

Japan in focus

SPRING TERM
TERM 2002

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The Way We Are (UK)

Three of the photos that won First Prize for 18 year old Charlotte Liddle from Queen Elizabeth's 6th Form College, Darlington.

Charly was in London on 28 February to receive her prize of two return BA flights to Japan, £400 spending money and a trip to the Barakura English Garden in Nagano.

See back page for full results.

It's 2002 and Japan 2001 is almost over. Don't miss out on the many events still taking place though: see pages 10 - 11 for details.

And there's no need to forget about Japan, after all the World Cup Finals in Japan and Korea kick off in June. Why not use this terrific chance to inspire your students? See pages 4 - 5 for materials written by a secondary head of geography, developed from ideas collected at the workshop in York in November. For primary teachers, pages 6 - 7 carry activities aimed at years 5-6.

New resources: JFET has a number of sets of some new photo resources to give to schools. Based on the lives of seven Japanese teenagers, the 192 photo sheets, text booklet and CD ROM will give your

students a real insight into what life in Japan is like today. If you think your school could use a set, see page 9 for details of how to apply for one.

If you have ever thought about setting up a link with a school in Japan, the report on page 8 will give you inspiration. Over two years, this link grew from a poster and picture exchange to a trip to Japan for the British school - and they're still talking!

Don't miss the results of The Way We Are photo competition on the back page. Prizes were awarded at a ceremony in London on 28 February.

Teachers workshops: so far two dates are fixed for the coming months - if you teach in the Nottinghamshire or Gloucestershire areas see page 11. More dates will be fixed - watch the website for details.

how to spend your gap year in Japan

If any of your students is interested in spending time in Japan, there are a number of options. Listed below are the main organisations who run programmes, with contact details and first hand information about what the experience can be like. And if YOU fancy a trip, don't miss the details for the Japan Foundation Secondary Teachers Study Tour!

Project Trust

Project Trust offers English language teaching placements for 1 year. Below is an account from one of last year's participants.

Thinking again about my year in Japan brings back so many brilliant memories but they are so hard to put down in only a few words. During that time, Tokyo became my home, with its sprawling concrete skyline and flashing neon signs. My flat was only a train ride from the crowded busy centres of Shinjuku and Shibuya, where I enjoyed the most exciting and exotic shopping in my life. I was incredibly busy during the week teaching English conversation at a high school and evening classes. The children had for the most part only been taught grammar and I was there as a balance to their education. The students were really lively and on the whole enthusiastic. Despite my busy week, I was still able to find plenty of time for fun and sightseeing in Tokyo and the rest of Japan. I learnt Japanese sign language at a local deaf club and went on many fantastic outings with them, which included my first sight of Mount Fuji, skiing in Nagano and a terrifying ride on motorbikes. The deaf club members quickly became my best friends and like all other Japanese people I met, they were incredibly kind to me.

I travelled a lot, making it as far as Hokkaido in the north and Nagasaki in the west; I even sailed to South Korea. When spring came, Japan's famous cherry-blossoms flowered in full glory, and I have

never seen a city as transformed as Tokyo was during the few weeks of the blossom season. For a short time the concrete of the city seemed to vanish behind the flowers.

For me Japan exceeded all my expectations. Every day there was something new and wonderful to do or see and even after a year I feel as if I have only scratched the surface of Japanese culture. I am immensely grateful to Project Trust for the opportunity given to me and to all the people who became so special over the year. I will definitely be back.

For further information, contact:
Project Trust, The Hebridean Centre,
Ballyhough, Isle of Coll PA78 6TE,
Tel: 01879 230444 Fax: 01879
230357 www.projecttrust.org.uk

Encounter Japan

Run by Youth For Understanding UK, this programme is open to all UK residents aged 16-18. Ten students leave in March and return in January the following year, living with a Japanese family and attending Japanese school. Below is an extract from a letter sent home by a participant during her stay last year.

The summer in Osaka has been very hot (reaching 42 degrees) and with a sigh of relief I wave goodbye to the heat and look forward to autumn. The rice in the paddy fields is ripening to a rich golden yellow and the preparations for the local festival are well under way. I can hear the beating of

the drums and the flutes from late afternoon until around 8.30pm.

