

Japan in focus

SUMMER TERM
2003

PRODUCED BY JAPAN 21

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Japan 21
Swire House
59 Buckingham Gate
London SW1E 6AJ

Tel: 020 7630 8696
Fax: 020 7931 8453

E-mail: education@japan21.org.uk
Website: www.japan21.org.uk
(also: www.jfet.org.uk)

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It has been an eventful year since the last issue of *Japan in focus*. Japan 2001 closed at the end of March 2002, having seen 2087 Japan-related events put on in all parts of the United Kingdom. More than 3 million people attended or participated in one or more Japan 2001 events. The 'education' category, with 483 events, was the largest, though there were many events which crossed categories. Two of the student winners of competitions with which JFET was involved visited Japan and report on their trips on page 3.

We were deeply saddened to learn of the sudden death of Sir Peter Parker on 28 April.



Sir Peter Parker, KBE LVO

Sir Peter had been UK Chairman of the Japan Festival 1991 Committee and Chairman of Trustees of JFET since its establishment. His formal connection with Japan dated back to 1942 when he was selected for a wartime course in the Japanese language at the School of Oriental and African Studies in London. Posted in Japan during the allied occupation, he maintained his links with the country throughout his long and successful business career. Sir Peter was a great champion of

Japanese studies and Japanese language education. Apart from his involvement with JFET, he was closely associated with the annual contest for spoken business Japanese, the Sir Peter Parker Awards, and keenly supported the development of Japanese language teaching in schools. An inspirational and warm-hearted man, we miss him greatly.

On a more cheerful note, in July 2002, JFET was greatly honoured to receive the Japanese Foreign Minister's Commendation for its contribution to the deepening of mutual understanding between Japan and the United Kingdom. This was awarded to only four organisations outside Japan last year. To mark the occasion, JFET trustees and past and present staff were invited to a dinner at the Ambassador's residence where the certificate was presented to Heidi Potter, executive director, and Nicolas Maclean, chairman of trustees.

Finally, on 13 December 2002, JFET merged with its sister organisation, the Japan Festival Fund, to form Japan 21. This will enable us to provide a more integrated service to schools and other educational institutions. In addition to resources and a support service for schools teaching about Japan, we have a new, small grants scheme which will provide financial support for events, particularly those with a strong community, educational or participatory element. See page 2, or the enclosed leaflet, to find out what Japan 21 can do for you.

what can Japan 21 do for you?

Japan 21 has two areas of activity, which reflect its origins from the merger of the Japan Festival Education Trust (JFET) and the Japan Festival Fund: education, providing support to teachers who wish to bring the study of Japan into their classrooms; and awards, a new grant scheme for those planning Japan-related events. For an overview of all our activities, read on!

AWARDS

Japan 21 Awards is a grant scheme designed to encourage the development of small scale Japan related projects and events in the UK. To assist those who are working within short timescales, applications for funding are accepted throughout the year and decisions taken within one month.



Applications from schools, arts centres and other educational or community organisations are encouraged.

Japan 21 Awards in brief

- grants for projects relating to Japan and Japanese culture
- priority to grassroots and education related projects
- usual grant up to £1000
- no application deadlines
- open to UK based organisations or individuals

Applying for a Japan 21 Award



To obtain an application form and guidelines, please contact: Awards, Japan 21,

Swire House, 59 Buckingham Gate, London SW1E 6AJ tel: 020 7630 5552
email: awards@japan21.org.uk
The form will also soon be available online at www.japan21.org.uk

EDUCATION resources & enquiries

As well as dealing with enquiries on all aspects of Japanese studies, Japan 21 provides a variety of resource materials both for purchase and loan, including:

- Japan Activity Chests
- Daiwa Japan Resource Packs incl. music, geography, language, KS1 activities etc
- kamishibai (Japanese storytelling boards)
- class sets of soroban, calligraphy brushes, happi etc. for special projects
- The Way We Are photographic exhibition
- geography resource pack



Japan in your classroom

Over 100 visits to schools by Japanese volunteers take place every year, giving children a first hand encounter with the human face of Japan. This programme is available in Brighton, Cardiff, Derby & Nottingham, greater London, Manchester & north Cheshire and Newcastle.

teachers' workshops

A series of in-service training days is held across the UK for teachers in a wide range of subjects such as secondary geography, music, art, history, food technology as well as primary topics. If you have suggestions for venues or topics to be covered, please contact us. For details of forthcoming workshops, including a summer school for art teachers, please see page 12.

school links

Since 1991, the school links programme has helped create over 400 links between schools in Japan and the UK. Working closely with other organisations, such as the British Council in Tokyo, we act as a bridge between schools. We also provide a handbook on linking and an ongoing support service. See page 8 for more details.

Japan UK LIVE!

In tandem with the school links service, we run an internet based exchange project allowing students at primary and lower secondary level to exchange information and ideas on topics related to their own experience. See page 9.

