiroku
Presentation ceremony	表彰式	hyooshoo shiki
Podium	表彰台	hyooshoo dai
National flag	国旗	kokki
National anthem	国歌	kokka
Doping	薬物使用	yakubutsu shiyou
Disqualified	失格	shikkaku

2. Sports

Aquatics	水泳	すいえい	<i>suiei</i>
Diving	飛び込み	とびこみ	<i>tobikomi</i>
Platform	高飛び込み	たかとびこみ	<i>taka tobikomi</i>
Springboard	飛び板飛び込み	とびいたとびこみ	<i>tobiita tobikomi</i>
Swimming	競泳	きょうえい	<i>kyooei</i>
Freestyle	自由形	じゅうがた	<i>jiyuugata</i>
Breaststroke	平泳ぎ	ひらおよぎ	<i>hiraoyogi</i>
Backstroke	背泳ぎ	せおよぎ	<i>seoyogi</i>
Butterfly	バタフライ	ばたふらい	<i>batafurai</i>
Individual medley	個人メドレー	こじんめどれえ	<i>kojin medoree</i>
Freestyle relay	自由形リレー	じゅうがたりれえ	<i>jiyuugata riree</i>
Medley relay	メドレーリレー	めどれえりれえ	<i>medoree riree</i>
Synchronized Swimming	シンクロ	しんくろ	<i>shinkuro</i>
Solo	ソロ	そろ	<i>soro</i>
Duet	デュエット	でゅえっと	<i>duetto</i>
Team	団体	だんたい	<i>dantai</i>
Water Polo	水球	すいきゅう	<i>suikyuu</i>
Archery	アーチェリー	ああちえりい	<i>aacherii</i>
Athletics	陸上	りくじょう	<i>rikujoo</i>
Running	競走	きょうそう	<i>kyoosoo</i>
Sprint	スプリント	すぷりんと	<i>supurinto</i>
Short-distance running	短距離	たんきより	<i>tankyori</i>
Middle-distance running	中距離	ちゅうきより	<i>chuukyori</i>
Long-distance running	長距離	ちょうきより	<i>chookyori</i>
Relay	リレー	りれえ	<i>riree</i>
Hurdling / Steeplechase	障害	じょうがい	<i>shoogai</i>
Race walk	競歩	きょうほ	<i>kyooho</i>
Marathon	マラソン	まらそん	<i>marason</i>
Long jump	走り幅跳び	はしりはばとび	<i>hashiri habatobi</i>
High jump	走り高跳び	はしりたかとび	<i>hashiri takatobi</i>
Triple jump	三段跳び	さんだんとび	<i>sandantobi</i>
Pole vault	棒高跳び	ぼうたかとび	<i>bootakatobi</i>
Shot-put	砲丸投げ	ほうがんなげ	<i>hoogan nage</i>
Discus	円盤投げ	えんばんなげ	<i>enban nage</i>
Javelin	やり投げ	やりなげ	<i>yari nage</i>
Hammer throw	ハンマー投げ	はんまあなげ	<i>hanmaa nage</i>
Decathlon	十種競技	じゅっしゅきょうぎ	<i>jusshu kyoogi</i>
Heptathlon	七種競技	ななしゅきょうぎ	<i>nanashu kyoogi</i>
Badminton	バドミントン	ばどみんとん	<i>badominton</i>
Baseball	野球	やきゅう	<i>yakyuu</i>
Basketball	バスケットボール	ばすけっとぼうる	<i>basuketto booru</i>

