

日本語とすもうで取り組もう

by Kei Gilbert, Chiho Kiyozuka, and Ryuko Kubota

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Part I

Language and Culture Activities

Sumo is an exciting theme to use in teaching Japanese language and culture. It provides rich cultural resources that motivate learners and offers various ideas for language activities. In **Part I**, we will present language and cultural activities that address the following sub-themes of sumo: profile and daily life of *rikishi*, a history of sumo, and characteristics of sumo compared to other sports. We have also listed the National Standards addressed in each activity. The National Standards are divided into the **Five Cs**: **Communication** (developing skills in **interpersonal**, **interpretive**, and **presentational modes**), **Cultures** (developing understanding of the relationship between cultural products, practices and perspectives), **Connections** (gaining knowledge on other disciplines and culturally-specific information through the target language), **Comparisons** (developing insight into the nature of language and culture through comparing and contrasting the target language and culture with those of the learners'), and **Communities** (participating in the linguistic and cultural activities in the multicultural communities beyond the classroom setting and becoming a life-long learner). For more information about the National Standards, refer to the resources listed on page 32.

The goal of language learning is not only to acquire linguistic and cultural competencies but also to develop **critical awareness** so that the learners actively seek social justice in the multicultural communities. The fact that sumo is celebrated in Japan as a national sport does not necessarily mean that there are no social problems attached to this sport. The most recent controversy, for instance, stems from the tradition that prohibits women from entering *dohyo*. The newly elected governor of Osaka prefecture, Fusae Ota, was not allowed to hand the governor's award to the grand champion on *dohyo* because she was a woman. Even in other parts of the world, women's participation in sports is a relatively recent development in human history. In this sense, sumo provides a great opportunity to discuss and develop critical understanding of gender issues (see "Let's Compare Sumo with Other Sports"). Also, sumo offers discussion topics such as Japanese national identity, Japanese people's attitudes toward foreigners, etc. The activity, "Konishiki's Success and Struggles," provides such an opportunity. We encourage teachers to address issues beyond the surface phenomena of culture so that the learners become critical thinkers.

Part I was developed mainly by Chiho Kiyozuka and Ryuko Kubota. Each activity contains **Teacher's Guide** and **Student Handout**. Many of the activities introduced in this section can be used for the upper elementary, middle school, high school, and college levels with some modifications. Since the profile of *rikishi* changes constantly, teachers should keep the information current by visiting websites and following sport news.

Part II was developed mainly by Kei Gilbert. It is intended as an additional **idea bank** for teachers. The activities are based on artifacts and rituals of sumo and the concept of competition. Since many of these activities consist of a constellation of ideas and need to be adjusted to the needs of the students, we did not list the National Standards. Instead, we encourage teachers to ask themselves which standards are addressed when they modify the activities to suit their needs.

Teacher's Guide

Listen and Guess Who the Rikishi Is

Objective Students will listen and understand descriptions of five sumo wrestlers.

Duration of the Activity 20 minutes

Materials Needed

- Pictures of the *rikishi* on the worksheet. The teacher could use profiles and pictures of rikishi from *Nihon Sumo Kyokai* website: <http://www.sumo.or.jp/index_e.html>. Click on 番付 and the name of each *rikishi*.
- A video of a sumo tournament, if available.
- A map of Japan to show where each *rikishi* came from.
- A chart explaining how to convert from the metric system to the American standard measurement system (see page 7).

Activity Students will look at a picture of each *rikishi* and listen to teacher's description. After practicing the vocabulary and learning cultural information including geography and measurement system, students will listen to teacher's description of a *rikishi* and understand his profile. The teacher will then describe a *rikishi* without mentioning his name and have the class guess who it is. You can also use enlarged pictures of the ones on the next page or authentic pictures from the website.

1. これは、曙です。出身はハワイです。31歳(5/8/1959)です。身長は204センチで、体重は235キロです。とても背が高いです。横綱です。
2. これは、武蔵丸です。出身はハワイです。29歳(5/2/1971)です。身長は191センチで、体重は227キロです。新しい横綱です。
3. これは、貴乃花です。出身は東京です。27歳(8/12/1972)です。身長は185センチで、体重は152キロです。横綱です。若くてハンサムです。
4. これは、小錦です。出身はハワイです。37歳(12/31/63)です。身長は185センチで、体重は275キロです。とても大きいです。大関でした。
5. これは、旭鷲山(きょくしゅうざん)です。出身はモンゴルです。27歳(3/8/1973)です。身長は182センチで、体重は125キロです。小結です。若くて小さいです。

National Standards Addressed

Communication (Interpretive), Cultures, Connections

Student Handout

Listen and Guess Who the Rikishi Is

なまえ: _____

ひにち: _____年____月____日

Vocabulary

力士 (りきし)	sumo wrestler	出身 (しゅっしん)	home town/country
身長 (しんちょう)	height	体重 (たいじゅう)	weight
センチ	cm	キロ	kg
ハワイ	Hawaii	モンゴル	Mongolia
大きい (おおきい)	big	小さい (ちいさい)	small
若い (わかい)	young	ハンサム	handsome
背が高い (せがたかい)	tall		

Ranks of Rikishi

1. 横綱 (よこづな) 2. 大関 (おおぜき) 3. 関脇 (せきわけ)
4. 小結 (こむすび) 5. 前頭 (まえがしら)

力士 (りきし)

曙 (あけぼの)

武蔵丸 (むさしまる)

貴乃花 (たかのはな)



小錦 (こにしき)

旭鷹山 (きょくしゅうざん)



Teacher's Guide**Twenty Questions: Asking and Answering**

Objective Students will ask and answer Yes/No questions about five *rikishi*.

Duration of the Activity 15 minutes

Materials Needed Pictures of the *rikishi* on the previous worksheet.

Activity After practicing how to describe *rikishi* and how to ask descriptive questions orally, the class plays "20 Questions" either as a whole class or in groups of three.

How to play "20 Questions": A student or a group chooses a favorite *rikishi* and keeps it secret. Others ask Yes/No questions such as "その力士は横綱ですか?" "出身はハワイですか?" and so on to guess who the *rikishi* is. WH-questions such as "出身はどこですか?" "番付は何ですか?" are not allowed. They are allowed to ask the name of the *rikishi* only when they are sure who it is.

National Standard Addressed

Communication (Interpersonal)

Student Handout

Twenty Questions: Asking and Answering

なまえ： _____

ひにち： _____年 _____月 _____日

How to play "20 questions":



Sample questions:

- | | |
|------------------------|------------------------|
| 1. 出身 (しゅっしん) は X ですか? | Is he from X? |
| 2. 番付 (ばんづけ) は X ですか? | Is his rank X? |
| 3. おおきい/ちいさいですか? | Is he big/small? |
| 4. ハンサムですか? | Is he handsome? |
| 5. わかい/わかくないですか? | Is he young/not young? |
| 6. 背 (せ) が高 (たか) いですか? | Is he tall? |

Teacher's Guide

Presenting Your Favorite Rikishi

Objective Each student will find one *rikishi* on the Web and introduce him orally to the class.

