

Japan in focus

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2003

PRODUCED BY JAPAN 21

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Taiku no hi (Health Sports Day) is a national holiday in Japan, held on the second Monday in October. Neighbourhoods gather together for a wide range of sporting events. Many schools, such as this one in Tokyo, hold their sports days in autumn, when the weather is usually fine, but not too hot.

Welcome to the 19th issue of Japan in focus, the education newsletter for Japan 21. This issue is full of resources for use at primary and secondary level.

Geography teachers: see pages 2-3 for a lesson idea comparing the impact of two recent earthquakes.

Art teachers may be interested in the resources arising from the Arts of Japan study week held in July - see pages 8-9.

If you are a **primary** teacher, we hope you will find the decision-making exercise on pages 4-6 useful. Focussing on EXPO 2005 to be held in Aichi prefecture, it centres around a classroom debate.

See page 7 to find out if you could apply for a Japan 21 Award. Since the awards started in May, over 25 have been made. You might find inspiration here if you need ideas for a project.

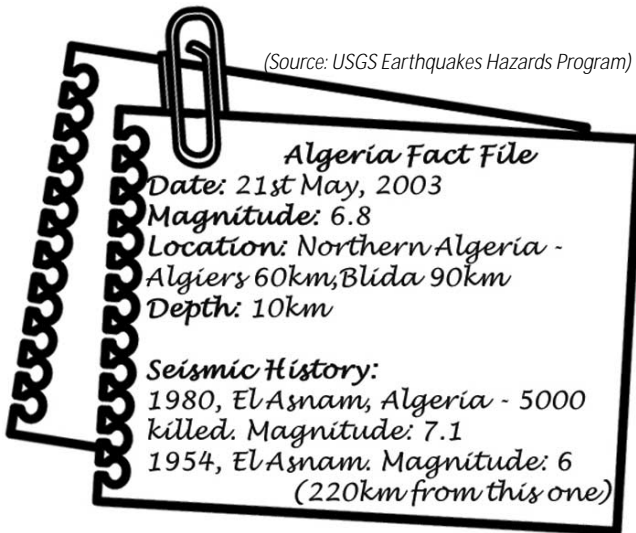
Don't forget the deadline for the o-bento competition (see page 10). If you are fired up by food, you may also be interested in the sushi competition on page 11.

First steps – we are delighted to present our new poster pack resources suitable for the foundation stage and KS1. Bursting with lesson ideas, these packs help introduce Japan to younger children in a simple, yet effective way. For more information on how you can borrow these resources, turn to page 11.

Being launched in November are the Japan UK LIVE! Project Pages. Following the site's bilingual format, groups of two or more schools working on a collaboration will be given their own exclusive working area. This consists of a talkboard, which can be used to discuss the project and plan the work, and a simple web page creation system. Go to www.japanuklive.org or contact Japan 21 to find out more.

two earthquakes, a world apart

On May 21st 2003 there was an earthquake in Northern Algeria measuring 6.8 in magnitude and over 2000 people were killed. Five days later there was another earthquake, this time off the coast of North East Japan and although over 100 people were injured, no one was killed. The Japanese earthquake was measured at 7.0. Earthquakes of very similar magnitude: why then so different in their human impacts?



"destroyed". Hundreds of factories and small businesses were also at least partially destroyed. Key roads were badly cracked and blocked with debris.

reported landslides in the region. The nuclear reactor in Miyagi prefecture shut down automatically.

disaster management

In Miyagi, emergency disaster head quarters were quickly established.

Rescue workers sent to Algeria from abroad complained of the lack of interpreters, transport and of general confusion among the authorities.

deaths and injuries

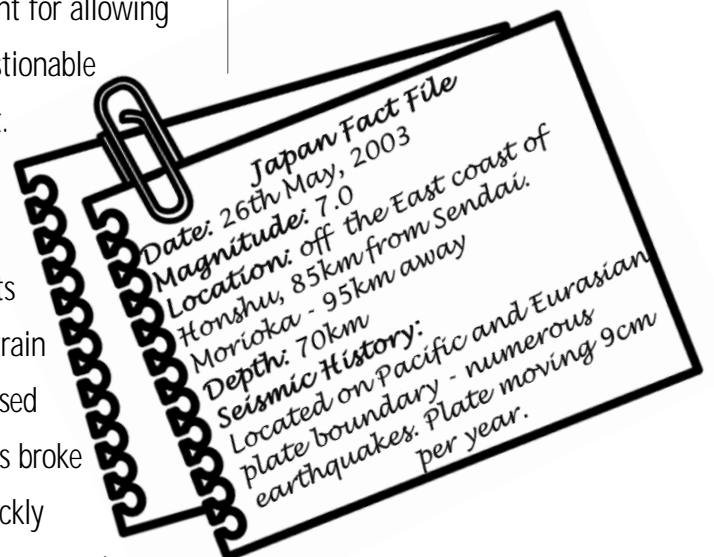
The death toll for the Algerian earthquake was put at over 2000. Nobody died in the Miyagi offshore earthquake. More than 7000 people were seriously injured in Algeria. In Miyagi the figure quoted for injured people was "more than 140", but most injuries were minor.