Boxing	ボクシング	ぼくしんぐ	<i>bokushingu</i>
Light fly weight	ライトフライ級	らいとふらいきゅう	<i>raitofurai kyuu</i>
Fly weight	フライ級	ふらいきゅう	<i>furai kyuu</i>
Bantam weight	バンタム級	ばんたむきゅう	<i>bantamu kyuu</i>
Feather weight	フェザー級	ふえざあきゅう	<i>fezaa kyuu</i>
Light weight	ライト級	らいときゅう	<i>raito kyuu</i>
Light welter weight	ライトウェルター級	らいどうえるたあきゅう	<i>raitowerutaa kyuu</i>
Welter weight	ウェルター級	うえるたあきゅう	<i>werutaa kyuu</i>
Light middle weight	ライトミドル級	らいとみどるきゅう	<i>raitomidoru kyuu</i>
Middle weight	ミドル級	みどるきゅう	<i>midoru kyuu</i>
Light heavy weight	ライトヘビー級	らいとへびいきゅう	<i>raitohebii kyuu</i>
Heavy weight	ヘビー級	へびいきゅう	<i>hebii kyuu</i>
Super heavy weight	スーパーへビー級	すうぱあへびいきゅう	<i>suupaahebii kyuu</i>
Canoe / Kayak	カヌー / カヤック	かぬう / かやっく	<i>kanuu / kayakku</i>
Slalom	スラローム	すらろうむ	<i>suraroomu</i>
Sprint	スプリント	すぷりんと	<i>supurinto</i>
Cycling	自転車	じてんしゃ	<i>jitensha</i>
Road race	ロードレース	ろうどれえす	<i>roodoreesu</i>
Time trial	タイムトライアル	たいむとらいやる	<i>taimu toraiyaru</i>
Mountain Bike	マウンテンバイク	まうんてんばいく	<i>maunten baiku</i>
Track	トラック	とらっく	<i>torakku</i>
Equestrian	馬術	ばじゅつ	<i>bajutsu</i>
Dressage	馬場馬術	ばじょうばじゅつ	<i>bajoo bajutsu</i>
Jumping	障害飛越	しょうがいとびこし	<i>shoogai tobikoshi</i>
Three-day Event	総合馬術	そうごうばじゅつ	<i>soogoo bajutsu</i>
Fencing	フェンシング	ふえんしんぐ	<i>fenshingu</i>
Foil	フルーレ	ふるうれ	<i>furuure</i>
Sabre	サーベル	さあべる	<i>saaberu</i>
Épée	エペ	えペ	<i>epe</i>
Football / Soccer	サッカー	さっかあ	<i>sakkaa</i>
Gymnastics	体操	たいそう	<i>taisoo</i>
Artistic Gymnastics	体操	たいそう	<i>taisoo</i>
Horizontal bar	鉄棒	てつぼう	<i>tetsuboo</i>
Rings	つり輪	つりわ	<i>tsuriwa</i>
Parallel bars	平行棒	へいこうぼう	<i>heikooboo</i>
Floor	床	ゆか	<i>yuka</i>
Vault	跳馬	ちようば	<i>chooba</i>
Pommel horse	あん馬	あんば	<i>anba</i>
Balance beam	平均台	へいきんだい	<i>heikindai</i>
Uneven bars	段違い平行棒	だんちがいへいこうぼう	<i>danchigai heekooboo</i>
Rhythmic Gymnastics	新体操	しんたいそう	<i>shintaisoo</i>
Ball	ボール	ぼうる	<i>booru</i>
Rope	なわ	なわ	<i>nawa</i>