Duration of the Activity 120 -180 minuets

Materials Needed Large paper, markers, calculators, rulers, a computer with the Internet connection, a map of Japan, and a world map.

Activity Students in pairs go to the *Nihon Sumo Kyokai* website (see below), choose one *rikishi*, prepare a short oral presentation following the model given by the teacher in previous activities, make a life-sized banner of *rikishi*, and make an oral presentation about the *rikishi*. They will use a map of the world or Japan when they tell the *rikishi*'s birthplace. The handout on the next page is designed to organize information needed for the presentation. *Rikishi*'s nickname could be found at *Dosanko* home page in Japanese.

Dosanko website:

<<http://www.dosanko.co.jp/hid/hokuten/sumonick.html>>

Nihon Sumo Kyokai website:

<http://www.sumo.or.jp/index_e.html>

Example of banner:



National Standards Addressed

Communication (Presentational), Connections

Student Handout

Presenting Your Favorite Rikishi

なまえ： _____

ひにち： _____年____月____日

りきしのプロフィール

1. この りきしの なまえは _____ です。
2. なまえの いみは _____ です。
3. ニックネームは _____ です。
4. しゅっしんは _____ です。(Point to the place on a map.)
5. ばんづけは _____ です。
6. たんじょうびは _____年____月____日、 _____さいです。
7. しんちょうは _____センチで、 _____インチです。

*How to convert centimeter to feet and inches.

1 cm=0.3937 in.Y cm \times 0.39 \div 12 = X.XX ft. 0.XX \times 1.2 = X in.

Example: How many feet and inches is 204 cm?

204 cm \times 0.39 \div 12 = 6.63ft.

0.63 \times 1.2 = 0.756in.

204cm=6' 8"

8. たいじゅうは _____キロで、 _____ポンドです。

*How to convert kilogram to pound.

1 kg=2.2 lb.Y kg \times 2.2 = Z lb.

Example: How many pounds in 235kg?

235kg \times 2.2 = 517lb.

9. _____ので、この りきしが すきです。

Teacher's Guide

Daily Life and Diet of Rikishi

Objective

- Students will read a passage and understand the daily life and diet of *rikishi*.
- Students will make *chankonabe* with other Japanese people in the community.

Duration of the Activity

30 minutes for reading and 180 minutes for cooking.

Activities

I. Students will read a passage about *rikishi*'s daily life and diet and discuss answers to the following questions in Japanese.

Discussion Questions:

1. What is the typical daily schedule for *rikishi*?
2. What do they eat? Do they eat good food?
3. Which are ingredients that are not very familiar to you? What are they made of?
4. What is the food equivalent to *chankonabe* in your culture?
5. Do they take more calories than average adults? If they do, how much more?
6. Why do they need to do so?
7. Do you think they live as long as average people in Japan if they continue to have the same diet?
8. How can we have a healthy diet and lifestyle?

II. Students will cook *chankonabe* with Japanese-speaking people using the words and phrases that they have learned.

National Standards Addressed

Communication (Interpretive, Interpersonal), Cultures, Connections, Comparisons, Communities

Student Handout

Daily Life and Diet of Rikishi

なまえ： _____

ひにち： _____年_____月_____日

Vocabulary

起きる (おきる)	to get up	けいこ	training
お風呂に入る (おふろにはいる)	to take a bath		
昼 (ひる)	noon	食事 (しょくじ) をする	eat a meal
昼寝 (ひるね) をする	to take a nap	自由時間 (じゆうじかん)	free time
間食 (かんしょく)	snack	有名 (ゆうめい) な	famous
料理 (りょうり)	cooking, food	やさい	vegetables
肉 (にく)	meat	魚 (さかな)	fish
入れる (いれる)	put in	味 (あじ)	flavor
カロリー	calories		

おすもうさんは、七時に起きます。八時から十時まですまうのけいこをします。十一時にお風呂に入ります。昼に食事をします。二時から昼寝をします。六時からまた食事をします。そのあとは、自由時間です。

おすもうさんは、間食もしますが、食事は、一日に二回だけです。おすもうさんの食事は「ちゃんこ」といいます。「ちゃんこなべ」は有名なすまう料理です。チャンコなべの中には、やさいや肉や魚を入れます。味はしょうゆやみそやしおです。

おすもうさんは、二回の食事で4、400カロリーをとります。それに、間食で2、000カロリーをとります。おすもうさんは、全部で一日に何カロリー食べますか。

Chanko Recipe

Ingredients (Serves 4-5)

1 medium chicken (とりにく)	2 medium round onions (たまねぎ)
3 or 4 carrots (にんじん)	2 or 3 green onions (ながねぎ)
1 <i>daikon</i> (long, white radish) (だいこん)	
1 medium or large potato (じゃがいも)	10 to 12 <i>shiitake</i> mushrooms (しいたけ)
1 medium cabbage (キャベツ)	1 or 2 cakes <i>abura-age</i> (あぶらあげ)
1 cake of <i>tofu</i> (とうふ)	1/2 cup soy sauce (しょうゆ)
1/2 cup <i>mirin</i> (みりん)	1/2 teaspoon salt (しお)
1 or 2 packs <i>udon</i> (うどん)	

How to cook Chanko

1. Bone the chicken and cut meat into 1 1/2 - 2-inch chunks; save the bones for soup stock.
2. Slice green onions and all but one of the carrots into bite-sized pieces.
3. Fill a large stew pot with water and place over medium-low heat.
4. Add the bones and the green onions and sliced carrots and simmer, uncovered, about 3 hours to make soup stock.
5. Slice the *daikon* and potato and parboil in a separate pot. Reserve.
6. Cut the onions and *shiitake* mushrooms into quarters, chop the cabbage into small pieces, and cut the cakes of *tofu* and the remaining carrots into bite-sized chunks.
7. Add all sliced ingredients and soy sauce to the stockpot and simmer until the fresh vegetables are cooked, and then add the parboiled vegetables.
8. Season to taste with *mirin*, or its equivalent, and salt. Simmer a few minutes more.
9. Serve hot. After finishing the *chanko*, reheat the soup with *udon* noodles and serve in deep soup bowls.

Teacher's Guide

A History of Sumo

Objective Students will understand a history and characteristics of sumo.

Duration of the Activity 30 minutes

Activity After leaning a brief history of Japan*, students will learn about a history of sumo through a quiz format. Have students read each question, check their comprehension, and guess the answers. Try to make the activity into an interactive discussion.