structural damage

Thousands of houses were destroyed in Algiers. Days after the earthquake, 3500 houses had already been registered as

Government officials said that it was newly built houses or houses under construction that were worst hit. There has been much anger directed at the builders and at the government for allowing buildings of questionable safety to be built.

In Miyagi, the highways, airports and shinkansen train lines were all closed briefly. Some fires broke out but were quickly extinguished. There were two



(Source: USGS Earthquakes Hazards Program)

tasks

Use the information on these pages to answer the following questions in brief. Then use the internet sites listed and any other sources you can find to obtain more information and give fuller answers.

- On a world map locate Miyagi and Northern Algeria.
- Look at the fact file for each country. What geological reasons are there for one earthquake being so much more devastating than the other?
- Now look at the damage caused. Why did the earthquake have such devastating consequences for the Algerians? Could anything have been done in Algeria to make this earthquake less of a catastrophe? If so, what?



Damage from the Miyagi earthquake
photo courtesy Yamato Town

- Japan seemed to cope well with this earthquake, having learned lessons from Kobe (17th January 1995, magnitude 6.8). But if another, more devastating, earthquake were to happen in Japan, do you think they would be ready? What measures have they already got in place and what, if any, problems can you foresee?
- Describe the global distribution of hazards. Is there a relationship between the distribution of hazards and the distribution of MEDCs and LEDCs?

- "In an MEDC, a drought means a hosepipe ban. In an LEDC it can mean death." Explain with reference to these earthquake studies.



A temple after the Miyagi Earthquake
photo courtesy the K2 Factory

useful websites

<http://news.bbc.co.uk>

Type Algeria earthquake or Sendai earthquake in the search box.

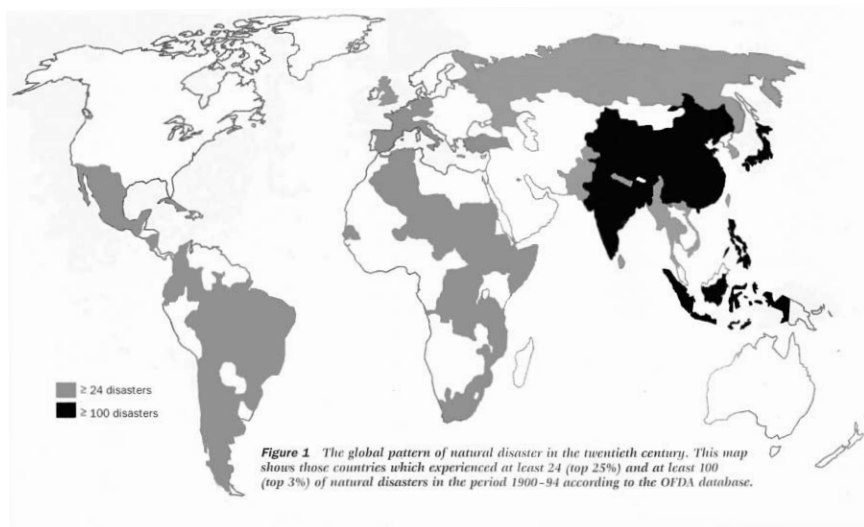
<http://www.cbsnews.com/stories/2003/05/26/world/main555537.shtml>

This CBS news site provides an in depth account of the Miyagi earthquake, with links to reports on the Algeria earthquake, so students can draw comparisons.

<http://neic.usgs.gov>

US geological survey, National Earthquake Information Center.