Hoop	輪	わ	wa
Clubs	こん棒	こんぼう	konboo
Ribbon	リボン	りぼん	ribon
Trampolining	トランポリン	トランポリン	toranporin
Handball	ハンドボール	はんどうぼうる	handobooru
Hockey	ホッケー	ほっけえ	hokkee
Judo	柔道	じゅうどう	juudoo
Modern Pentathlon	近代五種	きんだいごしゅ	kindaigoshu
Rowing	ボート	ぼうと	booto
Single scull	シングルスカル	しんぐるすかる	shinguru sukaru
Double scull	ダブルスカル	だぶるすかる	daburu sukaru
Quadruple scull	フォアスカル	ふおあすかる	foa sukaru
Coxless pair	かじなしへあ	かじなしへあ	kajinashi pea
Coxless four	かじなしふオア	かじなしふおあ	kajinashi foa
The eight	エイト	えいと	eito
Sailing	ヨット	よつと	yotto
49er	フォーティナイナー級	ふおおていななあきゅう	footiinainaa kyuu
470	470級	470きゅう	470 kyuu
Europe	ヨーロッパ級	よおろっぱきゅう	yooroppa kyuu
Finn	フィン級	ふいんきゅう	fin kyuu
Laser	レーザー級	れえざあきゅう	reezaa kyuu
Mistral	ミストラル級	みすとらるきゅう	misutoraru kyuu
Soling	ソリング級	そりんぐきゅう	soringu kyuu
Star	スター級	すたあきゅう	sutaa kyuu
Tornado	トーネード級	とおねえどきゅう	tooneedo kyuu
Shooting	射撃	しゃげき	shageki
Shotgun	ショットガン	しょっとがん	shottogan
Rifle	ライフル	らいふる	raifuru
Pistol	ピストル	ぴすとる	pisutoru
Running-target	ランニングターゲット	らんにんぐたあげっと	ranningu taagetto
Softball	ソフトボール	そふとぼうる	sofutobooru
Table Tennis	卓球	たっきゅう	takkyuu
Taekwondo	テコンドー	てこんどう	tekondoo
Tennis	テニス	てにす	tenisu
Triathlon	トライアスロン	とらいあすろん	toraiasuron
Swim	スイム	すいむ	suimu
Bike Ride	バイク	ばいく	baiku
Run	ラン	らん	ran
Volleyball	バレーボール	ばれえぼうる	bareebooru
Beach Volleyball	ビーチバレーボール	びいちはれえぼうる	biichi bareebooru
Indoor Volleyball	バレーボール	ばれえぼうる	bareebooru
Weightlifting	重量挙げ	じゅうりょうあげ	juuryoo age
Wrestling	レスリング	れすりんぐ	resuringu

Freestyle	フリースタイル	ふりいすたいる	<i>furiisutairu</i>
Greco-Roman	グレコローマン	ぐれころうまん	<i>gurekorooman</i>

3. Countries and territories

World	世界	せかい	<i>sekai</i>
Continent	大陸	たいりく	<i>tairiku</i>
Countries	国	くに	<i>kuni</i>
Territories	地域	ちいき	<i>chiiki</i>

* The following list consists of both countries and territories which may participate in the Sydney Olympic Games.

* The names presented here are the unofficial names which are used in most circumstances.

Africa	アフリカ	あふりか	<i>afurika</i>
Algeria	アルジェリア	あるじえりあ	<i>arujeria</i>
Angola	アンゴラ	あんごら	<i>angora</i>
Benin	ベナン	べなん	<i>benan</i>
Botswana	ボツワナ	ぼつわな	<i>botsuwana</i>
Burkina Faso	ブルキナ・ファソ	ぶるきな・ふあそ	<i>burukina faso</i>
Burundi	ブルンディ	ぶるんでい	<i>burundi</i>
Cameroon	カメルーン	かめるうん	<i>kameruun</i>
Cape Verde	カーボ・ヴェルデ	かーぼ・ヴえるで	<i>kaabo verude</i>
Central African Republic	中央アフリカ	ちゅうおうあふりか	<i>shuutoo afurika</i>
Chad	チャード	ちやあど	<i>chado</i>
Comoros	コモロ	こもろ	<i>komoro</i>
Congo	コンゴー	こんごう	<i>kongoo</i>
Democratic Republic of the Congo	コンゴー民主共和国	こんごうみんしゅきょうわこく	<i>kongoo minshukyoo-wakoku</i>
Djibouti	ジブチ	じぶち	<i>jibuchi</i>
Egypt	エジプト	えじぶと	<i>ejiputo</i>
Equatorial Guinea	赤道ギニア	せきどうぎにあ	<i>sekidoo ginia</i>
Eritrea	エリトリア	えりとりあ	<i>eritoria</i>
Ethiopia	エチオピア	えちおぴあ	<i>echiopia</i>
Gabon	ガボン	がぼん	<i>gabon</i>
The Gambia	ガンビア	がんびあ	<i>ganbia</i>
Ghana	ガーナ	があな	<i>gaana</i>
Guinea	ギニア	ぎにあ	<i>ginia</i>
Guinea-Bissau	ギニア・ビサオ	ぎにあ・びさお	<i>ginia bisao</i>
Ivory Coast	象牙海岸	ぞうげかいがん	<i>zooge kaigan</i>
Kenya	ケニア	けにあ	<i>kenia</i>
Lesotho	レソト	れそと	<i>resoto</i>

