### Year Group
Year 7-Year 9, but can be adapted for older year groups

### Overview
An introduction to Japanese language and culture through the world of Japanese animation – **anime**. The workshop involves discussion on the genre and origins of **anime** and students identifying their favourite **anime** films. After showing film clips, students complete language and comprehension activities based on the Japanese writing systems they have been introduced to. They also work individually or in groups to draw characters in the **manga/anime** style to create a storyboard using their newly-learned drawing techniques.

### Duration
Approx. 2 hours

<table>
<thead>
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<th>Activity</th>
<th>Duration</th>
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<tr>
<td>Introduction to anime</td>
<td>20-40 mins</td>
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<tr>
<td>Projection of anime clips and discussion</td>
<td>50 mins</td>
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<tr>
<td>Drawing activity</td>
<td>30 mins</td>
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### Objectives
- Introduce students to Japanese language and culture through exploration of **anime**.
- Students learn to recognise Japanese scripts.
- Students learn how to draw in **anime** style.

### Learning outcomes
- Recognise Japanese animation traditions and culture.
- Recognise differences between **anime** and **manga**.
- Demonstrate **anime** and **manga** drawing styles.
- Recognise and use Japanese vocabulary.

### Resources
- *Spirited Away* DVD by Studio Ghibli
- Facilities to show DVDs and/or YouTube film clips
- Workshop outline
- All Worksheets
- Copy of katakana and hiragana tables (may be downloaded from web, i.e. Wikipedia)
INTRODUCTION TO ANIME

• **Exploratory questions:** what is “anime” (アニメ)?
  Word derivation, shortened from “animation” (アニメーション pron.: animēshon).

• Re-connect to *manga* and Japanese visual culture starting from language (ideograms); personal experience in Japan (e.g. comic-like instructions for daily life etc...); relationship between *manga* and *anime*.

• **History and development of anime industry**, including:
  - main genres and dominant topics: sci-fi, fantasy, shōjo, martial arts & robots, daily life, school-life, sport clubs (show posters or stills from *Akira*, *Sailor Moon*, *Pokemon*, *Dragon Ball*, *Naruto*, *Goldrake*, *Crayon Shin-chan*, etc...) but also more serious subjects such as WWII in *Grave of the Fireflies* and *Barefoot Gen*.
  - Studio Ghibli’s and Miyazaki Hayao’s hits: *Kaze no Tani no Nausicaa* (風の谷のナウシカ) / “Nausicaa of the Valley of the Wind” (1984); *Tonari no Totoro* (隣のトトロ) / “My Neighbour Totoro” (1988); *Mononoke Hime* (もののけ姫) / “Princess Mononoke” (1997); *Sen to Chihiro no Kamikakushi* (千と千尋の神隠し) “Spirited Away” (2001)
  - post-war industrial development also through TV serialization: Tōei animation
  - Japanese animation global reach and comparison with American animation (Disney, Pixar).

  **Discussion:** when watching TV cartoons, are you always able to guess whether they are Japanese cartoons? Show examples. What helps you identify them? Examine visual style, subjects, storyline

• **Distribute** “Comprehension worksheet 1”. Leave around 10 mins for the pupils to answer the questions and then go through them giving the correct answers.

• **(Time permitting) Demonstration of anime** being produced on YouTube::
  http://www.youtube.com/watch?v=rXRApCpe6dc&feature=related for the making of Princess Mononoke
### PROJECTION OF ANIME CLIPS

Project the following clips from Spirited Away, shortly commenting with the pupils after each one. Preferably use the original DVD to choose the clips from. (Some clips are available on the internet, however You Tube clips are liable to be cancelled at any time).

- Trailer of the film: (see for example http://www.youtube.com/watch?v=6az9wGfeSgM)
- Chihiro meets Haku (English dub)
- Chihiro asks for job at Kamaji’s (English dub)
- Chihiro signs the contract at Yubaba’s (English dub)

Emphasise the importance of names, the pervasive visual presence of ideograms and Japanese folklore in the story of Spirited Away. Highlight environmental concerns present in Miyazaki’s works overall.

- Use “Comprehension Worksheet 2”. Leave around 5 mins for the pupils to answer the questions and then go through them giving the correct answers.
- Use “Language Worksheet”. Leave around 10 mins for the pupils to carry out the tasks and then go through them giving the correct answers.

**Note**: You tube clips are liable to be cancelled at any time so you may have to search for new ones.

### DRAWING ACTIVITIES

These activities may also be done at the end of the first part of the workshop, before the break.

- Distribute “Drawing Worksheet” with concept art sketches for reference to exercise drawing skills in the **manga/anime** styles
- Template framework to create a storyboard (group or individual activity).