*You can use the home page of Kids Web Japan to study the history of Japan:

<<http://jin.jcic.or.jp/kidsweb/japan/i.html>>

Answers to the questions on the students' handout:

1. 1500 年前
2. 神道
3. 宮廷貴族
4. さむらいの戦い
5. 江戸時代 (1603 - 1868)
6. 1993年

National Standards Addressed

Communication (Interpersonal and Interpretive), Cultures, Connections

Student Handout

A History of Sumo

なまえ： _____

ひにち： _____年____月____日

Vocabulary

年前 (ねんまえ)	years ago	宗教 (しゅうきょう)	religion
関係 (かんけい) がある	be related	仏教 (ぶつきょう)	Buddhism
神道 (しんとう)	Shintoism	キリスト教 (きょう)	Christianity
奈良時代 (ならじだい)	Nara Period	平安時代 (へいあんじだい)	Heian Period
宮廷貴族 (きゅうていきぞく)	aristocrats in the Imperial Court		
百姓 (ひやくしょう)	peasants	鎌倉時代 (かまくらじだい)	Kamakura Period
目的 (もくてき)	purpose	戦い (たたかい)	battle, war
儀式 (ぎしき)	ritual	娯楽 (ごらく)	entertainment
江戸時代 (えどじだい)	Edo Period	明治時代 (めいじじだい)	Meiji Period
大正時代 (たいしょうじだい)	Taisho Period		

- すもうは、いつ始まりましたか。
100年前 500年前 1500年前
- むかし、すもうは、どの宗教と関係がありましたか。
仏教 神道 キリスト教
- 奈良時代や平安時代 (1300年から800年前) には、だれがすもうを見るようになりましたか。
さむらい 宮廷貴族 百姓
- 鎌倉時代 (今から800年前) から、すもうは、主にどんな目的で使われるようになりましたか。
さむらいの戦い 仏教の儀式 宮廷貴族の娯楽
- 今のすもうはどの時代に始まりましたか。
江戸時代 (1603-1868) 明治時代 (1868-1912)
大正時代 (1912-1926)
- 曙 (あけぼの) は、何年に初めての外国人横綱 (よこづな) になりましたか。
1988年 1993年 1998年

Teacher's Guide**Konishiki's Success and Struggles**

Objective Students will read (in English for the beginning level) and discuss social, cultural issues related to the success and struggles of Konishiki during his 15-year career.

Duration of the Activity 30 minutes

Activity Students read about Konishiki on the Web and discuss their answers to the questions in Japanese. Try to structure the discussion in order to raise students' aware that Konishiki's experiences demonstrate issues of race and Japanese people's perceptions of national identity. Students can also write a summary of their discussion.

Resources

- Konishiki Supporter's Website:
<<http://www4.justnet.ne.jp/~worldwar/oozeki.eng.html>>
- Konishiki's Home Page
<<http://www.infocr.co.jp/koni/>>
- The World According to Konishiki:
<<http://iris.asij.ac.jp/journalism/konishik.html>>
- Rikishi Report:
<http://www.sumoweb.com/rikishi_report/rr13.htm>
- Franz Lidz, "Bonus piece: Once again: Japan is threatened by a mountainous marauder who." *Sports Illustrated*, 18, May 1992, pp.68

National Standards Addressed

Communication (Interpretive, Interpersonal), Cultures

Student Handout

Konishiki's Success and Struggles

なまえ： _____

ひにち： _____年 _____月 _____日

Vocabulary

体型 (たいけい)	body build	性格 (せいかく)	personality
成功 (せいこう)	success	挫折 (ざせつ)	failure
ファン	fan	反応 (はんのう) する	to react
影響 (えいきょう)	を与 (あた) える	to give influence	
番付 (ばんづけ)	ranking (for sumo)		

1. 小錦 (こにしき) はどんな人ですか。

体型： _____

性格： _____

2. 小錦にはどんな成功がありましたか。

3. どんな挫折 (ざせつ⇔成功) がありましたか。

4. 小錦が成功した時、日本のすもうファンはどのように反応 (はんのう) しましたか。それは、どうしてですか。

5. 小錦はすもうの世界にどのような影響 (えいきょう) を与えましたか。もし小錦がいなかったら、番付はどのようになっていたでしょうか。

6. あなたは小錦が好きですか。どうしてですか。

Teacher's Guide

Let's Compare Sumo with Other Sports

Objective Students will discuss similarities and differences between sumo and other American sports and gain insight into the characteristics of sports in cultural context.

Duration of the Activity 30 minutes

Activity Students compare sumo with football, wrestling or any other sports and discuss similarities and differences using a Venn diagram. Students also discuss issues of inequality related to gender and race in some sports. Ask following questions, for example, and elicit answers from the students in Japanese.

1. (すもう・フットボール・レスリング) は、ある国のユニークなスポーツと考えられますか。
2. 現在、どこで行われていますか。
3. 何人でするスポーツですか。
4. 男も女もしますか。
5. 外国人もその国の人と全く同じように参加できますか。
6. プロもアマチュア (学生など) もしますか。
7. オリンピックの競技ですか。