Liberia	リベリア	リベリア	liberia
Libya	リビア	リビア	libia
Madagascar	マダガスカル	まだがすかる	madagasukaru
Malawi	マラウイ	まらうい	marawi
Mali	マリ	まり	mari
Mauritania	モーリタニア	もうりたにあ	mooritania
Mauritius	モーリシャス	もうりしゃす	moorishasu
Morocco	モロッコ	もろっこ	morokko
Mozambique	モザンビーク	もざんびーく	mozanbiiku
Namibia	ナミビア	なみびあ	namibia
Niger	ニジェール	にじえる	nijeeru
Nigeria	ナイジェリア	ないじえりあ	naijeria
Rwanda	ルワンダ	るわんだ	rwanda
São Tomé and Príncipe	サントメ・プリンシペ	さんとめ・ぷりんしペ	santome purinshipe
Senegal	セネガル	せねがる	senegaru
Seychelles	セイシェル	せいしえる	seisheru
Sierra Leone	シエラ・レオーネ	しえら・れおうね	shiera reoone
Somalia	ソマリア	そまりあ	somaria
South Africa	南アフリカ	みなみあふりか	minami afurika
Sudan	スーダン	すうだん	suudan
Swaziland	スワジランド	すわじらんど	suwajirando
Tanzania	タンザニア	たんざにあ	tanzania
Togo	トーゴー	とうごう	toogoo
Tunisia	チュニジア	ちゅにじあ	shunijia
Uganda	ウガンダ	うがんだ	uganda
Zambia	ザンビア	ざんびあ	zanbia
Zimbabwe	ジンバブエ	じんばぶえ	jinbabue

Asia	アジア	あじあ	ajia
Afghanistan	アフガニスタン	あふがにすたん	afuganisutan
Bahrain	バーレーン	ばあれえん	baareen
Bangladesh	バングラデシュ	ばんぐらでしゅ	banguradeshu
Bhutan	ブータン	ぶうたん	buutan
Brunei	ブルネイ	ぶるねい	burunei
Myanma	ミャンマー	みやんまあ	myanmaa
Cambodia	カンボジア	かんぼじあ	kanbojia
China	中国	ちゅうごく	chuugoku
Chinese Taipei	台湾	たいわん	taiwan
India	インド	いんど	indo
Indonesia	インドネシア	いんどねしあ	indonesia
Iran	イラン	いらん	iran
Iraq	イラク	いらく	iraku
Hong Kong	香港	ほんこん	honkon

Japan	日本	にほん	<i>nihon</i>
Jordan	ヨルダン	よるだん	<i>yorudan</i>
Kazakhstan	カザフスタン	かざふすたん	<i>kazafusutan</i>
Kyrgyz	キルギス	きるぎす	<i>kirugisu</i>
Korea, North	北朝鮮	きたちようせん	<i>kita choosen</i>
Korea, South	韓国	かんこく	<i>kankoku</i>
Kuwait	クウェート	くうええと	<i>kuweeto</i>
Laos	ラオス	らおす	<i>raosu</i>
Lebanon	レバノン	ればのん	<i>rebanon</i>
Malaysia	マレーシア	まれえしあ	<i>mareeshia</i>
Maldives	モルジブ	もるじぶ	<i>morujibu</i>
Mongolia	モンゴル	もんごる	<i>mongoru</i>
Nepal	ネパール	ねぱある	<i>nepaaru</i>
Oman	オマーン	おまあん	<i>omaan</i>
Pakistan	パキスタン	ぱきすたん	<i>pakisutan</i>
Palestine	パレスチナ	ぱれすちな	<i>paresuchina</i>
Philippines	フィリピン	ふいりぴん	<i>firipin</i>
Qatar	カタール	かたある	<i>kataaru</i>
Saudi Arabia	サウジアラビア	さうじあらびあ	<i>saujiarabia</i>
Singapore	シンガポール	しんがぼうる	<i>shingapooru</i>
Sri Lanka	スリランカ	すりらんか	<i>suriranka</i>
Syria	シリア	しりあ	<i>shiria</i>
Taiwan	台湾	たいわん	<i>taiwan</i>
Tajikistan	タジキスタン	たじきすたん	<i>tajikisutan</i>
Thailand	タイ	たい	<i>tai</i>
Turkmenistan	トルクメニスタン	とるくめにすたん	<i>torukumenisutan</i>
United Arab Emirates	アラブ首長国	あらぶしゅちようこく	<i>arabushuchookoku</i>
Uzbekistan	ウズベキスタン	うずべきすたん	<i>uzubekisutan</i>
Vietnam	ベトナム	べとなむ	<i>betonamu</i>
Yemen	イエメン	いえめん	<i>iemen</i>