Discovering Japan

This touring exhibition offers an interactive experience of various aspects of life in Japan and is available on loan to museums, galleries or community centres.

For more information and full details of Education at Japan 21, please contact us at: Swire House, 59 Buckingham Gate London SW1E 6AJ
tel: 020 7630 8696
fax: 020 7931 8453
email: education@japan21.org.uk
website: www.japan21.org.uk



a trip of a lifetime

Japan 2001 enabled many to encounter Japan in the UK, but a few lucky competition winners were given the chance actually to go there. Alexia Binns, one of three winners in the Homestay UK 'Finding Japan in Britain' competition, and Charlotte Liddle, who won The Way We Are (UK) photographic competition, recount their experiences below. Both received two return flights to Japan courtesy of British Airways, while Charlotte also won £400 spending money from KPMG.



When I found out that I had won two return flights to Japan, I was completely surprised, but when I arrived at the check-in counter to find I should have checked in at business class I was gobsmacked! My sister, Amanda, and I had reclining seats on upper deck.

We stayed in Japan for two weeks. The first was spent at my friend Sayaka's house in Gunma. Gunma is in a very mountainous area. It is very beautiful, surrounded by such calm, unlike the Japan I imagined. From there we visited Nikko, a tremendous Buddhist temple which is ornately decorated and painted. On the same day we went to the hot springs 'onsen'.

Visiting an onsen involves bathing in the hot springs either outside or indoors, but what I didn't realise until just before going to Japan was that onsen baths are taken naked, with no swimming costume. That day was truly exhilarating!

The second week was spent at Amanda's pen pal's house in Chiba. Chiba is much closer to Tokyo and therefore more cramped. It was not surprising that none of the homes I stayed in had gardens as only four per cent of Japan's land can be built on, due to it being so mountainous. During our time in Chiba we caught trains a lot and were amazed at how regular they are but more so at how expensive transport is in general.

The best things I did were going to Nikko, Tokyo Disneyland and Kiryu's Summer

Festival. I had been to Disneyland Paris three months earlier and Tokyo's was so much cleaner, bigger and hotter. I would recommend seeing the night parade; it was absolutely amazing.

Kiryu's Summer Festival lasted for a whole weekend with events going on throughout the day and night. We went on Friday night when the festival was at its peak and everybody came out to dance, eat and drink in the town's streets. I joined in the 'pray dance', this was done for the appreciation of summer.

Although it didn't actually occur to me at the time, I realised how environmentally friendly Japan is. I only saw dumped rubbish once over the fortnight I spent there. The rubbish from fast food outlets and homes is separated for recycling purposes.

Alexia Binns
Queen Mary's High School, Walsall

The Way We Are competition was only one of the projects that we carried out at college to celebrate Japan 2001. All the hard work had paid off when I received the phone call telling me that I had won the first prize of two flight tickets to Tokyo - as well as spending money!

It was a great opportunity to travel to such a diverse country and indulge in a culture so far away from what we experience here in England. Japan was every bit as exciting as I had expected.

The six days that we spent in Tokyo were jam packed with sight seeing. We spent

time looking around the different districts of Tokyo as well as visiting famous landmarks like The Imperial Palace, Tokyo Tower, The Great Buddha in Kamakura and Cinderella's Castle in Disneyland. We were so tired by the end of our stay there, but it was every bit worthwhile.

Two nights' accommodation in the mountains was also part of my prize and one of my favourite parts of the holiday. The beauty and elegance of the Japanese countryside is something that I had never anticipated. We spent a morning looking around the Barakura English Gardens and the afternoon exploring the Tateshina Mountains. It was good to get up high and see the wonderful landscape as well as Mount Fuji.

Our accommodation in the mountains was excellent. It was a traditional Japanese inn with hot springs, a swimming pool and a wonderful restaurant. The food was so different to anything I have tried before, although it looked amazing it wasn't quite to my palate. I think the fact that I don't like fish had something to do with that!

I liked the city of Kyoto; it was much smaller than Tokyo and a lot more relaxed. A four-hour walking tour around the back streets of the city allowed us to learn lots about the traditional industries for which Kyoto is famous. We peeked inside fan, pottery and bead making factories as well as having the opportunity to try on kimono.

Charlotte Liddle
Queen Elizabeth 6th Form College, Darlington

the seasons in Japanese art

a stimulus and resource for teaching and learning

These materials are aimed at KS2 pupils, exploring symbolism and the significance of seasonal motifs in Japanese art. The internet inquiry is intended as an extension activity for those wanting to explore further. Space here is limited but there are plenty of easily accessible images on the internet - use the addresses listed here to find and make use of them. If you would like this worksheet as a file with colour images, please email: education@japan21.org.uk

People in Japan are very aware of the changing seasons. In the spring many people travel to special places to look at the cherry blossom.



And everywhere in Japan there are parties in parks under the cherry trees, just to celebrate the cherry blossom. In the autumn people may travel to different places just to look at the colourful autumn leaves.