Reproduced with kind permission from Philip Allan Updates. Taken from: *Natural Disasters: Definitions, Databases & Dilemmas*, Geography Review, Volume 10, Issue 1 (September 1996)



expo 2005 in aichi

a decision making exercise for Year 5-6 pupils

The next world Expo will be held in Aichi, Central Japan, in 2005. The theme of the event is to be "the wisdom of nature" but there have been many objections, local and global, to its environmental impact. Using the materials printed here, children can take part in a role play designed to develop awareness of the environmental and economic issues associated with hosting such a large scale international event, and to allow them to consider the possible conflict between the two.

Target age group: Years 5-6.

National curriculum links: KS2 Geography - 1d, 2c, 2d, 2g, 5a

Literacy Links (National Literacy Strategy) - Year 5, Term 3 - Year 6, Term 2

You may also like to use the background information on page 6 to introduce the project.

schedule

The majority of the class "play" the residents of Aichi. Their task is to listen to the evidence presented by five characters and then vote on whether or not they think Aichi should agree to host the Expo.

Five children should be selected to play the following roles (all the names are fictitious):

Mr Watanabe, Governor of Aichi

Mr Tanaka, leader of an environmental pressure group in Aichi

Mrs Morioka, spokeswoman for Toyota Motor Company

Ms Ishikawa, EXPO 2005 organiser

Mr Honda, local resident, pensioner

The first two are the main protagonists and they should put their cases at the beginning of the class. Then there should be time for the whole class to discuss the motion and take a preliminary vote. After this, one of the other three "witnesses" should give their evidence. The discussion can then continue before the second and third witnesses give their evidence.

Having now heard all of the arguments the class should be split into five groups, each working for a particular "party". They should be given time to prepare posters arguing their case and then time to present a collective closing statement. Finally, a vote

should be taken. Should Aichi host Expo 2005 or not?

If possible, the characters should be notified the day before you plan to hold the discussion, so that they can familiarise themselves with their role and the speech they must make. For their speech they may either read from a card (copy, cut out and perhaps enlarge text from these pages) or they may use that as a basis from which to write their own speech. Useful website addresses can be given as a source of extra information (see list on page 6). There is also background information on both Aichi and Expo on page 6.



Mr Watanabe, Governor of Aichi

I am very keen that Aichi hosts the Expo. There are over 120 nations taking part. Exhibits by US state governments will showcase state-of-the-art technology, including the human genome. There is also a plan to go to Siberia and dig up a frozen mammoth to have on show!

With such fantastic events lined up, this is just too good an opportunity to miss and Aichi wants to be a part of it. Expo will put Aichi firmly on the world map! Can't be bad! Tourists visiting the Expo will bring in lots of income, especially for our hotels and shops. Think of the profit! I know some people are worried about the impact on the environment but the theme of the Expo is "Nature's wisdom". Pavilions will be built from units that can be taken down and used again. As much as possible public transport will be used to get people to the Expo site. So not only are we promoting the natural environment, we're protecting it too. Vote yes to Expo!

Mr Tanaka, leader of Aichi environmental pressure group



If the Expo is held in Aichi there will be 15 million extra people visiting here. How will they get here? Many will drive and cars mean pollution. Access to the venue is only by roads - no trains. This will cause serious traffic congestion, not to mention air and noise pollution. New roads will have to be built, roads which will only be useful during the Expo. Think of all that disruption to nature and wildlife - for such a short time! And where are all these people going to stay? Will extra hotels be built? Where will they be built? Where will they put their extra rubbish? Aichi could end up as one big rubbish dump.

OK, I can see that people are making an effort to minimise the effect on the environment, but that's not enough! Oh yes, the site of the Expo has been moved away from the Kaisho forest because there were goshawks, a rare breed of hawk, nesting there. But they are still going to cut down 15 acres of woodland. 15 acres is a lot of trees!

There is no way you can invite 15 million people into your region and not have an effect on the environment. Oppose Expo!

Mrs Morioka, spokeswoman for Toyota Motor Corporation



We are supplying hydrogen-powered fuel cell buses to carry people around the Expo site. These do not emit carbon dioxide or other toxic substances like cars and diesel powered vehicles. They are also very quiet and highly energy efficient. We can show the world we (Japan) are developing the eco - friendly transport of the future. What better place to promote the cars than the Expo!



Ms Ishikawa, organiser of EXPO 2005

We are developing technology to turn waste into energy. Food thrown away will be mixed with wood chips from the trees cut down when building the site and turned into energy to light and heat the Expo pavilions.

