

HACHIKŌ

Teacher notes



“A heartwarming tale of friendship, loss and loyalty”
– XPress Magazine



Government of Western Australia
Department of Culture and the Arts



Hachiko - Suitable for pre-primary and above

- Director – Philip Mitchell
- Designer – Matt McVeigh
- Composer– Lee Buddle
- Animateur – Ian Sinclair
- Deviser – Bec Bradley
- Performers: Sean Guastavino & Kylie Bywaters

Hachikō is the moving true story about a dog who travels to Shibuya train station (Tokyo) every day to meet his master. One day his master dies at work and every day for nine years Hachikō returns to the train station at the exact time the train is due, waiting for his master to return.

This story teaches children about loyalty and resilience and will delight and celebrate the remarkable joy an animal can bring to our lives. These themes (of loyalty and resilience) are enhanced with the theme of change, and how change is normal and can be a valuable part of life.

The production is humorous and playful with cartoon sensibilities combined with inventive uses of paper, and cardboard: with a few folds of origami puppetry to delight the creative mind!

The puppetry is inspiring and inventive – it will become a springboard for discussion and activity. Worlds of cardboard, paper and play transport us into cardboard cities, paper people and tell the stories of the inspiration one dog gave to many people all over the world.

Hachikō has all the inventive creativity you have come to expect from a SPPT show and is a rich and inspiring vehicle for parents and children alike.

Whether it is of our favourite pet, a relative, a friend, a grandparent or even a famous person we have never personally met – it is essential for the emotional development of young people to be able to talk about death.

The deaths in the story are presented with sensitivity and beauty and it is our hope it allows opportunities for children to talk about what they see, to talk about the change in seasons, to talk about pets that may have died and to understand it a little bit more.



About Spare Parts Puppet Theatre

Through the art of puppetry, we share stories that celebrate what it is to be human; connecting audiences across generations. Our vision is to transform people's view of the world and each other through world class puppetry

For many of our audience members we are their first live performing arts experience. We are proud to offer this experience to audiences and beholden to offer them the best puppet theatre we can.

The company is lead by Artistic Director Philip Mitchell and Associate Director Michael Barlow who work with artists from our well-established and ever-growing pool of Company Associates offering skills in writing, design & performance for puppetry.

Our annual artistic program includes performances at our home theatre in Fremantle, touring to schools, theatres and festivals across Australia and abroad, puppetry workshops for children and adults, and artists training and development programs.

Through our various programs we have an annual audience and participant reach of more than 60,000 people.



Pre-Show Classroom Discussion: Theatre etiquette

There are two groups of people at the theatre, the audience and the performers. Each group has a certain role to play and has certain behavior expected of them. Before you attend the show you may like to:

- Discuss what audience and performer mean
- Talk about the behavior expected from the audience and from the performers.

Give students an A3 piece of paper, fold it in half. On one side draw themselves as an audience member, on the other side draw themselves as a performer.

Call out various behaviours (ideas listed below) and ask students to put the behavior either in the “Audience” or the “Performer” column on their paper to represent good theatre etiquette. They may like to suggest some ideas of their own!

Hint: Some behaviour will be appropriate for both Audience and Performer.

- Does not chit chat
- Sits still
- Goes to the toilet before the show
- Is ready on time
- Faces the audience
- Keeps their eyes on the stage
- Is nice and quiet
- Doesn't eat or drink during the show
- Claps at the end

Pets and Community

Learning Areas: English, Mathematics, health, Science, Technology & Enterprise, Society & Environment

Junior Primary (Yr.K-2)

Discuss and refer to the puppet show making reference to the dog Hachikō and the other animals that feature in the show such as the gardener with his wild birds, the neighbour's fish, the train station guard's cat and the professor and Hachikō.

Discuss how Hachikō was the Professor's pet and what was special about him.