Food can also reflect the season. Some foods, like cold soba noodles, are usually only eaten in summer, and udon (thick noodles) are considered a winter dish. In some restaurants, meals are presented to reflect the time of year, with food decorated with flowers or leaves of the season.

Seasonal sweets are also popular, shaped to look like maple leaves in autumn, or cherry blossom in spring.

Japanese art reflects this closeness with nature. Let's look at some pictures.

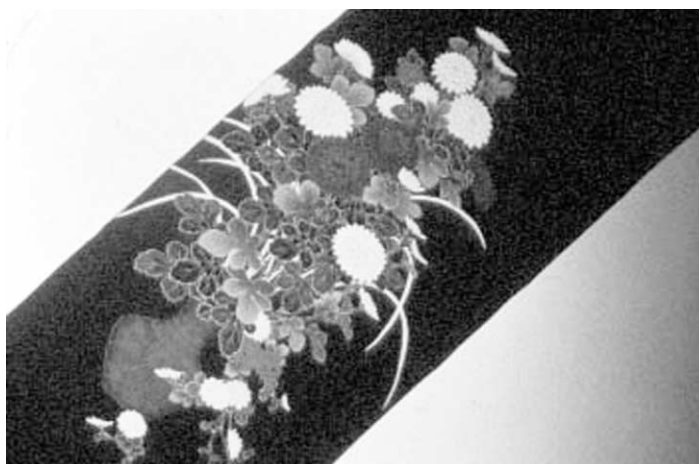


photo courtesy of JICC

- Look at this obi. This is a belt to go round a kimono, the traditional Japanese costume. The flowers on it are chrysanthemums, a symbol of autumn. Why autumn, do you think?

- Now look at this dish.

The leaves are maple leaves. Here most are blue, but some are red. Which season do you think this dish would be used in? Why?

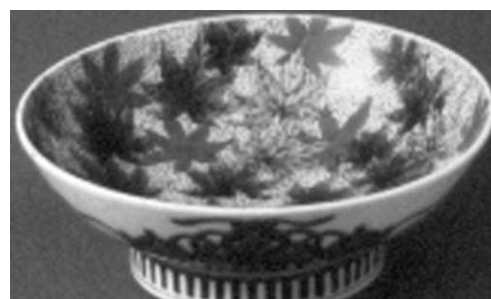


photo courtesy of JICC

Imagine having enough dishes and plates to have different ones for each season! Most Japanese families do not, but they might have a few special plates like this to bring out on special occasions.



photo courtesy of JICC

- The person in this picture is making a flower arrangement with cherry blossom. This type of flower arranging is called ikebana and people spend many years learning how to do it well. Which season do you think this arrangement is for?

Use the internet to find the following picture.

www.jin-japan.org/museum/textile/textile01/textile01.html

Picture number 3

This is a kimono. Kimono is the traditional Japanese costume. Different types are worn in different seasons. They are made differently so that the wearer is not too hot or cold. But the design also reflects the season. The flowers shown on this one are chrysanthemum, bush clover, bellflower and pampas. Have you heard of these flowers? They may be unfamiliar to you but Japanese children would know them well - they are common in Japan. Can you find out which season these represent?

Activities

- Design a t shirt .. OR design and make a clay dish ..
.. to represent your favourite season. Before you start, list and sketch everything you associate with seasons, such as weather, foods, festivals, plants. Then choose your favourite sketches to paint on to your dish or t shirt. Remember, simple designs are often most effective. Try not to use more than three colours.
- Many songs in Japan are about the seasons - why not learn one with your class? Contact Japan 21 if you need ideas.

Internet inquiry

- Go to www.thebritishmuseum.ac.uk
Choose *compass*. In the search box, type *japan winter*. Flick through the information on the objects that it finds.
- How many symbols of winter can you find?
- What are "the three friends of winter"?
- Now do the same for spring, summer and autumn. Make a chart and list the symbols for each season.
- Are there any surprises?
- Which season has the most symbols?

Useful websites

www.thebritishmuseum.ac.uk

The British Museum site. The search engine, *Compass* gives access to a huge number of artifacts held in the museum. Children's compass is not used here, simply because it does not have the specific images required.

www.jin-japan.org/museum

The Virtual Museum of Japanese Arts

design an o-bento lunch

using food presentation as a learning stimulus

Use the information on these pages to introduce your students to o-bento - a boxed meal that can be taken anywhere. the contents of an o-bento will vary depending on who will eat it. Home made o-bento in Japan are usually eaten cold and are not refrigerated before eating. These factors as well as the challenge of creating a visually appealing meal provide various areas for exploration within food technology.

what is an o-bento?

it's a meal in a box which you can take anywhere - to school, work, to the park....

what's inside?

almost always rice, then several o-kazu - side dishes. Perhaps one or two vegetable dishes and something with fish or chicken. And perhaps a piece of fruit. Have a look!