Mr Honda, pensioner and local resident



Expo in Aichi? I don't think so! It's a ludicrous idea! We don't need an event like that here - Aichi doesn't need changing. Think of the increase in traffic. I find it hard enough to cross the road as it is. My legs aren't what they were! And what happens if Expo doesn't make money, if it loses money? I know who will be footing the bill - us, that's who! The good old residents of Aichi. It's us who will have to put up with the noise from all the building work and the traffic jams once it gets started. And our reward? Higher taxes I bet. I don't believe we are going to benefit from better amenities built for Expo - a lot of it will be temporary and what is permanent won't be useful. Who need roads leading to a site which has been dismantled? And think of the noise when the workers are building the site. My wife has a weak heart and won't be able to stand it - the stress will be the death of us. Say no to Expo!



don't forget to turn over for background information (page 6)

background to aichi expo 2005

where is Aichi?

Aichi is a prefecture (like a county) in the centre of Japan. It is between Osaka and Tokyo. You can get there from Tokyo by taking the shinkansen (bullet train). It takes 1 hour 40 minutes.

are there any big cities?

Nagoya is the main city. Its population is just over 2 million. The population of Aichi prefecture is just over 7 million. Gary Lineker used to play football for Nagoya Grampus Eight.

what is the scenery like?

Some of the land is flat but there are mountains. Mount Horaiji is a volcanic mountain and a very beautiful spot. It is also home for Japanese "scop" owls, which have a famous "hoot". If you climb to the top of the mountain you can see down to the sea at Mikawa bay.



Nagoya Castle is famous for the two golden dolphin-like creatures which adorn the roof. The current castle building is a reconstruction: the original was destroyed during World War II bombing raids.



what are the main industries in Aichi?

Car manufacturing (Toyota, Suzuki, VW Japan, Landrover Japan), ceramics and textiles.

are there any famous landmarks?

Nagoya castle was built by Tokugawa Ieyasu in 1612. He made his capital city in Edo (now Tokyo) but came from this area. He was the Shogun (leader of the government and a warrior). He began the Tokugawa Shogunate, a military government which lasted for over two hundred years.

what is an Expo?

Expo is short for Exposition which is another word for exhibition. Expo is a chance for countries across the world to show off and share their finest

achievements: perhaps new technology, new ideas for food or new poetry, artwork or music. The very first Expo was held in London in 1851 - the Great Exhibition, at Crystal Palace. The building itself was perhaps the most spectacular aspect of this Expo - a huge building made of glass. Sadly it burnt down in 1936.

Anyone can go to an Expo. They are held in cities around the world. There is no set time between Expos - they are not held every four years like the Olympics. Over the last fifteen years there have been four World Expos - in Portugal, South Korea, Spain and Australia. There has not been an Expo in the UK since 1924.

Expo mascots

The official mascots for Expo can be seen at www.expo2005.or.jp/en/whataxpo/mascot.html They are called Kiccoro and Morizo and resemble trees. Many goods featuring these mascots will be sold during the event. Why do you think trees have been chosen to represent the Aichi Expo? Can you find out what the names mean?

Useful Websites

www.expo2005.or.jp/language.html

The official site for Expo 2005 - lots of pictures and information. Some areas not fully operational yet but a children's page is under construction.
www.japantimes.co.jp/

Put "Aichi Expo" in the search box to find previous articles about the event
www.mofa.go.jp/j_info/expo2005/index.html

The Ministry of Foreign Affairs' site - very factual, few pictures.

japan 21 awards

The new Japan 21 Awards are grants in support of community, grassroots and education projects taking place in the UK. There are no deadlines: all applications are dealt with as received and a response can be given in most cases within one month. There are no strict conditions, but grants made are usually up to £1000 and no more than half of the total budget. Since May this year there have been 43 applications, 29 of which have received grants so far. A wide range of projects have been funded, some of which are outlined below.

the touring mackintosh tea room

A design project for primary schools on the west coast of Scotland



Making furniture for the tea room

The project was created by The Lighthouse, Glasgow, to promote the work of Scottish architect and designer Charles Rennie Mackintosh to primary schools in rural locations on the west coast of Scotland and for them to explore the influence of Japanese architecture on his designs. A tea room kit has been created and over the period of a week the children work on a number of projects including designing and making cardboard furniture, decorative paper panels and lighting. They also document the development of the tea room by taking photographs and making a video. The tea room is then opened on the final day for friends and family to visit and enjoy tea and cakes.