- Read "Dear Zoo" by Rod Campbell and discuss how some animals we can't have as pets as they are too big, too scary etc.
- Brainstorm class pets. Students do a think, pair, share about their pet or a pet they would like to have. Discuss the responsibilities that come with a pet eg. exercise, food, water, care, the same way we have to look after ourselves.
- Make a list of who in our community helps to care and look after pets eg. Vets, dog groomers, rangers & dog trainers.
- Students draw or paint their pet or a pet they would like to have on art paper.

Middle primary (Yr.3-4)

Discuss and refer to the puppet show making reference to the dog Hachikō and the other animals that feature in the show such as the gardener with his wild birds, the neighbour's fish, the train station guard's cat and the professor and Hachikō. Discuss how Hachikō was the Professor's pet and what was special about him. Also discuss the feelings of the dog when the Professor did not return that afternoon. A discussion can take place about the passing of the Professor and then Hachikō and how the students have felt when they have had a pet or something close to them pass away.

Create a class pictograph of pets. Students survey each other and have a tally of the results. Discuss the most and least common etc

Brainstorm ways we care for our pets eg. Grooming, exercise, healthy balanced diet & hygiene. Students create a poster on how to care for pets, including slogans, pictures and tips

Upper Primary (Yr.5-7)

Discuss background information about Hachikō as a point of interest.

Meaning of his name 'hachi' meaning 'eight', a number referring to the dog's birth order in the litter, and 'kō', meaning prince or duke

Annual ceremony + statue In April 1934, a bronze statue was made at Shibuya Station, Hachikō himself was present at its unveiling. The statue was recycled during World War II. In 1948 Takeshi Ando, son of the original artist made a second statue to replace the previous. The new statue was unveiled in August 1948. This statue is named "Hachikō-guchi", meaning "The Hachikō Entrance/Exit", Each year on April 8, Hachikō's devotion is honoured with a solemn ceremony of remembrance at Tokyo's Shibuya railroad station. Hundreds of dog lovers often turn out to honour his memory and loyalty.



A year before his death, in February of 1931 (9th year of Showa), Hachikō becomes probably 35.

Discuss different dog breeds, particularly Hachikō (Akita breed). Students then do ICT research of the Akita breed of dog and create an information pamphlet similar to the one below. Use the website www.facts-about.org.uk/dogs/facts-about-akitash.htm as a reference point.

Breed	
Size	
Diet	
Grooming	
Colour	
Environment	
Other Interesting Facts	

Look at the characters from the show eg. gardener, train station guard, student, dog catcher, housekeeper, professor, neighbour. These people were an integral part of the community at that particular time. Students work in groups to research 4 different types of community helpers we have now and how their roles are important to the functioning of the community eg. Police, Fireman, Doctor, Paramedic.

Resilience and Change

Learning Areas: English, Health, Drama, Visual Art

Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk.

These "protective factors" can be grouped into three major categories:

- (1) caring and supportive relationships;
- (2) positive and high expectations; and
- (3) opportunities for meaningful participation.

First, the presence of at least one caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed.

Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools.

Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies.

Fostering Resilience in Children. ERIC Digest. By Bonnie Benard Junior Primary (Yr.K-2)

Junior Primary (K – 2)

Read the story "Sebastian lives in a Hat" by Thelma Catterwell & Kerry Argent and then refer to the growing and changing that happened in the performance such as Hachikō growing from a pup to a bigger dog, the characters getting older etc.

- Discuss how Hachikō changed during the performance and then discuss how they have grown and changed since being born. What sorts of things can you do now compared to when you were a baby eg. Read, feed yourself, run, play sport etc.
- Draw/Paint a picture of something the students could do as a baby and then now. Write a sentence underneath to match.

Or

- Students create a tableau (frozen picture) using their physical body that depicts something that students can do now that they could not as a baby. The class can guess and discuss the activity.

Middle primary (Yr.3-4)

Read blurb at the beginning of this activity for a better understanding of resilience.