- What do you normally have for lunch?
- Do you bring a lunch box to school?

- What is in it?
- Write a list of what might be in your favourite lunch box. Next to each item write down which food group it belongs to (eg. protein, carbohydrate...).

Now look at the picture below.

- List all the items you can see, and decide which food group each belongs to.
- Compare your two lists. Are the same food groups there in each list? Is anything missing from either?

organising o-bento

O-bento boxes come in all shapes and sizes. Shop o-bento have separate places for different types of food. Others have dividers to keep the rice separate from the rest of the food. Or you can use silver foil or plastic "grass".

- What does the inside of your lunch box look like? Is it different from the o-bento you see here? How?
- Think about what foods are there, how they are wrapped etc

who eats o-bento

O-bento are for everyone. Primary school children usually have a school lunch. But they do have special "o-bento days" when they can take their own lunch to school. And of course at the weekend they may take o-bento out with them - unless they are going to McDonalds!

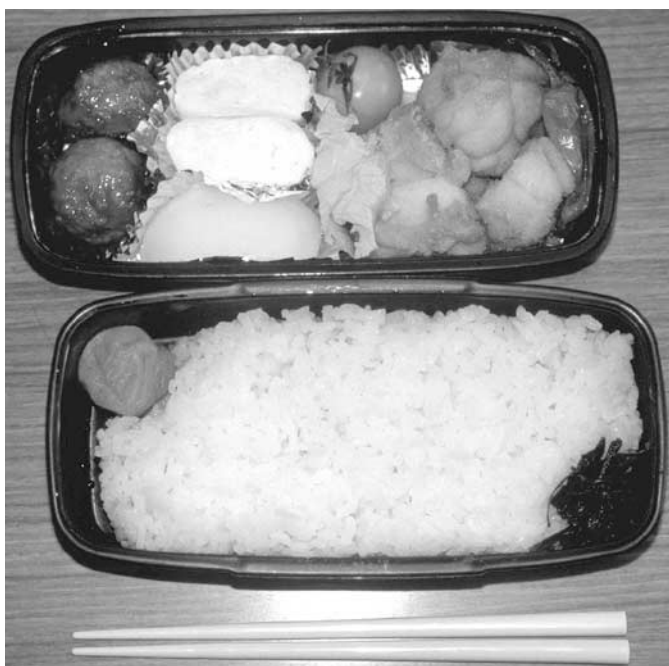


photo courtesy of The Japan Forum

who makes o-bento?

Traditionally, it was the mother's job to make the o-bento. These days, with both parents working, older children may make their own



lunch or buy lunch on the way to school. You can buy o-bento in many food shops, petrol stations, kiosks...

activities

In the activities below children at KS1 and 2 may simply think about the balance of food groups and presentation. At KS3 and 4 students should also consider specific recipes, bearing in mind nutritional balance, flavour when eaten cold, packing and presentation and safety if not refrigerated.

making an o-bento

O-bento are usually made in the morning using freshly cooked food. Food that has been in the fridge is not used. This means that the food cools down before you eat it, instead of heating up (which is what happens if you use food taken out of the fridge). BUT sometimes - to save time, leftovers from last night's dinner are used.

a selection of childrens' o-bento boxes



- Design an o-bento for someone you know. (NB think about what they will like *and* what is good for them).
- Rice is the staple in most Japanese o-bento. Design an o-bento **WITHOUT** using rice. (Remember that o-bento are usually eaten cold)

● Eki-ben (means literally 'station o-bento') are sold at stations and on many trains. They are often made from ingredients grown in the area where the o-bento

are sold. Design an eki-ben for your town or area.

- Once you've designed your o-bento, make it! Think carefully about the presentation - you need to make it look as appealing as possible.
- ! Always wash your hands before preparing food.

If you would like a copy of this worksheet as a file with colour images, please email: education@japan21.org.uk

competition!

Send Japan 21 your own o-bento design - the box and the food. Make sure you show the inside AND outside of the box, and please make a list of all the food contained inside.

We will judge any designs received by December 1st 2003. Winning schools will receive a copy of 'Food of Japan' by Shirley Booth. Winning students will receive their own Japanese o-bento box and a selection of Japanese sweets.

Send your entries to: O-bento Competition, Japan 21, Swire House. 59 Buckingham Gate SW1E 6AJ
Don't forget to send your school address and write school name, pupil name and year group on the back of each design.

linking and citizenship

understanding through direct communication

As anyone involved in a school link will know, the educational benefits for participating students extend far beyond the realm of language. The inclusion of school links in the curriculum for citizenship strengthens the case for setting up a link, particularly if you are liaising with a country like Japan whose language may not feature on your school's curriculum.

how will a school link with Japan address the citizenship curriculum?