National Standards Addressed

Communication (Interpersonal and Interpretive), Cultures, Comparisons

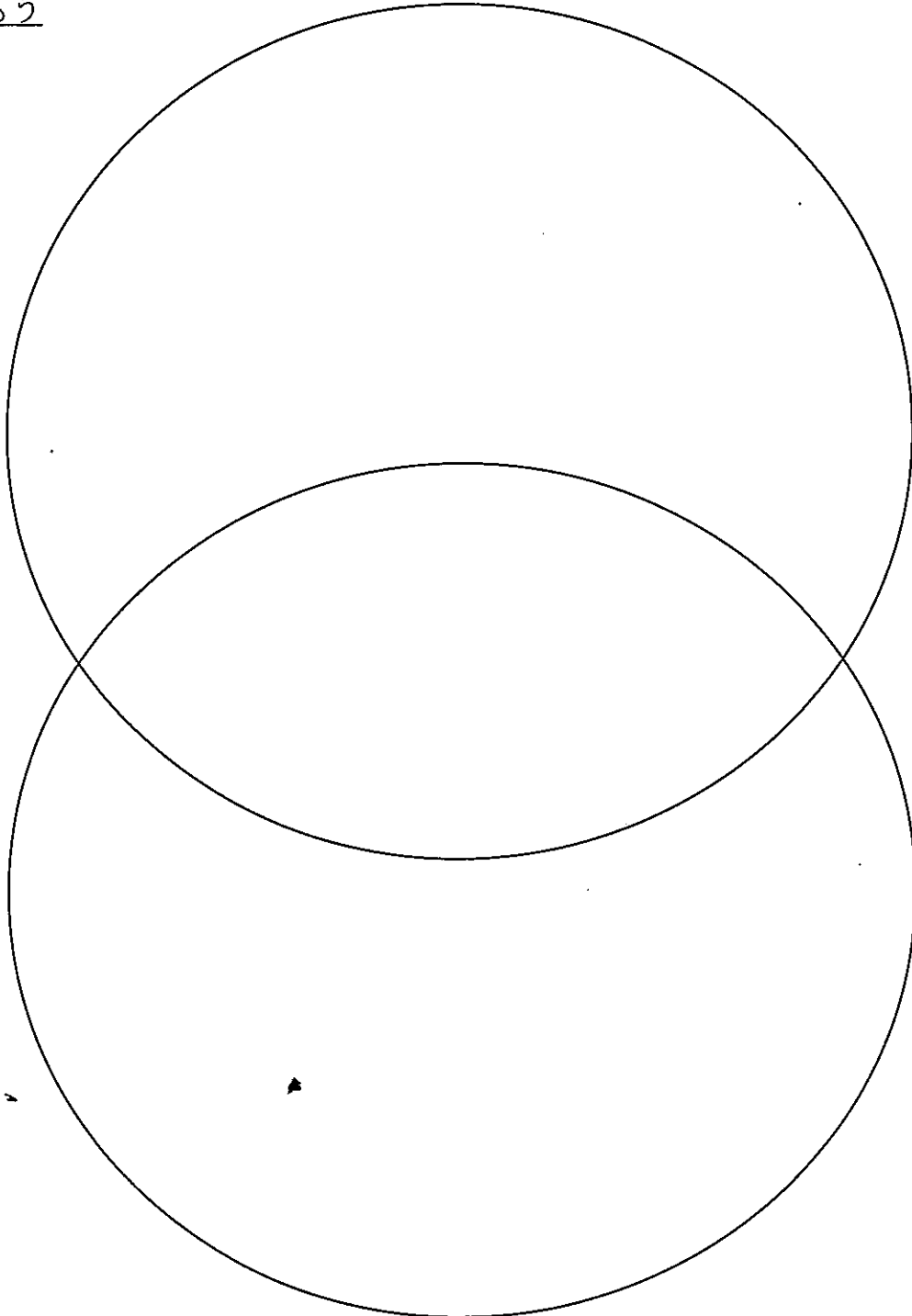
Student Handout

Let's Compare Sumo with Other Sports

なまえ： _____

ひにち： _____年 _____月 _____日

すもう



Part II

More Ideas: COLLECT-ive Learning

Our brain is programmed more to forget than to remember. Unfortunately, much of our teaching is based on the belief and expectations that students will remember what we teach. Most of what we learn, however, ends before or at bus stop #1, the deposit site for the short-term memory. Madonna or Michael Jordan lecturing from a Roll's Royce may not deliver their message, especially if we love opera and volleyball. As educators, we need to look for the all-purpose super glue that bonds and transports our short-term memory to our deposit site for long-term memory. What is that super glue? It's our basic desire to collect things that are personally meaningful to us.

Many consider Freud's concepts to be somewhat passé these days, but let's revisit his theory on the concept of "anal retentiveness." Freud describes the young child as being possessive of his (her) body. It is a drive that dominates in us at one point in our childhood. The anal retentiveness, however, is still a part of our everyday life—hidden, but still a large part of our life. We collect jewelry, cars, books, clothes, shoes, computer software, etc. Do we collect for the sake of benefiting our neighbors? No! We collect for ourselves. We are still in tune with keeping what we want based on what we see and touch. We learn about the value of diamonds or the new car gadgets not from reading alone, but by personally investing OUR interest in the objects. It makes us happy to be involved.

Children collect dolls, baseball cards, and currently, Pokemon cards. Although we as adults find little value in Pokemon, the children's obsession with it should make us wonder what makes it so special. The children simply love to collect and share. Collecting alone is not always fun. However, collecting AND sharing (showing off) what they collect give it the meaning that is contagious. Whereas the first Pokemon card they see may have no significance, the second one, after seeing the shared interest, has an increased value. They want to see, hear, talk, touch and feel, collect, and brag about it. As educators, we must use our internal "anal retentiveness" to allure the students to focus on learning. It's easy: Create something they can collect that is unique and promote it. It sounds commercialized, but the underlying goal is, however, not to market the product but to market the love of learning.

The super glue in a classroom lesson, for example, can be the magic coming from something special that the students can collect. It can be tangible and intangible. Specifically in the area of language learning, and more precisely involving "sumo," let me elaborate on two activities that involve those important elements of our needs to see, hear, talk, touch and feel: (1) *rikishi* cards, and (2) sumo competitions using rituals and artifacts such as *mawashi* (the wrapping the rikishi uses). You will find in this section sample ways of using the two items to own. Remember that it is also your contagious enthusiasm that would first ignite the interest in the students. Also, to keep your enthusiasm, continue to expand your program by adding more elements to the program.

Rikishi Cards

Objective

Students will find personal interest in using kanji or hiragana.

Materials Needed

- White cardstock paper (8 1/2" x 11")—one for each student
- Markers or crayons
- Sample magazine photo cut-outs of celebrities
- Index cards (4" x 6")
- Glue
- A kanji set for creating *rikishi* names (made into a large chart)
- The same kanji set reduced and copied for individual use (sample sheet on page 21).

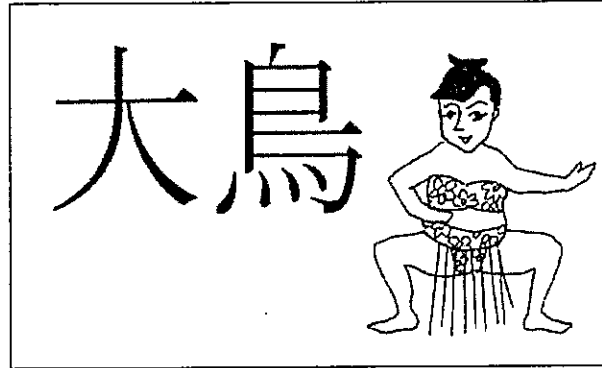
Activity I: Creating *rikishi* names (60 minutes)

1. Ask students if they collect anything special. Show them a box of baseball and football cards and have them discuss their interest. Introduce, if they are available, sumo cards.* Explain to them that they will be making their own *rikishi* cards similar to the examples shown on the next page.
* Sumo cards are available from ベースボールマガジン社 at <bbmsales@bbm-japan.com>.
2. Tell students that they will also be making a large *rikishi* card (8 1/2" x 11"), as the one shown on page 20, using a magazine cutout. Show them a few samples you have made. For example, make one with a cutout of Elizabeth Taylor with her name, 雪ノ花, written on the card. Tell the students that they can choose kanji from the list or use hiragana. For sample cards, create humorous ones.
3. Instruct the students that before they make the cards, they will first create their own *rikishi* names. Distribute photocopies of the kanji sheet and post a larger one on the board. (The number and complexity of kanji on the sheet should be adjusted to the students' proficiency level.) Ask them to locate 雪 and 花 on the chart. Tell the students that they can connect the two characters using の written either as ノ or 乃. Explain that it is not always necessary to use ノ or 乃 and that "kun" and "on" can also be mixed. Have the class experiment with names.
4. Students will now create their own *rikishi* names. You, the instructor, can walk around and help them as they play with "on" and "kun." As each student finishes his or her name, write it on the board so that the name will not be duplicated.