School has now started after the summer break so I have been very busy. I am particularly fond of the calligraphy tutorials and of the tea ceremony club after school. Japanese language and Japanese classics lessons are also proving to be a success. I have been learning so much - the teachers and pupils are all incredibly kind.

Outside school I have joined an aikido class - the exercises are very tough, but the more I do them, the more I enjoy them. The Japanese are very good at sports - I feel so embarrassed by myself!

Adapting to a completely different culture was hard at first. There have been tough times but this is a wonderful experience that I will treasure for the rest of my life.

Further details from Lorraine Holliday, Youth For Understanding UK. Tel: 0141 812 5561 or email: yfu@holliday123.freemove.co.uk Application deadline August 2002

GAP Activity Projects

GAP Activity Projects sends seventy 18 and 19-year-olds to Japan each year to work in the local community. Each volunteer works for five to six months either in hospitals, caring institutions or schools. In hospitals, they work as assistant nurses, collecting prescriptions, maintaining hygiene standards and looking after patients. GAP also offers placements in caring institutions, in both Cheshire homes, where the gappers look after severely disabled people, and in

old people's homes. Volunteers can also work in pre schools, teaching four and five-year-old children.

The placements are spread around Japan, although many are close to Tokyo and Osaka. There are also a number of rural projects. While in Japan, gappers get an opportunity to assimilate into the community, learning the language, visiting temples, flower-arranging and singing the latest Japanese hip-hop, as well as the chance to travel more widely.

Hannah Brown, who worked as an assistant carer working with mentally and physically handicapped people, initially knew no Japanese, so communicated with gestures, basic sign language and voice tones. She learnt valuable new skills, broadened her outlook and said "the work was very rewarding, demanding, satisfying, intense fun, exhilarating and eye-opening."

Sian Foulkes, a volunteer who worked in Takayama Red Cross Hospital in 2001, said, "Go with an open mind and be prepared to try, learn and do things you would never have considered before."

It will cost approximately £1500 for six months; this includes airfare and GAP contribution as well as insurance, visa, medical expenses, orientation course and Teaching Skills course, which are all

arranged for you by GAP.

While in your placement, all food and accommodation will be paid for and pocket money will be provided. Placements begin in September and March. GAP placements are available to any British citizen aged 18 or 19 and you can apply at any time.

If you would like a brochure, please email: volunteer@gap.org.uk or call 0118 956 2902. For further information, please go to www.gap.org.uk

Japan Foundation Secondary Teachers Study Tour

A two week study tour designed for teachers who have never visited Japan, aiming to deepen participants' understanding of the country and to enhance their teaching resources. Below is an excerpt from a report from one of last year's tour participants.

I tried hard throughout the trip to record information and take photographs for colleagues in other departments, working consistently to gather relevant material, from shogun castles to kabuki theatre.

Of course, it helped the UK group's

cohesion that almost all members were practising geography teachers. I think some colleagues from different specialisms were dumbfounded to see us taking photographs of roads, pedestrian overpasses, reclaimed land, packed subways and students in (for us) unusual school uniforms! I gathered an immense amount of useful information to take back to my students and colleagues.

The visits to schools were an invaluable insight into a changing system. I saw much of interest – and always felt welcomed. I have never before met such respect for my profession.

Our homestay visits were a highlight and I was fortunate that my hostess spoke super English. Living with the family for one night I was privileged to meet four generations.

It was both exhausting and exhilarating but what an educational and personal experience to treasure! I have talked much to my students and colleagues over the past months about my glimpse into Japanese life and will continue to do so in the coming years.

Further information from The Japan Foundation, 17 Old Park Lane, London W1K 1QT. Please apply in writing only. The deadline for application is Friday 19th July 2002



Book review:

We go to school in Japan

Gwynneth Ashby, Ashby Books, 2001

ISBN: 0-9541217-0-8 price £6.58 (incl P&P)

"We go to school in Japan" is a colourful information book for 5-9 year olds which teaches geography through literacy, numeracy and citizenship. The text is clear and simple, with large pictures showing children in everyday activities in and around school. For example, children are shown cleaning their classroom, helping to prepare the school lunch, walking to school, sitting in the classroom and out on

the sports ground. These pictures can act as starting points for discussions in class, helping children to understand some of the differences between school life here and in Japan.