Key Stage 3, Unit 17, School Linking, National Curriculum Citizenship scheme of work picks out the following aspects of study:

knowledge and understanding about becoming informed citizens

Becoming familiar with a culture which is substantially different from your own can help you to reflect on and understand your own background. Having to explain aspects of your own culture to others forces you to think critically about it, to find reasons for the way you do things - reasons that you have never needed to think about before. For example, why do many British people not take off their shoes inside the house? Why don't British children help clean the school as Japanese children do? In raising these questions, communication across cultures can lead to a more general appreciation that there is not just one way to live. It can help to engender tolerance of different lifestyles within our own society.

developing skills of enquiry and communication

Unless Japanese is on your school curriculum, linking with a Japanese school probably means communicating in English, at least at first. Communicating in your own language with people for whom English is a second or other language means words have to be chosen carefully to avoid confusion or ambiguity. The imbalance in language fluency requires both sides to exercise tolerance and patience. Linking with a Japanese school may also encourage communication through different media - email, letters, pictures, photos ... A language barrier can be a catalyst for creativity.

developing skills of participation and responsible action

A successful link depends on the regular participation of all involved. Students will quickly become aware that everybody needs to take part and work together or the link will lose momentum and fail.

Cross curricular possibilities for a school link

ICT - the link itself could be conducted by

email/internet or presentations to the link school could be made by PowerPoint or other software

Geography - exchanging images of a country, comparing countries and development issues

RE - looking at different kinds of religion, such as Shinto or Buddhism in Japan's case, and its role in developing or sustaining a community

PSHE - developing good relationships and understanding the differences between people

History - take a specific date in history and compare the situation in the UK and Japan - government, social, industrial...

English - perhaps compare kabuki drama and Shakespeare

MFL - developing cultural awareness

Art and Design - try out some techniques used in Japanese art such as wood block printing, manga

Music - comparing styles in the UK and Japan - pop and classical

If you are interested in applying for a link for your school or talking further about the possibilities a link offers then contact:

Katherine Donaghy, Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ tel: 020 7630 8696 or email: katherine@japan21.org.uk.

Alternatively go directly to the school links section of our website and fill in the online application form. Japan 21 also has comprehensive School Linking Guidelines which are available in pdf format online to give you more idea about what to expect and how to set up a school link.

We suffered a terrible earthquake in Kobe. Though we had a hard time, when we received a card which encourages us from our partner school, we were very happy. Some students tried to write letters about the earthquake in English.

Motoyama Minami Junior High School

The (exchange of) letters between pupils was a marvellous opportunity for youngsters to understand each other's way of life.

Phoenix School

japan UK LIVE! - it's back!

www.japanuklive.org

Even if you are not planning to study Japan this year, why not have a look at Japan UK LIVE! ?

The site is equally useful for schools looking to develop their ICT work and bring an international dimension to school life, as for those studying Japan per se. Much of the content involves students in the UK researching and reporting on their own life, though of course they will, in turn, find out much about Japan. The topics for next year include many which fall within normal programmes of study in schools. The site can provide your pupils with an additional audience for their investigations.



how does the site work?

The website uses a series of talkboards on set themes, with topics ranging from the personal to the more global. Topics last between 5-7 weeks and schools may choose to participate in particular themes on subjects or at times most suited to their needs. At any one time there are three themed talkboards. Children can either respond to messages already posted or write new messages.

There is also an area set aside for

collaborative project work for schools looking for a more in-depth challenge.

Schools interested in this option should get in touch as soon as possible to find partners and discuss content and timing.

features of the site

- The site is bilingual, with mirror English and Japanese pages, allowing students in both countries to say what they mean, not limited by language ability. Messages in one language are translated into the other.
- The site allows students to post photographs and images as well as messages, giving great potential for expression.
- There are accompanying downloadable worksheets to enhance your students'

learning experience. Sets of worksheets can also be posted to you.

- There are links to many areas of the curriculum, from literacy and geography to citizenship, PSHE and ICT
- The site is secure. Message areas are only accessible to students at registered schools.
- Japan UK LIVE! is a FREE resource for schools in the UK and Japan.

how to get involved

To request a password or further information please contact Heidi Potter at Japan 21, Swire House, 59 Buckingham Gate, London SW1E 6AJ
tel: 020 7630 8696 fax: 020 7931 8453
email: heidi@japan21.org.uk
website: www.japanuklive.org

schedule of themes and talkboard discussion topics

| | |
|--------------------|---|
| 8 Sept - 24 Oct | Home Sweet Home |
| My family | Taking a fresh look at the environment they know best (family members, pets, responsibilities at home), pupils become aware of other lifestyles |
| I Spy - at home | pupils investigate similarities and differences in housing and consider geographical, historical and other cultural reasons for these |
| Hanging out | turning the spotlight onto children's life outside school and patterns in leisure activities |
| 27 Oct - 12 Dec | Our Town |
| Talk of the town | introducing the geography and history of pupils' locality, looking at local customs, foods, festivals etc |
| Face to face | pupils learn more about their local area through meetings and interviews with local people, then report their findings to the Japan UK LIVE! audience |
| Around and about | share information to discover similarities and differences in land use and amenities |
| 12 Jan - 5 Mar '04 | Our World |
| Tomorrow's world | pupils imagine their world 50 years from now |
| Saving the earth | a look at environmental issues facing us today, including global warming, waste disposal, recycling etc |
| One world | looking at things close to home which may be connected with another country, pupils begin to understand international movement of people and goods |



Atomic Bomb Survivors Uncensored

www.hiroshimauncensored.org

The film "Atomic Bomb Survivors Uncensored" is an educational non-profit film designed for schools, particularly for Citizenship at KS4. It may also be used for History, Media, English and General Studies. The film was made with the help and sponsorship of Japan 2001.