Europe	ヨーロッパ	ようろっぱ	<i>yooroppa</i>
Albania	アルバニア	あるばにあ	<i>arubania</i>
Andorra	アンドラ	あんどうら	<i>andora</i>
Armenia	アルメニア	あるめにあ	<i>arumenia</i>
Austria	オーストリア	おうすとりあ	<i>oosutoria</i>
Azerbaijan	アゼルバイジャン	あぜるばいじゃん	<i>azerubaijan</i>
Belgium	ベルギー	べるぎい	<i>berugii</i>
Belarus	ベラルーシ	べらるうし	<i>beraruushi</i>
Bosnia-Herzegovina	ボスニア・ヘルツェゴビナ	ぼすにあ・へるつえごびな	<i>bosunia</i>
			<i>herutsegobina</i>
Bulgaria	ブルガリア	ぶるがりあ	<i>burugaria</i>
Croatia	クロアチア	くろあちあ	<i>kuroachia</i>

Cyprus	キプロス	きぶろす	<i>kipurosu</i>
Czech Republic	チェコ	ちえこ	<i>cheko</i>
Denmark	デンマーク	でんまaku	<i>denmaaku</i>
Estonia	エストニア	えすとにあ	<i>esutonia</i>
Finland	フィンランド	ふいんらんど	<i>finrando</i>
France	フランス	ふらんす	<i>furansu</i>
Georgia	グルジア	ぐるじあ	<i>gurujia</i>
Germany	ドイツ	どいつ	<i>doitsu</i>
Greece	ギリシャ	ぎりしゃ	<i>girisha</i>
Hungary	ハンガリー	はんがりい	<i>hangarii</i>
Iceland	アイスランド	あいすらんど	<i>aisurando</i>
Ireland	アイルランド	あいるらんど	<i>airurando</i>
Israel	イスラエル	いすらえる	<i>isuraeru</i>
Italy	イタリア	いたりあ	<i>itaria</i>
Latvia	ラトビア	らとびあ	<i>ratobia</i>
Liechtenstein	リヒテンシュタイン	りひてんしゅたいん	<i>rihitenshutain</i>
Lithuania	リトニア	りとあにあ	<i>ritoania</i>
Luxembourg	ルクセンブルク	るくせんぶるく	<i>rukusenburuku</i>
Macedonia	マケドニア	まけどにあ	<i>makedonia</i>
Malta	マルタ	まるた	<i>maruta</i>
Moldova	モルドバ	もるどば	<i>morudoba</i>
Monaco	モナコ	もなこ	<i>monako</i>
Netherlands	オランダ	おらんだ	<i>oranda</i>
Norway	ノルウェー	のるうええ	<i>noruwee</i>
Poland	ポーランド	ぼうらんど	<i>poorando</i>
Portugal	ポルトガル	ぽるとがる	<i>porutogaru</i>
Romania	ルーマニア	るうまにあ	<i>ruumania</i>
Russian Federation	ロシア	ろしあ	<i>roshia</i>
San Marino	サンマリノ	さんまりの	<i>sanmarino</i>
Slovakia	スロバキア	すろばきあ	<i>surobakia</i>
Slovenia	スロベニア	すろべにあ	<i>surobenia</i>
Spain	スペイン	すpeiん	<i>supein</i>
Sweden	スウェーデン	すうえでん	<i>suweeden</i>
Switzerland	スイス	すいす	<i>suisu</i>
Turkey	トルコ	とるこ	<i>toruko</i>
Ukraine	ウクライナ	うくらいな	<i>ukuraina</i>
United Kingdom	イギリス	いぎりす	<i>igirisu</i>
Yugoslavia	ユーゴスラビア	ゆうごすらびあ	<i>yuugosurabia</i>