diverse designs

Potteries Museum & Art Gallery, Stoke-on-Trent

Using the foreign collection from the museum, in particular the Japanese prints

collection, 12 schools will take part in workshops and talks. The project will culminate in an exhibition in April 2004 of pupils' artwork arising from the project, juxtaposing this with genuine artefacts including Japanese prints.

geography world wide week

St Chad's Primary School, Lichfield



Year 4 children at St Chad's primary school

Another Award was given to St Chad's Primary School in Lichfield for their Geography World Wide Week. Each class was allocated a different country to study for the week and the pupils in year 4 studied Japan. Activities ranged from learning how to count to ten in Japanese and making sushi to an introduction to the game of *go*. They also worked with Japanese folk tales, wrote haiku and painted in Japanese styles. Specialists from outside the

school came in at various points during the week. The project culminated in each class presenting a table of work representing their country which was examined by and shared with the whole school.

other projects

A large number of schools received funding for Japan Days or projects, including Priory C of E Primary School, London, Westfield Middle School, Bedford and Glenmoor School, Bournemouth.

Funding was also provided for papermaking and printmaking workshops at the British Museum. (See page 10 for details of four printmaking workshops for secondary pupils in spring 2004).

Japan 21 Awards have also supported a number of taiko workshops and courses for adults and children in both schools and community centres.

King Edward VII School, Sheffield, was given an Award for a longer term

project to develop resource materials for language teaching.

applying for an award

If you are planning a project and would like to apply for an Award, please contact Japan 21 for an application form and guidelines. Either write to Awards, Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ, email awards@japan21.org.uk or telephone 020 7630 5552.

arts of japan summer school

Between 7-11 July 2003, Japan 21 held an 'Arts of Japan' workshop in Bristol for secondary school art teachers. Participants were instructed by both British and Japanese artists and were given the opportunity to learn a wide range of different art forms. A series of lectures provided context for the practical work undertaken. During the week, participants also took part in a museum workshop held at Bristol Museum and Art Gallery. Various artefacts from the Japanese collection were made available to view and study, ranging from tiny, intricate netsuke carvings of gods, to lavishly decorated kimono and ornate folding screens. Participants then designed classroom activities based around one or more of the items investigated at the museum. Here are three examples of short projects created by the participants. They cover general themes and could thus be utilised by art teachers across the country.

Please remember, your local museum is likely to hold similar examples of work, so a visit may be in order! The impact of a museum visit should never be underestimated since it creates the perfect environment in which to bring Japanese art to life. If you would like information about Japanese collections near you, please contact Japan 21.

We are very grateful to the Daiwa Anglo-Japanese Foundation, the Embassy of Japan and the Japan Foundation for their support of the summer school.



journeys

Nick Johnson

The stimulus for this project is a woodcut print:

Hokusai (1760 – 1849) 'Inume Pass in Kai Province' 1830 – 33, one of the 36 prints of Mount Fuji.

audience

KS3/4 students

aim

To explore the idea of a journey around a dominant building or natural form.

objectives

- to decide on when, where and why a stop and a view are best used to describe the form of a building or a feature of a landscape
- to record the subject in a way which brings out the elements which best represent or symbolise it
- to present a number of stops on a journey as a visual record of the form seen from different views

understanding the art of others

During or before embarking on this project, use the following resources to build up background knowledge.

- Japanese prints – series of landscapes
- Topographical artists of 19th Century England – especially Turner
- Background reading about early tours by Thomas Cook to Switzerland / Alps

- Richard Long's photographic evidence of a journey

brainstorming / 'bell work'

These lateral thinking exercises can be done at the beginning of a lesson.

- Why do you think Hokusai drew 36 views? Could you describe a 3D shape with only 2 views?
- Tokyo Disneyland has named its Japanese restaurant after Hokusai, perhaps because this artist's work has come to represent and symbolise Japan for many people. Imagine you are a restaurant owner about to open a new eating establishment serving food from a different country (maybe India, Italy, Thailand). If naming your restaurant after a famous artist representing that country and culture, who would you choose? Why?
- In Japan, Mt Fuji is the symbolic mountain - perhaps because of its distinctive shape. Which natural feature best represents your part of the British Isles? Why?