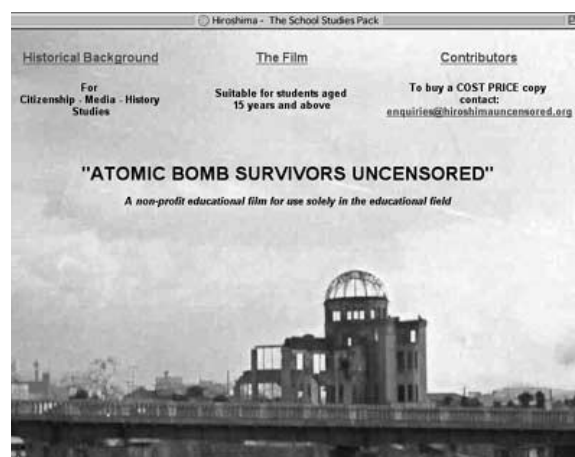
The film covers the story of the censorship of atomic bomb survivors' testimonies from 1945 to today using interviews with Japanese survivors and American witnesses.

Censored testimonies, photographs and film footage from the 1940s is used to

show the extent and success of the censorship after the Second World War had ended. For example, the continuing success of the censorship is shown in an interview with the ex head of the American National Air and Space Museum who resigned in 1995 when he was unable to include some previously censored material in an exhibition in Washington DC.

The film also has interviews with Hiroshima survivors who were children in 1945, some of whom had not told their experiences before. Pictures drawn by survivors, censored photographs, and censored film footage accompany these oral testimonies.

The theme is developed and expanded with other contemporary film footage and



interviews with those involved.

All the contributors were keen for schoolchildren here to understand the human consequences of the atomic bomb. The film also aims to give pupils today an objective awareness of the effects of censorship.

For further information and to obtain the video (cost £15), contact:

Dr Tania Mathias on tel: 0207 386 5841 or email: taniamathias@onetel.net.uk



Book note:

PARADE OF LIFE

Poems inspired by Japanese Prints



Selected by Paul Conneally & Alan Summers
 Edited by Hester Cockcroft & Kate Newnham
 ISBN: 09539234-2-8 price £5.00 (+ £2.20 UK postage)

In 2001, Bristol Museum and Art Gallery invited the poet Paul Conneally to conduct a week's residency at the Museum encouraging closer examination of the art on display, through use of haiku. Paul worked with over 300 people, both school groups and other visitors. Together they produced more than 400 poems, many inspired by 'Parade of Life', an exhibition of woodblock prints.

After introducing the haiku form, Paul asked primary school children to choose a print and make up a selection of phrases and 'fragments' about it. He then showed them how to make these into

haiku. Children had to look carefully at the prints to work out what they depicted, then think themselves into the images by describing the seasons, emotions or stories they contained.

This volume brings together some 200 of the haiku, side by side with the woodblock prints which inspired them. It is clear that this way of approaching haiku has a number of benefits. Knowing they have to write a haiku, children need to 'read' the artwork and decide on the action and mood. Thanks to the haiku form, the writing task is manageable by all abilities: both simple language and brevity are an advantage. Equally, having a visual focus for the writing exercise seems to help avoid the most common haiku trap, by ensuring that successful syllable counting does not become the sole objective.

Parade of Life is attractively presented, enticing the reader to dip into the selected haiku and relate them to the relevant woodblock print. One interesting element is to see in how many different ways any given print can be interpreted. At the back of the book, a simple activity sheet and bibliography will be of use to those inspired to experiment with haiku in their classroom.

The collection is available from The Shop, Bristol City Museum and Art Gallery, Queens Road, Bristol BS8 1RL tel: 0117 922 3650 or email: sue_steven@bristol-city.gov.uk

working holiday scheme 2003: work and travel in Japan for a year

Applications are now being invited from young Britons for the 2003 Working Holiday Scheme. The Scheme, introduced in April 2001, offers the opportunity to experience living and working in Japan for a period of up to one year, gaining valuable knowledge and insight into a different culture.

Participants are allowed to take on employment incidental to their holiday in order to supplement their funds for travel.

Applicants should intend primarily to holiday in Japan for a period of up to one year from the date of entry and be aged between 18-25 (inclusive) at the time they apply for the visa, except in those cases where the competent authorities of the Government of Japan agree to extend the limitation of age up to 30 years.