Homework

1. Ask the students to find and bring to school magazine clippings of people they or the class might like to use on their cards.

2. Distribute 10 index cards (4"x 6") (or more depending on how you plan to use them—see the next page), and have them write their *rikishi* name on each card at home. They can also draw pictures on the card. Explain that the cards will be used to do other activities later.



Activity II: Creating a large *Rikishi* Card with a Magazine Cutout (60 minutes)

1. Have students work in small groups so that they can share the magazine cutouts they brought to school. Tell students to keep their favorite one for creating their large *rikishi* card (8 ½" x 11"). Place an empty box on the table and instruct them to put the cutouts they will not use in the box. Students can use extra ones in the box, if they are not happy with what they brought.
2. Distribute 8 1/2" x 11" cardstock paper (white). Students will glue their magazine cutout, write their own *rikishi* names, and decorate the cards with markers and crayons. (See the next page for a sample.)

COLLECT-iveness

Students can collect *rikishi* cards in several ways:

- 1. Simple** Students can make enough small *rikishi* cards (4" x 6") for everyone in class and exchange them during a designated time. You can allow them to exchange a certain number of cards a day, or set aside a block of time for trading. Students can make an inventory list of their collection. You, as a teacher, can state some rules, e.g., (1) you must ask for the *rikishi* name in Japanese; (2) all trading must be conducted in Japanese, etc.

Sample dialogue:

雪ノ花のカード、ありますか。

雪ノ花ですか？ はい、ありますよ。

じゃあ、交換しませんか。

うん、いいですよ。

2. Moderate Students can make a designated number of cards (e.g., 10), and collect the card of the *rikishi* he or she beats during a match (see **East-West Match** and **Sumo Competition**).

3. Complex In baseball and basketball, the player's winning records determine the value of the cards. In a Japanese classroom, students can create a rank system and follow the increase or decrease in value as a result of tournaments such as **East-West Match** and **Sumo Competition**. For example, *yokozuna* = 100, *ozeki* = 80, etc. Calculate the increase or decrease in value of their personal possession at the end. The initial ranking can be determined at random or by doing a special "tryout." Tryout can be based on physical activities (e.g., running) or academic lessons (e.g., a test on something they have learned in the past).

*** There is no end to creativity here. Students will have plenty of interesting ways to do the trading.



Kanji Chart

雨 あめ ウ	空 そら から、あ クウ	天 あめ あま テン	雪 ゆき セツ	星 ほし セイ	月 つき ゲツ ガツ
日 ひ、び ニチ	土 つち ド	火 ひ カ	金 かね キン コン	左 ひだり サ	右 みぎ ウ ユウ
朝 あさ チョウ	夕 ゆう セキ	木 き モク ボク	林 はやし リン	森 もり シン	本 もと ホン ボン
水 みず スイ	石 いし セキ コク	貝 かい	花 はな カ	牛 うし ギユウ	犬 いぬ ケン
角 つの かど カク	虫 むし チュウ	鳥 とり チョウ	王 オウ	友 とも ユウ	子 こ シ
春 はる シュン	夏 なつ カ	秋 あき シュウ	冬 ふゆ トウ	音 おと オン	竹 たけ チク
黒 くろ コク	白 しろ ハク ビヤク	青 あお セイ	赤 あか セキ	上 うえ あ ジョウ	下 した カ ゲ
弓 ゆみ キュウ	矢 や シ	車 くるま シャ	糸 いと シ	寺 てら ジ	田 た デン
村 むら ソン	町 まち チョウ	国 くに コク	文 ふみ ブン モン	力 ちから リキ リョク	北 きた ホク
南 みなみ ナン	東 ひがし トウ	西 にし ザイ	見 み ケン	出 で シュツ	小 ちい こ ショウ
大 おお ダイ タイ	小 ちい こ ショウ	広 ひろ コウ	早 はや ソウ	正 ただ まさ セイ ショウ	中 なか チュウ
丸 まる、 ガン	岩 いわ ガン	光 ひかり コウ	島 しま トウ	風 かぜ フウ	川 かわ セン
谷 たに コク ヤ	花 はな カ	山 やま サン	波 なみ ハ	海 うみ カイ	里 さと リ

East-West Match: Listen and Find

Objectives

- Students will listen and identify names of *rikishi*.
- Students will recognize the corresponding kanji or hiragana.

Materials Needed

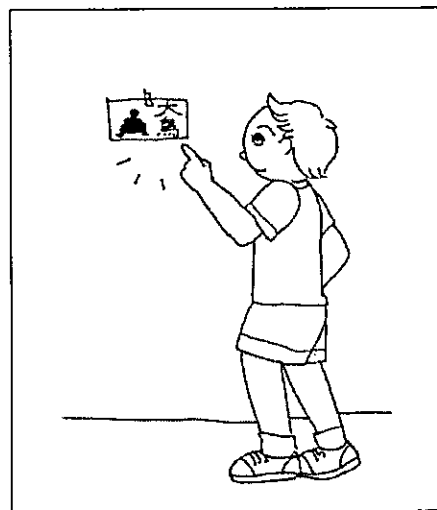
- The large *rikishi* cards (8 ½" x 11") that students made, or large cards only with *rikishi* names.
- 4" x 11" strips (cardstock) with *rikishi* names written vertically
- 1" x 3" strips (cardstock) with *rikishi* names
- A bag of black and white chips
- A bag of chips in two colors (for East and West) and brown bags (optional)
- A large light-colored blank panel for placing *rikishi* names and the black and white chips (laminated)
- A copy of reduced size panel for each student (optional)

Activity

1. Display the students' 8 ½" x 11" *rikishi* cards on the walls around the room.
2. Have each student keep the 4" x 11" strip with his or her *rikishi* name written in his or her desk.
3. Divide students into two groups (East and West).
4. Ask for a student volunteer who can (1) put the 4" x 11" strips of *rikishi* names on the large blank panel on the board when two students are called (or write the *rikishi* names using kanji on the board), and (2) post a white chip for the winner and a black one for the loser.
5. Choose two competitors, one from each team, and have them come to the front. Have them hand their 4" x 11" strips to the volunteer. The volunteer will put the strips vertically on the large panel using "restickable glue" available from Scott (or write the *rikishi* names on the board). Call out the names of the student *rikishi* as in a real sumo match. Select one 1" x 3" card at random (kept in a box) and read out loud the *rikishi* name that is on the strip. (Return the strip to the box once it is read.)