Oceania	オセアニア	おせあにあ	<i>oseania</i>
American Samoa	アメリカ領サモア	あめりかりょうさもあ	<i>amerikaryoosamoa</i>
Australia	オーストラリア	おうすとらりあ	<i>oosutoraria</i>
Cook Islands	クック諸島	くくしょとう	<i>kukkushotoo</i>

Fiji	フィジー	ふいじい	fiji
Guam	グアム	ぐあむ	guamu
Kiribati	キリバス	きりばす	kiribasu
Marshall Islands	マーシャル諸島	まあしゃるしょとう	maasharu shotoo
Nauru	ナウル	なうる	nauru
New Zealand	ニュージーランド	にゅうじいらんど	nyuujiirando
Federated States of Micronesia	ミクロネシア	みくろねしあ	mikuroneshia
Palau	パラオ	ぱらお	parao
Papua New Guinea	パプアニューギニア	ぱぱあにゅうぎにあ	papuanyuginia
Samoa	サモア	さもあ	samoan
Solomon Islands	ソロモン諸島	そろもんしょとう	soromon shotoo
Tonga	トンガ	とんが	tonga
Tuvalu	ツバル	すばる	subaru
Vanuatu	バヌアツ	ばぬあつ	banuatsu

America	アメリカ	あめりか	amerika
North America	北アメリカ	きたあめりか	kita amerika
Central America	中央アメリカ	ちゅうおうあめりか	chuoo amerika
South America	南アメリカ	みなみあめりか	minami amerika
Antigua and Barbuda	アンティグア・バー ブーダ	あんていぐあ・ばあぶ うだ	antigua baabuuda
Argentina	アルゼンチン	あるぜんちん	aruzenchin
Aruba	アルーバ	あるうば	aruuba
Barbados	バルバドス	ばるばどす	barubadosu
Belize	ベリーズ	ペりいず	beriizu
Bermuda	バミューダ諸島	ばみゅうだしょとう	bamyuudashotoo
Bolivia	ボリビア	ぼりびあ	boribia
Brazil	ブラジル	ぶらじる	burajiru
British Virgin Islands	イギリス領バージ ン諸島	いぎりすりょうばあじ んしょとう	igirisuryoo baajinshotoo
Canada	カナダ	かんだ	kanada
Cayman Islands	ケイマン諸島	けいまんしょとう	keimanshotoo
Chile	チリ	ちり	chiri
Colombia	コロンビア	ころんびあ	koronbia
Costa Rica	コスタリカ	こすたりか	kosutarika
Cuba	キューバ	きゅうば	kyuuba
Dominica	ドミニカ	どみにか	dominika
Dominican Republic	ドミニカ共和国	どみにかきょうわこく	dominika kyoowakoku
Ecuador	エクアドル	えくあどる	ekuadoru
El Salvador	エルサルバドル	えるさるばどる	erusrubadoru
Grenada	グレナダ	ぐれなだ	gurenada