Further information and application materials are available from:
The Consulates General of Japan in the UK
tel: 020 7465 6565 (London)
tel: 0131 25 4777 (Edinburgh)
and online at www.uk.emb-japan.go.jp

(If you would like information on other GAP year opportunities in Japan, please contact Japan 21.)

would you like to welcome a Japanese person to your home for a weekend?

There are plenty of students from Japan at universities and colleges in the UK. Many of them would love to meet British residents, join in with the family, and compare notes on the culture and way of life in the two countries. Language practice could come into it as well!

HOST is a well-established charity, backed

by the British Council, whose purpose is to promote international friendship in this way.

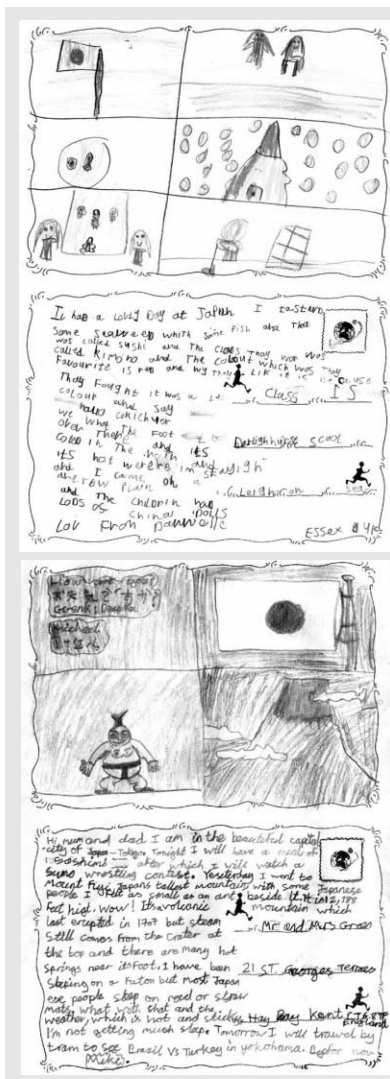
For more information on offering invitations once or twice a year, visit www.hostuk.org or call HOST on 020 7254 3039.

mugenkyo taiko weekend workshops 25-26 October 2003 1-2 November 2003

Hands - on workshops covering the fundamentals of taiko drumming. By the end of the two days, participants will be able to play a short piece from the west coast of Japan.

Cost: £90 (non residential. Residential rates available on request)

For details, write to Mugen Taiko Dojo, PO Box 5124, Lanark, ML11 OWA or visit www.mugenkyo.com



2002 world cup competition results

The 'Teaching and Learning Goals: Japan and the World Cup' pack produced by JFET to tie in with the Japan and Korea World Cup was extremely well received, with the downloadable web version proving as popular as the hard copy. Many schools entered the competitions: 'A Postcard Home' for KS 1 & 2, and 'Why Japan?' for KS3.

For a full list of competition winners, please contact Japan 21.

We would like to thank the following for generously providing prizes:

Bandai UK Ltd for a selection of Betty Spaghetti, Bratz, Power Rangers and Digimon toys for KS 1 & 2; Hitachi Charitable Trust for a CD Radio Cassette Player for the KS 3 1st Prize; JP Books for book vouchers for the schools of the KS 1 & 2 1st Prize

Winners. Japan Forum for the books for the KS 3 1st Prize Winner's school. JFET provided all other prizes

**FIRST PRIZE
KEY STAGE 1:**
Danielle Cohen, Darlington Primary School, Essex

**FIRST PRIZE
KEY STAGE 3:**
Alison Ryder, King Edward VI School, Suffolk

**FIRST PRIZE
KEY STAGE 2:**
Michael Green, St Philip Howard Catholic School, Kent

Why Japan?

Dear Fife,

Have you ever visited our sensational country Japan?

Japan is a country of friendly people and exciting cultures. It leads the way in technology and therefore is able to provide services and facilities that most other countries cannot. This is why the people of Japan believe we would be the perfect choice as hosts of the 2002 World Cup.

We feel our wonderful country can bring football to a new audience as the world cup has never before been held in an Asian country. This will increase football's popularity even more, benefiting our country's team and also football itself. At the moment, Japan's favourites sports are baseball and sumo wrestling but the recognition of football is rapidly increasing.

If successful with our bid, we shall build at least ten new, state-of-the-art stadiums with many specialised features. These will include a moveable natural grass field, a huge air conditioning unit and a natural ventilation system.

One of the proposed stadium locations is Sapporo, the prefectural capital of Hokkaido. As you can see, Hokkaido is Japan's northernmost island. Sapporo is Japan's 5th largest city and is a country of many cultures. The city has already hosted the 1972 winter Olympics and the winter Universiade, so it is well-equipped to dealing with events like this. Sapporo, like all the other proposed host cities, offers a range of accommodation from super-deluxe hotels to economical inns. Japanese people like to entertain in style and a multitude of celebratory events would certainly be planned.