6. Students will walk (not run) to the corresponding *rikishi* card on the wall and point to the card. The first one who found the card wins. (Optional: The student who found the card first can put a colored chip in a brown bag placed underneath the card.)
7. The student volunteer will put a white chip next to the winner's name on the panel and a black one next to the loser's.
8. (Optional) Make and copy a small chart for students and let them write the *rikishi* names and the outcome of each match.



Sumo Bingo

Objectives

- Students will listen and identify the names of *rikishi*.
- Students will recognize the corresponding kanji or hiragana on the bingo sheet.
- Students will write names of *rikishi*.

Materials Needed


- The large *rikishi* cards (8 ½" x 11") that students made, or large cards only with *rikishi* names.
- 1" x 3" strips (cardstock) with *rikishi* names
- A photocopied blank table with 3 x 3 (or 5 x 5) rows and columns
- A plastic bag with bingo chips for each student.

Activity

1. Display the large *rikishi* cards on the walls around the room.
2. Prior to playing the game, students will individually fill out his or her bingo sheet with a *rikishi* name of a classmate in each square. If they are not ready to write in kanji, have them use hiragana. Make a few extra bingo sheets. Collect them and put them in a folder.
3. Redistribute the sheets, making sure that they get another student's creation. Pass out bingo chips to each student.
4. The instructor will select a 1" x 3" strip at random and call out the *rikishi* name that is on the strip. The card will be set aside for verification until 'bingo!' is called. Comment: You have to make sure the student filled in correctly—a normal bingo procedure.
5. Students will place a chip on the square that has the *rikishi* name that the instructor has just read.
6. When squares are filled horizontally, vertically or diagonally, the student will yell "bingo."

Note from Kei Gilbert This is an activity I frequently used when I was teaching in the Japanese immersion program. I always kept a supply of blank bingo sheets and had the students play bingo using the student-made bingo cards with content-based vocabulary. For example, I had bingo card folders for "rocks and minerals," or "butterflies," etc. Simple, blank grid sheets became a source of many hours of learning. It's truly an activity that takes no work for the teacher and much learning and excitement for the students.

たけのこ



Sumo Competition on Dohyo

Objectives

- Students will experience playing sumo through language activities.
- Students will understand the meaning of various symbolic gestures used by *rikishi* prior to the match.

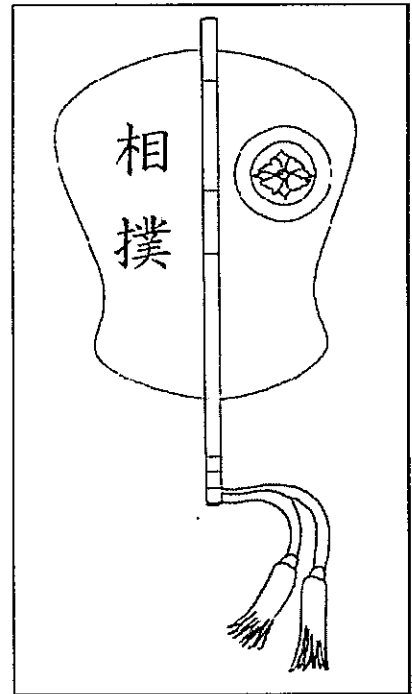
Materials Needed

- A videotape of an actual sumo match.
- A rope to form a ring on *dohyo* (approximately 5 yards in length)
- Strings (for wrapping packages) cut into 12 inches to form a ring on miniature *dohyo*
- Fabric strips for making finger mawashi (see page 28)
- *Gumbai* (a fan-like object used by *gyoji*: see the following illustration). You can create one using cardstock paper and a chopstick.

Because each class varies so much on the age, class size, duration, academic content, etc., the sumo competition is divided into three categories: simple, moderate, and complex. It is up to the instructor to decide what level of involvement he or she is seeking. The instructor can begin by being *gyoji* and later retire to let an umpiring student-actor take on the role.

Simple: Foot-Sumo—Writing Kanji on Dohyo

1. Using a video on sumo, introduce the cultural background and the gestures that *rikishi* and *gyoji* use before, during and after a match.
2. Make a ring out of rope.
3. Have two students come to the front and do the rituals that real *rikishi* would do.
4. *Gyoji* will call out one of the kanji in a *rikishi* name (or any kanji that students are learning in class) and flash the kanji briefly.
5. Inside the circle, two students will compete by writing the given kanji by shuffling their feet in the right stroke order.
6. *Gyoji* begins the match with ハツキヨイ and encourages the *rikishi* by saying, ノコッタ.



7. *Gyoji* will watch to make sure the stroke order is correct. The first one to finish writing correctly wins.
8. Students may make their own favorite *mawashi* at home (see page 31).

Moderate: Finger-Sumo—Writing Kanji on Miniature Dohyo

1. Have students make finger-*mawashi*. Remnant fabrics are inexpensive and great for making *mawashi* strips. Instructions on how to cut, fold and wrap are found on the following pages.
2. Briefly discuss the history of *mawashi* and how they have evolved over the years. *Mawashi* was traditionally worn in black, purple or blue, but in recent years, *rikishi* uses all different colors. Have the class see a videotape or go to a website to view the *mawashi* worn by *rikishi*.
3. Finger-sumo allows more student-participation. In a match played by two *rikishi* in front of the class, most of the class is watching. If you play finger-sumo in small groups, there is more direct participation by the students. Call it “*keiko*” (training) if you’d like. Within each group, you can also have a *gyoji*.
4. Finger-Sumo can be played on a desk. Make a ring with the string tied to make a circle. Place a piece of paper underneath the ring. Place two pencils next to the ring.
5. During a match, a *gyoji* will call out one of the kanji on a *rikishi* card. Rather than “foot-sumo,” where the students shuffle their feet, the students will stop to grab a pencil and write the *kanji* on the paper. (It is too difficult to “walk” with fingers because of the *mawashi* restricting movement.) The first one to finish writing in the correct order wins.