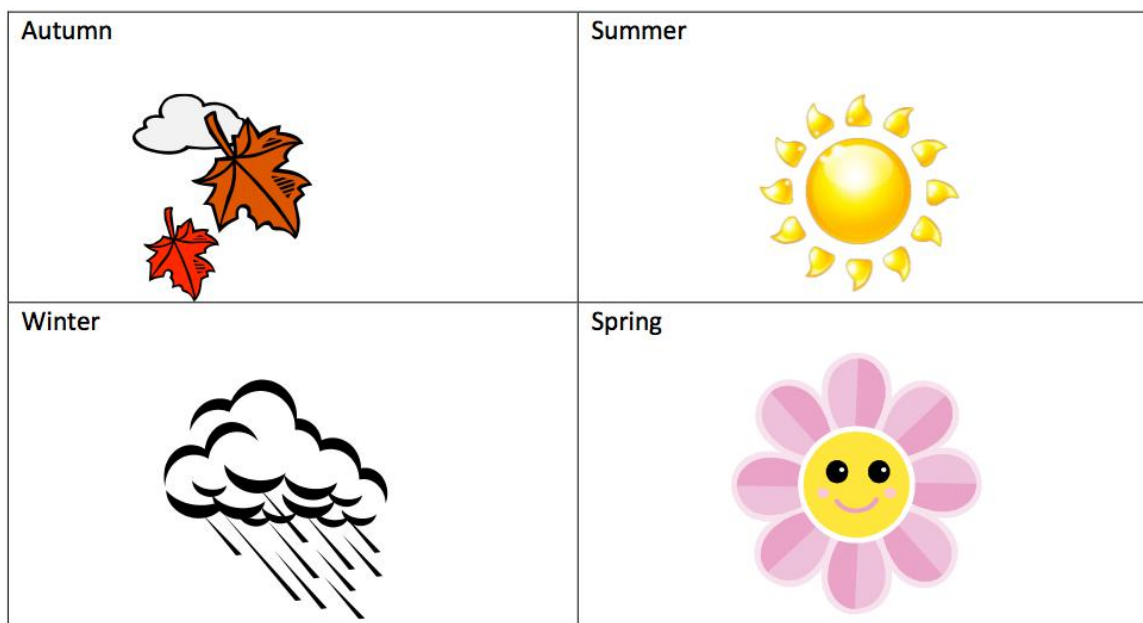
- Choices and Feelings – Discuss with relation to the performance. Scribe ideas on the board.
- Talk about Resilience – define
- Forum Theatre- enables participants to try out courses of action, which could be applicable to their everyday lives.
- Students in pair's role play different situations where inappropriate choices are made for example-. Not including people in games/leaving others out 2. Finding money somewhere and then deciding whether to keep it or no or what to do with it. 3. Their brother or sister has broken their favourite toy.4. Stealing from someone. The class observes this scenario. An observer then volunteers to take the place of one of the actors in the space and the scene is replayed however this time actions take place where by appropriate choices are made. A class discussion should follow analyzing what actions were made to redirect the situation in a positive direction.
- For further information on forum theatre visit <http://dramaresource.com/forum-theatre/>
- Discuss the death of Hachikō and how he felt when the professor didn't return to the station that day. Refer to you tube clip www.youtube.com/watch?v=XQ8TuxoSZe0 for a basic recap of the performance.
- Discuss and identify major changes in the students' lives such as death, loss of a pet, family break up, going to high school, moving house, drought, flood, changing schools or financial stress.
- Choose one of these major changes and write a journal response about how this change has made them feel and any positive and negatives that have come from it.

Create a Seasons collage

Junior - Middle Primary (K-4)

During the performance the four seasons were demonstrated through the use of different colours and different symbols.

- Discuss the four seasons – Spring, Summer, Autumn and Winter. Make reference to the visual cues that were seen in the performance as mentioned above. Use the following link as a reference <http://www.playkidsgames.com/games/seasons/seasons.htm>
- Create a collage of the four seasons using match sticks, cotton wool, bark, leaves, tissue paper etc.



Friendship & Loyalty

Learning Areas: English and Health

Junior Primary (Yr.K-2)

Read “How to be a friend” by Laurie Kansey Brown & Marc Brown or another friendship picture book.