Japan is well known for its first-rate travel facilities which includes the world's fastest train, the Shinkansen Bullet Train. The rail system is also one of the most developed, safest and most efficient rail networks in the world. The trains are clean, comfortable and reliable, and have signs and announcements provided in English on many services. In addition, Japan has an extensive road system and ferry network.

So why do we want to host the 2002 World Cup? It is simpler.

- We will benefit from the extra tourism. Japan currently earns between 1000 - 5000 million US dollars every year from tourism.
- It will raise the world's awareness of Japan's cultures and traditions.
- There will be temporary jobs to help ease unemployment.
- We will make history by being the first ever Asian country to host the World Cup.

There may be people who would be worried about the extreme weather conditions and natural hazards such as earthquakes, but we are taking the necessary measures and precautions to prepare for these. With our advanced technology, we are constantly improving our earthquake detection equipment. Japan spends £17 million every year on research into earthquake prevention and on developing buildings able to withstand the shocks. All of the new stadiums will be fitted with shock absorbers and seismic insulators to withstand any movement. As I mentioned previously, the stadiums will also be well equipped to deal with weather extremes as they will be fitted with air-conditioning for the summer and heating for the winter.

I am convinced we are the right choice to host this spectacular event. I hope I have convinced you too.

Alison Ryder

Japan Bidding Committee 1995

Japan's Japanese Bullet Train

TEACHERS WORKSHOPS

JFET organises a regular programme of workshops for teachers in conjunction with the Japan Information and Cultural Centre, offering teachers interested in teaching about Japan the chance to gain ideas and resources for use in the classroom. Courses are free but places are limited: for further information or a booking form, please contact Japan 21 on 020 7630 8696 or email education@japan21.org.uk Or book online at www.jfet.org.uk

BISHOP'S STORTFORD COLLEGE, HERTS 1 NOVEMBER 2003

for ART and GEOGRAPHY teachers

Geography: including decision-making exercise around Tokyo relocation, the depopulation phenomenon etc

Art: practical sessions on woodblock prints, sumi-e and nihonga.

TIVERTON HOTEL, DEVON 8 NOVEMBER 2003

Geography: Japan and the KS3 strategy, map related exercises, and current economic trends

Citizenship : Atomic Bomb survivors - a new resource for KS3/4, school links, haiku for citizenship

Primary: origami for mathematics, geography and haiku for literacy

ARTS OF JAPAN SUMMER SCHOOL

7 - 11 JULY 2003, BRISTOL

At time of going to print a few places remain on this one week course. Create a decorative folding screen and a wood block print. Learn the basics of sumi-e ink painting, nihonga, papermaking and manga.

LAST CHANCE TO BOOK A PLACE: contact Japan 21 on 020 7630 8696

THE ORIGINAL SUSHI COMPETITION

This competition has been organised annually as a non-profit, good will event since 2001. The aim is to bring about new styles of sushi through the imagination of those who live in the UK.

All the recipes were unique. 'Pikachu Sushi', 'Tomato man', 'Double-decker Sushi', 'Millennium Dome Sushi' were just some of the incredible creations. The judging panel was very impressed with the taste as well as the beautiful presentation. Ross Burden, chairman of the judges, praised the competition. He said: "The best thing about the Original Sushi Competition is that it has fostered cultural exchange through something as exciting and enjoyable as food. There is no better place to start when you want to become acquainted with a new culture than with its cuisine. Moreover, these events have been very successful in promoting the growth of sushi as one of London's most popular foods."

Raspberry & coconut sushi cheesecake by Colin Winter, winner of the adult Gold Prize



Millennium Dome, by Memi Sumiya winner of the adult Bronze Prize



JAPAN FOUNDATION SECONDARY TEACHERS STUDY TOUR

4 - 19 November 2003



Applications are invited from full-time secondary schoolteachers or from those who work in the administration of secondary education to the Japan Foundation's annual Study Tour to Japan.

The Tour covers visits to schools and places of educational and cultural interest in Tokyo, Kyoto, Hiroshima and to a local prefecture where there is a one night home stay. It is funded by the Japan Foundation and international flights and all direct Tour costs in Japan are covered except the cost of possible supply teacher cover.

Priority will be given to humanities and social studies teachers who teach about Japan; to teachers of the Japanese language who have never visited Japan; to those with at least 3 years' teaching experience and who expect to remain in teaching for at least a further 10 years; and to those who have not visited Japan before.

Further information and application forms in writing only to Stephen McEnally at the address below. Please state your school, position and subject that you teach.

The Japan Foundation London Office,
Russell Square House, 10 - 12 Russell
Square, London WC1B 5EH
fax: 020 7323 4888

nb: Applications should be postmarked no later than Friday 1 August. A briefing will be held on Sat 11 October.

If undelivered, please return to:

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