Complex: Sumo Competition for Content Area Kanji

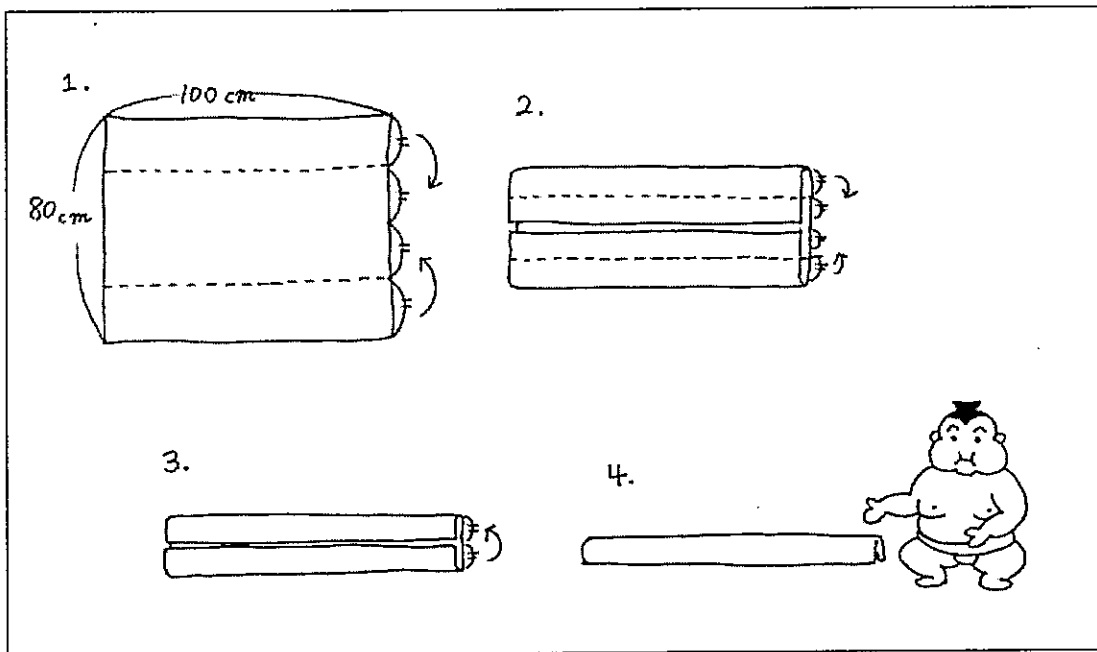
1. Choose an area worth developing. For example, if you are studying “rocks and minerals” in your science class in an immersion setup, use the kanji or vocabulary list from the unit.
2. Change only the competition material rather than the game setup. For example, when you move to a unit on butterflies, just change the kanji or vocabulary, not the way you compete.
3. Have students do kanji or vocabulary competition in the form of **East-West Match, Bingo, Foot-Sumo, or Finger-Sumo.**
4. Have the students in each group (East/West) to form ranks within them. Make a sumo chart like the one used for **East-West Match**, and follow the tournament for 15 days.
5. For more interest, you can give them salary according to their rank and commercial bonuses on important matches. Have a few students make banners and walk around the ring to indicate that there is more money involved for that match!

6. Have a ceremony at the end. Expand the activity by having student volunteers represent other countries and give speeches in Japanese.

Note from Kei Gilbert If you are ambitious, you can continue to develop it during the entire year. I have wonderful recollections of how my sixth-grade teacher trained us in the use of abacus by using sumo competitions. I was an incorrigible day-dreamer who never listened in class but became obsessed with the competition enough to become a *yokozuna*!

How to make a finger-*mawashi*

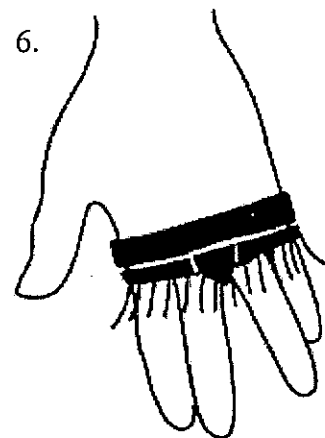
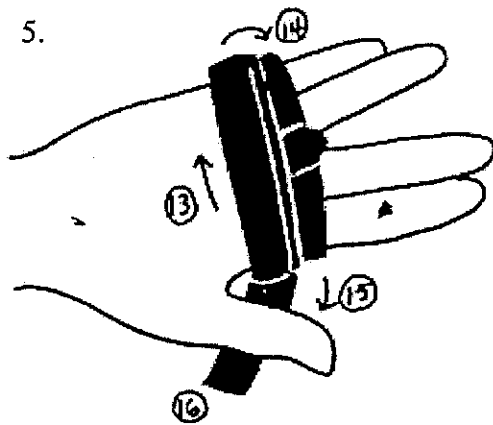
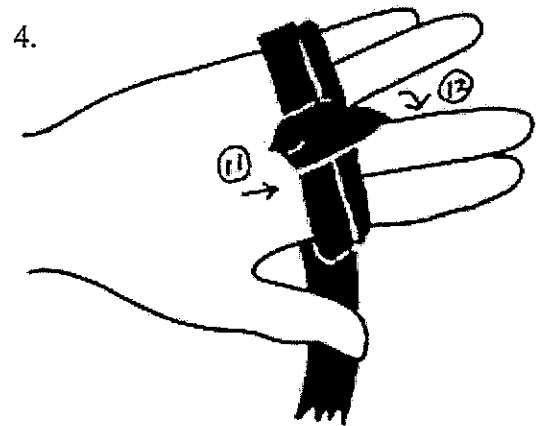
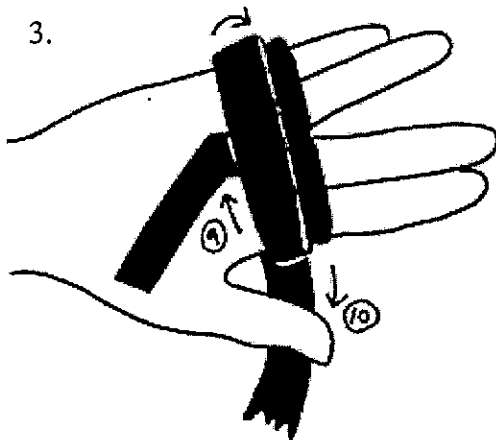
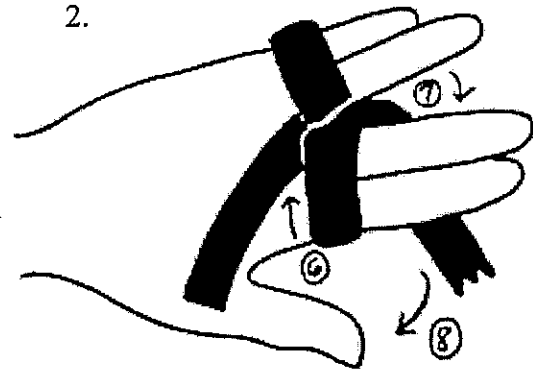
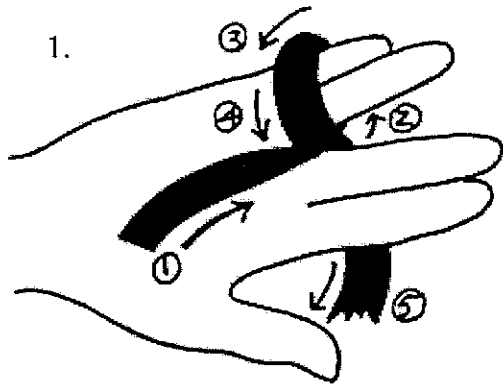
- Reduce size by dividing the actual dimension by 10.
- $80 \text{ cm} / 10 = 8 \text{ cm}$; $1000 \text{ cm} / 10 = 100 \text{ cm}$.
(or cut 8cm crosswise on a 45" with cotton fabric)
- 1 yard will make about 10 strips.
- Use remnant fabric on sale to save money.
- For a class of 30, the cost could be around \$5.00 if the remnant fabric is \$1.49+ a yard.