- Discuss friendship and what makes a good friend eg. Someone who cares, helps you when you are hurt or sad and someone who plays with you. Then discuss the special friendship Hachikō and the professor. Think about their own special friends and create a friendship flower. Students put their name in the friendship flower and their friends names in each petal and draw a picture of each.

Middle primary (Yr.3-4)

Discuss what it means to be a good friend. Talk about being a loyal friend eg. sticking by someone in good and bad times, being faithful and not giving up. Then refer back to the story of Hachikō. Read any of the following books to demonstrate friendship and loyalty:

“Hachikō: The true story of a loyal dog” by Pamela S Turner “Shep:Our most loyal dog” by Sneed B Collard “Fred stays with Me” by Nancy Coffelt • Sit in a circle and each student shares a time/situation where they have been a loyal friend. Upper Primary (Yr.5-7)

Brainstorm words to do with friendship and loyalty. Demonstrate an example of Haiku Poetry which is traditional Japanese Poetry using the reference www.gigglepoetry.com

Write a Haiku about friendship

Brainstorm words to do with friendship and loyalty.

Demonstrate an example of Haiku Poetry which is traditional Japanese Poetry using the reference www.gigglepoetry.com

Children can write their own Haiku Poem about the story of Hachikō.

Theatre & Visual Arts

Learning Areas: English, The Arts, Technology & Enterprise

Middle-Upper Primary (Yr.3-7)

The focus of the following activities is on theatre review and appreciation and theatre style.

Write your own review of Hachiko and become a published author!

We love to receive audience reviews on our Facebook page www.facebook.com/sparepartspuppets or via email at admin@sppt.asn.au

When writing your review you might want to consider the following:

- How did watching Hachikō make you feel?
- Which part of Hachikō did you like best? Why?
- How long do you think it would have taken to prepare and rehearse the production of Hachikō?
- What do you think the writer and director, Phillip Mitchell, wanted to communicate to the audience about Hachikō?

- Comment on the skills of the performers in Hachikō.
- What were the major themes, issues and ideas in Hachikō?
- What did the lighting, music and set design add to the atmosphere of Hachikō? What would the show have been like without any of these things?
- Compare Hachikō with other live performances you may have seen.
- Rate Hachikō out of 10. Explain the strengths and weaknesses of the production to justify your rating.

Make Sushi

Learning Areas: Health

Middle-Upper Primary (Yr.3-6)

Make sushi as a class and students write out the process and draw a picture of the end result. **Things you'll need** to make sushi: A bamboo mat, nori, sushi rice and fillings (fish and or vegetables to your liking).

1. "The rough side of the nori"

Feel the nori sheet from both sides and you will find one side to be a bit smooth and the other a little rough. The nori should lay on the rolling mat with the rough side facing upwards.

2. "Getting busy with rice"

Get your hands wet, and make about a handful of rice to a ball of rice. It's important to keep your hands wet while working with sushi rice because it is sticky. When you work with the nori though, you should keep them as dry as you can. That is why you should have a bowl of water (with a bit of rice vinegar added to it) and a dry hand-towel nearby when making sushi.

3. "The spread"

Gently put the rice ball in the middle of the nori sheet, and start spreading it equally on the nori, creating a layer of rice covering almost the entire sheet except the upper margin of about 2 cm that

should be kept uncovered. Later on, the margins need to be empty of rice in order to close to sushi roll properly. Be careful not to compress the rice, but merely spread it over the nori.

4. "Can you fill this?"

Now it's time to place a slice of fish (preferably no more than one) on the edge of the nori,

along with 1-3 pre-cut slices of vegetables (carrot, cucumber, green onion, asparagus, and so on... allow yourself to get wild on this matter).

5."Commence the rolling sequence"

Using the closer edge of the rolling mat, close on the filling with the nori making a rectangular shaped hill and tighten it from above.

6."Continue the rolling sequence"

Move forward, continue rolling in the rectangular hill steps, keeping it tight with every move until you reach the end of the nori. Put pressure on the roll from all three sides at all time, especially on stops to allow it to roll tightly.

7."And....cut!"

Use a wet, sharp knife to cut the roll in to little sushi units. 6-8 units per roll.