Guatemala	グアテマラ	ぐあてまら	guatemala
Guyana	ガイアナ	がいあな	gaiana
Haiti	ハイチ	はいち	haichi
Honduras	ホンジュラス	ほんじゅらす	honjurasu
Jamaica	ジャマイカ	じゃまいか	jamaika
Mexico	メキシコ	めきしこ	mekishiko
Netherlands Antilles	オランダ領アンチル諸島	おらんだりょうあんちるしょとう	orandaryoo anchirushotoo
Nicaragua	ニカラグア	にからぐあ	nikaragua
Panama	パナマ	ぱなま	panama
Paraguay	パラグアイ	ぱらぐあい	paraguai
Peru	ペルー	ペるう	peruu
Puerto Rico	プエルト・リコ	ぷえると・りこ	pueruto riko
St. Kitts and Nevis	セントクリストファー・ネイビス	せんとくりすとふああ・ねいびす	sento kurisutofaa neibisu
St. Lucia	セントルシア	せんとるしあ	sentorushia
St. Vincent	セントビンセント	せんとびんせんと	sentobinsento
Surinam	スリナム	すりなむ	surinamu
The Bahamas	バハマ	ばはま	bahama
Trinidad and Tobago	トリニダード・トバゴ	とりにだあど・とばご	torinidaado tobago
United States of America	アメリカ	あめりか	amerika
Uruguay	ウルグアイ	うるぐあい	uruguayi
Venezuela	ベネズエラ	べねずえら	benesuera
Virgin Islands	バージン諸島	ばあじんしょとう	baajinshotoo

4. History (Host Cities of the Summer Olympic Games)

1.	1896	Athens (Greece)	アテネ	あてね	atene
2.	1900	Paris (France)	パリ	ぱり	pari
3.	1904	St. Louis (USA)	セントルイス	せんとるいす	sentoruisu
4.	1908	London (UK)	ロンドン	ろんどん	rondon
5.	1912	Stockholm (Sweden)	ストックホルム	すとっくほるむ	sutokkuhorumu
6.	1916 Suspended	Berlin (Germany)	ベルリン	べるりん	berurin
7.	1920	Antwerp (Belgium)	アントワープ	あんとわあぷ	antowaapu
8.	1924	Paris (France)	パリ	ぱり	pari
9.	1928	Amsterdam (Netherlands)	アムステルダム	あむすてるだむ	amusuterudamu
10.	1932	Los Angeles (USA)	ロサンゼルス	ろさんぜるす	rosanzerusu
11.	1936	Berlin (Germany)	ベルリン	べるりん	berurin

12.	1940 Suspended	Tokyo (Japan) * Withdrawn from hosting	東京	とうきょう	tookyoo
		Helsinki (Finland)	ヘルシンキ	へるしんき	herushinki
13.	1944 Suspended	London (UK)	ロンドン	ろんどん	rondon
14.	1948	London (UK)	ロンドン	ろんどん	rondon
15.	1952	Helsinki (Finland)	ヘルシンキ	へるしんき	herushinki
16.	1956	Melbourne (Australia)	メルボルン	めるぼるん	meruborun
17.	1960	Rome (Italy)	ローマ	ろうま	rooma
18.	1964	Tokyo (Japan)	東京	とうきょう	tookyoo
19.	1968	Mexico City (Mexico)	メキシコシティ	めきしこしていい	makishikoshitii
20.	1972	Munich (West Germany)	ミュンヘン	みゅんへん	myunhen
21.	1976	Montreal (Canada)	モントリオール	もんとりおうる	montoriooru
22.	1980	Moscow (Soviet Union)	モスクワ	もすくわ	mosukuwa
23.	1984	Los Angeles (USA)	ロサンゼルス	ろさんぜるす	rosanzerusu
24.	1988	Seoul (South Korea)	ソウル	そうる	sooru
25.	1992	Barcelona (Spain)	バルセロナ	ばるせろな	baruserona
26.	1996	Atlanta (USA)	アトランタ	あとらんた	atoranta
27.	2000	Sydney (Australia)	シドニー	しどにい	shidonii
28.	2004	Athens (Greece)	アテネ	あてね	atene
29.	2008	Beijing (China)	北京	ぺきん	pekin
30.	2012	London (UK)	ロンドン	ろんどん	rondon

31.	2016	Rio de Janeiro (Brazil)	リオデジャネイロ	りおでじやねいろ	riodejaneiro
32.	2021	Tokyo (Japan)	東京	とうきょう	tookyoo
33.	2024	Paris (France)	パリ	ぱり	pari
34.	2028	Los Angeles (USA)	ロサンゼルス	ろさんぜるす	rosanzerusu
35.	2032	Brisbane (Australia)	ブリスベン	ぶりすべん	burisuben

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