- In today's Tokyo, you can only glimpse Mt Fuji between the skyscrapers. How do you recognise well known shapes when you only see part of them?

task

To record (photograph, write notes, make drawings and diagrams, rearrange found forms, mark the route) a journey around a landmark. Present work based on the record as a continuous piece of work.

extension tasks

- How do you distinguish between a 'private' or a 'public' place / view?
- What scale is the landmark – do you change the scale to focus on it?
- How do you create work which identifies it as a strong symbol? "Warts and all", or stylised?

netsuke carvings

Belinda Bouchard

aims

- to investigate carving techniques used in traditional Japanese netsuke.
- to investigate the symbolism depicted in the netsuke. Why were 'natural elements' or mythical creatures / gods often depicted?
- to make a miniature carving based on those studied.

at the museum

Carefully study any netsuke carvings that the museum owns and examine any restrictions / boundaries that the artist had to work with. How did he compromise? Study the materials used to make the carvings and any carving tools available. What about the shape?



Ebisu, one of the Seven Gods of Happiness, holding a sea bream, ivory, c.1900

Manju netsuke (round), black lacquer lidded box with design of chrysanthemums and Chinese character, 19th Century



in the classroom

Having studied the various netsuke carvings, pupils design their own symbolic mythical creature. This 2D design is then transferred to 3D. Plaster, or modelling clay should be pushed into a small mould (each pupil should use a different shaped container (eg different shape yoghurt pots) to create an individual 'starting block')

Students then take time to carve their netsuke, using the shape of their container as a limitation. How can they adapt the shape they have been presented with to fit their design? Colour could be added to complete the netsuke.

As a comparison to the netsuke work, pupils should be encouraged to study the work of Michaelangelo and his sculptures. What are the similarities / differences with the netsuke carving work?

japanese fans

Michelle Walsh, Rachel Sawyer, Judith James

aims

To increase pupils' knowledge of Japanese culture and tradition.

objectives

- to understand the concept of symbolism and pattern.
 - to be aware of traditional Japanese techniques including 'nihonga' and 'sumi-e'.
 - to understand paper-making and paper layer construction, with reference to screen construction and decorative fans.
- Students will be required to investigate Japanese artefacts, recording images and

symbolism – researching the meanings using resources supplied by the museum, internet sites etc.

culture reference: japan

Development:

- investigate painting techniques (nihonga and sumi-e)
- develop paper making techniques, paper layering and use of collage
- develop stylisation of symbols and ideas for use as decoration on the finished fan

final response

Constructing and decorating a fan in the traditional Japanese style.

KS2: pupils relate work to pattern only, using a block printing method of decoration. Patterns could be carved into polystyrene blocks, using an old biro and then applied to the fan. Children should think carefully about their choice of colours and how to build up layers (Y5/Y6 especially).

KS3: whole project, but with stencil available for the basic fan shape and using existing papers. Limited or directed investigation.

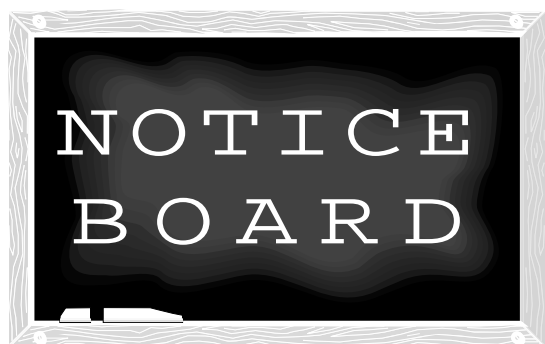
KS4: whole project with emphasis on independent learning – simplified paper making.

A level: students would be expected to study the project in more depth and include wood block printing, advanced papermaking and decoration and, in addition to making the fan, construct another item – eg, screen, kite, abstract 3D forms.

Key Skills

literacy: investigation skills
 numeracy: scale and measuring
 ICT: fan and net investigation
 citizenship: having respect for and helping others / understanding another culture.





legend and landscape: japanese paintings

Ashmolean Museum, Oxford
The best Japanese paintings from the museum's collection, most from the Shijjo and Nanga schools.
Until January 2004.
Further details: 01865 278067

harmony

An exhibition of works by emerging international visual and digital artists and contemporary crafts and design masters from Japan. Until 21 December 2003
Further details from: The Art Engine, London, 020 7739 2707.
london@theartengine.com
www.theartengine.com

correction: atomic bomb survivors uncensored video

Please note that the phone number for Dr Tania Mathias printed in the last issue of Japan in focus was incorrect. It should have read 020 8977 2118.

o-bento competition: reminder

Don't forget that the deadline for the Japan 21 o-bento design competition set in the last issue of Japan in focus is 1st December. Send your designs to: O-bento Competition, Japan 21, Swire House, 59 Buckingham Gate SW1E 6AJ. Don't forget to send your school address and write your school name, pupil name and year group on the back of each design.