Folding Instructions:

- Fold it lengthwise once.
- Using the folded strip, fold toward the center into 1/3 the size.
- Iron the strip so that the fold will remain in tact.

How to wrap your fingers with *mawashi*



Written directions:

Picture 1: (1 - 5)

Wrap one end of the *mawashi* strip between the ring and the middle finger closest to your palm. Guide the other end over the pinky ring and over it.

Picture 2: (6 - 8)

Bring it down to where you originally began as if to form a figure "8."

Picture 3: (9 - 10)

Make one complete circle.

Picture 4: (11 - 12)

Tuck in the shorter end on the palm side.

Picture 5: (13 - 16)

Make one or two more complete circles (depending on the size of your hand. As in real life, the length of *mawashi* is determined by the *rikishi's* size. The end can be cut according to the hand size. Tuck in the other end forming a knot.

Picture 6: はい、できあがり！

About Mawashi

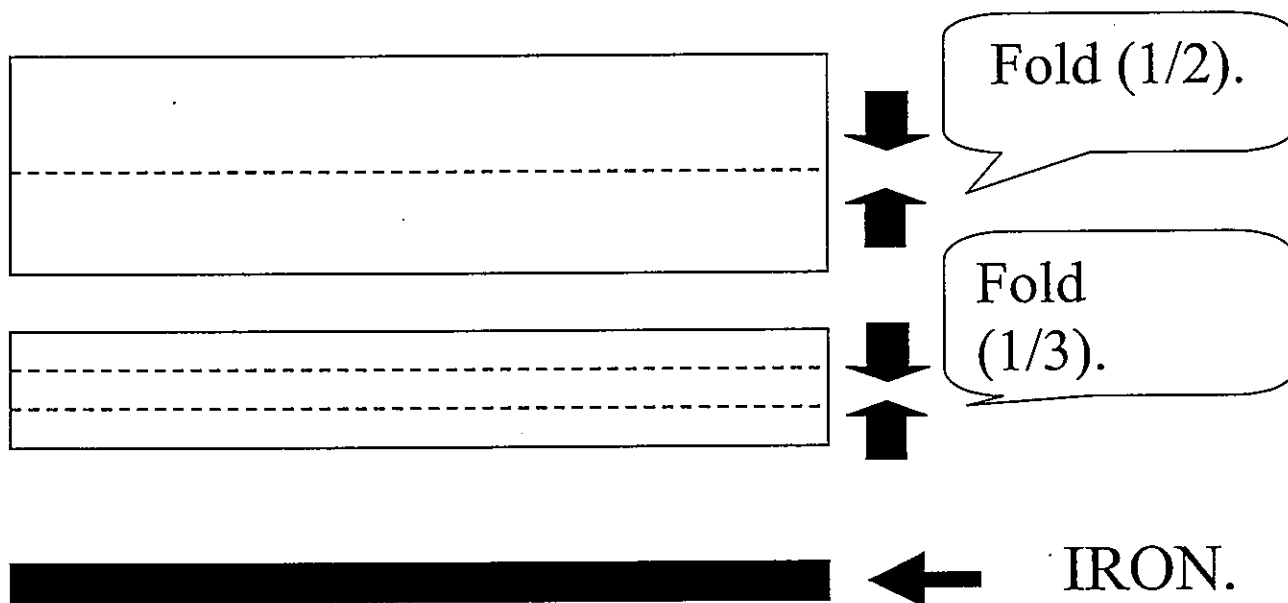
Descriptions:

- Originally worn in blue, purple or black.
- Now in various colors.
- Lasts about three years.
- Approximately 70,000 yen (\$6,000) to buy (1999)

Size:

- 80 cm wide, 9 – 14 m in length
- Folded width-wise 6 times; wrapped around 5 – 6 times.

Folding Instructions:



Useful Resources

Sumo in General

- Nihon Sumo Kyokai <http://www.sumo.or.jp/index_e.html>
- Sumo Web <<http://www.sumoweb.com>>
- Ozumo Homepage <<http://www.wnn.or.jp/wnn-t/index.html>>
- カメラで寄り切り <<http://www.campus.ne.jp/~rung/yorikiri/index.html>>
- 相撲錦絵の世界 <<http://www.azn.ne.jp/SUMO/>>
- TBS 大相撲 <<http://www.tbs.co.jp/sumo/index-j.html>>
- アマチュア相撲 Web ページへのリンク集
<<http://home.interlink.or.jp/~egashi/amasumo/>>
- Index of Sumo Pages on the Web
<<http://home.interlink.or.jp/~egashi/sumolinks/e.html>>
- *Dosanko* website <<http://www.dosanko.co.jp/hid/hokuten/sumonick.html>>

Konishiki

- Konishiki Supporters' Website
<<http://www4.justnet.ne.jp/~worldwar/oozeki.eng.html>>
- Konishiki's Home Page <<http://www.infocr.co.jp/koni/>>
- The World According to Konishiki
<<http://iris.asij.ac.jp/journalism/konishik.html>>
- Rikishi Report <http://www.sumoweb.com/rikishi_report/rr13.htm>
- Franz Lidz, "Bonus piece: Once again: Japan is threatened by a mountainous marauder who." *Sports Illustrated*, 18, May 1992, pp. 68.

Film

- 『シコふんじやった』 監督：周防正行 1992

National Standards

- *Standards for Japanese Language Learning*
<<http://www.colorado.edu/ealld/atj/Standards/stand1.html>>
- Resources for the Implementation of *Standards for Japanese Language Learning*
Preschool-College <<http://www.colorado.edu/ealld/atj/Teamreports/toc.html>>
- National Standards for Foreign Language Education
<<http://www.actfl.org/htdocs/standards/index.htm>>
- *Standards for Foreign Language Learning in the 21st Century (Including Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish)* (1999) National Standards in Foreign Language Education Project. Available from National Standards Report (785) 843-1221.