japanese print making for secondary school students

Four separate one-day courses by Hiroko Imada drawing on the British Museum's wide collection of Japanese prints for inspiration. The workshops will be held on the following dates in 2004:
Thursday 12 February, Thursday 11 March
Friday 26 March, Friday 2 April
For details contact Mavis Pilbeam, the British Museum, 020 7323 8832.

japan: art and nature

Birmingham Museum and Art Gallery
Works drawn from the permanent collections of Birmingham Museum and Art Gallery, including landscape prints by Hiroshige, inro, netsuke, kimono, tsubo and ceramics featuring plant, bird, animal and insect life. Until 2004. Admission free. Further details: 0121 303 2834 or www.bmag.org.uk

well hammered: the art of japanese metalwork

Russell-Cotes Art Gallery & Museum, Bournemouth
This exhibition illustrates the skills of Japanese metalworkers and the various objects they produced including swords, armour, bronze sculpture, cloisonné and fine examples of export ware such as a silver elephant by Nakagawa Yoshizane and three works by Komai of Kyoto.
Until July 2005. Further details:
www.russell-cotes.bournemouth.gov.uk
tel 01202 451812 or email
shaungarner@bournemouth.gov.uk

haiku and glass

Glass Art Gallery, London
Ancient disciplines, new directions - eleven artists have been paired with eleven poets from the British Haiku society to collaborate in an exhibition of glass art.
Until 7 December 2003
Further details:
www.londonglassblowing.co.uk
info@londonglassblowing.co.uk
tel: 020 7403 2800.

japanese robots old and new

British Museum, Clore Education Centre
A cultural history from karakuri dolls to aibo robots. Morning lecture and informal afternoon demonstrations by Shyobei Tamaya, Grand Master of karakuri traditional mechanical dolls.
17 January 2004
For details contact Mavis Pilbeam, the British Museum, 020 7323 8832.
mpilbeam@thebritishmuseum.ac.uk

the japan society library

The Japan Society and its Library are situated at Swire House, 59 Buckingham Gate, London SW1E 6AJ.

The Library is particularly strong in the following areas:

- Older Western language books and periodicals on Japan and Japan's relations with the West covering the late Edo period through to the Taisho era (c. 1850-1926);
- Antiquarian Japanese woodblock-printed books published in the 18th and 19th centuries;
- Photographs taken in Japan from the early 1860s to the 1950s;
- The records of the Japan Society from its foundation in 1891 to the present day;
- Post-war Western writing on Japan, covering such areas as politics, economics, literature, the arts and society.

Some of the most valuable items cannot be loaned but are available for study on site; good study facilities and a limited photocopying service are available. Other books are available for loan.

Opening Hours & Enquiries

Opening hours are as follows:

Wednesday 1400-1700

Friday 1200-1500

Those wishing to visit the Library or who have an enquiry concerning the collection should contact the Library Assistant prior to their visit (tel: 020 7828 6330, fax: 020 7828 6331 or e-mail ajhp@japan.society.org.uk). Further details are available on the Japan Society website: www.japansociety.org.uk.

the original sushi competition 2004



Miso Mozzarella Sushi,
Grand Winner, original sushi competition 2003

There's more to sushi than rice, fish and seaweed, and the Original Sushi Competition gives you a chance to find out just how much more. The competition began in 2001 to encourage an exchange of Japanese and British food and culture through sushi. The Sushi Competition 2004 is now fast approaching and by simply creating your own sushi recipe you stand a chance of winning a pair of ANA flights to

Japan along with a host of other fantastic prizes -so there's no time to waste - get in the kitchen and get creating! The finalists (10 adults and 10 children) will be invited to the competition's Main Event at Matsuri, High Holborn, London on 27th April 2004, where children's work will be displayed and the final judging will take place.

How to Enter

To enter the competition, simply come up with an original sushi recipe(s) for which you may use any ingredients you like as long as your sushi includes sushi grade rice. (Please include pictures or drawings.) You may want to base your idea on existing sushi forms, and if so, referring to traditional sushi recipe books may be helpful, but feel free to let your imagination go wild!

You can pick up an application form at Japanese restaurants around London or

simply download one from the competition's web site: www.sushi-competition.com. Separate forms especially for school use, with additional space for drawings, are available from the competition organisers at the address below.

NB: A few lucky schools will also have the chance to host their own sushi making event. Again, contact the organisers to register your interest.

CLOSING DATE: 10 March 2004

For further information please visit the website www.sushi-competition.com or email info@sushi-competition.com.

The Original Sushi Competition
c/o Cross Media Ltd.
Ground Floor, 66 Wells Street,
London W1T 3PY
tel: 020 7436 1960
fax: 020 7436 1930

NEW FOR 2003 / 4!

Japan 21 has developed a series of poster based resource packs on Japan suitable for nursery and KS1 children. Each pack contains brightly coloured A1 posters and other linked resources, which together form a comprehensive unit of study for the foundation stage. Easy-to-follow teachers' notes are also included, with stimulating lesson ideas and associated worksheets which may be copied for use in the classroom.



autumn: 7-5-3 Festival



spring: first day at school



summer I: Children's day

EVERYDAY LIFE: A child's year; Lunchtime; Greetings; Getting ready for school; Road safety

AUTUMN: Sports Day; Typhoon; Autumn trees; Harvest; 7-5-3 Festival (15 November)

WINTER: Snow; New Year games; Winter food; Setsubun (3 February)

SPRING: First day at school; Cherry blossom walk; Spring flowers; Spring flora & fauna; Hina Matsuri (Girls' Day, 3 March)

SUMMER I: Children's Day (5 May); Summer birds, animals & insects; The rainy season

SUMMER II: Tanabata (7 July); Tsukimi (moon viewing); Summer holidays; Summer flowers; Summer food

We have limited numbers of packs, so you are advised to check availability before planning an event around these resources. Contact Japan 21 by email at education@japan21.org.uk or telephone 020 7630 8696.

These materials can also be requested online at: www.japan21.org.uk



everyday life: lunchtime



winter: New Year games



summer II: summer days

teachers' workshops

If you teach about Japan, or would like to, make sure you aren't missing out on this year's programme of workshops for teachers. It's a chance to get fired up by experts and to have hands-on experience, not to mention being able to stock up on free resources! Places are free to schools and courses are usually run on Saturdays to avoid problems with cover. So if we're in your area, book a place now!

For further details or to book a place on any of the course below, please contact Japan 21
tel: 020 7630 8696 or email: education@japan21.org.uk



Bishop's Stortford College, Bishop's Stortford Saturday 29 November 2003

This course is rescheduled from its original date in February when snow forced cancellation. There will be sessions for geography teachers and art teachers (woodblock printing, calligraphy and sumi-e)

Telford venue to be confirmed Saturday 7 February

For drama, food technology, music and primary teachers.

The drama course will focus on *rakugo*, a comic form, led by a Japanese practitioner. Music teachers will attend workshops on taiko drumming and its origins in Japanese traditional music. Food technology teachers will look at the staples of the Japanese diet and learn to cook some basic recipes. There will also be a cross curricular course for primary teachers focussing on haiku and art.

Renfrew High School, Renfrew Saturday 6 March 2004

Courses for primary teachers, geography specialists, and language co-ordinators at both primary and secondary levels. Geographers will look at Japan in the 5 - 14 curriculum, natural hazards and the Japanese economy today. Primary teachers will attend sessions on haiku, art and the place of Japan in the curriculum. Language teachers will attend a Japanese language taster day run by language consultants from the Japan Foundation Nihongo Centre, with ideas for setting up Japanese teaching in your school.

Summerhill Centre, Aberdeen Saturday 13 March 2004

For primary teachers, secondary geography teachers and language coordinators at either level. The sessions will be the same as the Renfrew course (please see above).



British Council School links and partnerships with Japan

Grants are available to schools and colleges in England that have, or are interested in establishing, links with schools and colleges in Japan.

School-based projects

Grants are available for schools to undertake joint curriculum or special interest projects. These may take different forms: some may require the mobility of teaching staff, involve large numbers of students over an extended period, adopt a cross-curricular approach or support the participation of a cluster of schools.

Language Immersion

Funding is available for pupils and teachers to attend an immersion course in Japan that combines intensive Japanese studies with an active programme of cultural activity. Grants cover tuition, meals and accommodation, though participants are expected to cover their own travel costs. In July 2003, participants spent two weeks at Kyoto University.

For details of these and other British Council programmes to support links with Japan, please visit:

www.britishcouncil.org/education/schools
telephone: 020 7389 4595 or
email: world.links@britishcouncil.org

If undelivered, please return to:

Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