The book describes the school year, focussing on important festivals and events like sports day, open day and the ceremony at the end of the year. There is a special feature on "Children's Day" (Kodomo no Hi : May 5th) and instructions for making a samurai helmet.

Several pages are devoted to how children in Japan learn to read and write. The three alphabets are briefly explained and instructions are given for writing some simple characters and numbers from one to ten.

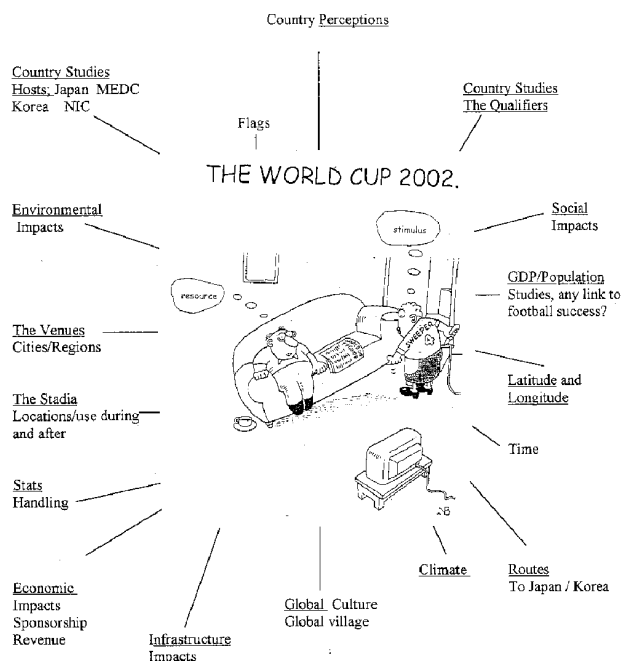
"We go to school in Japan" has been recognised by Japan 2001.

To order, contact: ASHBY BOOKS 12D Blenheim Drive, Christchurch, Dorset, BH23 4JH Email: gwyn@logic-net.co.uk A companion CD ROM is now in production.

the world cup 2002

a stimulus and resource for teaching and learning

It started with a kick. For the English the World Cup became an item with that 90th minute goal by D. Beckham in October 2001. The World Cup became an issue in December 2001 with the draw that saw England placed in what the tabloids called "The Group of Death." This article aims to show that as educators we should use this World Cup as a stimulus and a resource that will aid our teaching and our students' learning. This is an activity for GCSE or more able year 9 students, but can be tailored to different ability groups by changing the clues given.



At the recent JFET Teachers' Workshop in York, delegates created the above topic web in a brief brainstorm.

The web illustrates something of the breadth of content and skills that can be delivered using this high profile event. Much of the scaffolding for this work is already available via the media and on the Net. As the tournament approaches, the images and the information will increase to fill any gaps in our preparation and may stimulate further approaches and teaching/learning opportunities.

Having completed Best Practice Research for the DFEE on Thinking Skills as part of the Cheshire Geography Teachers' Research Group, (further details at www.salt.cheshire.org.uk/geography) I offer a Thinking Skills Mystery based on the World Cup 2002.

The World Cup 2002: will it be an own goal or a hat trick?

Aims

- To encourage students to evaluate the impacts of the 2002 World Cup.
- To add sparkle and fun to the teaching and learning experiences
- To use co-operative group work
- To teach and use a range of skills, construction, mental modelling, literacy, cognitive skills and metacognition

Procedure

- Students in their groups are given an envelope containing the question above and some of the clues. The clues should be on laminated paper. Give different groups different clues.

- The groups display their clues, classify and sort them, maybe rejecting some as unhelpful to their task.
- One group member goes to the other groups and finds the clues their group did not get.
- The groups reorder/reclassify their clues.
- Each group writes up their evaluation answer giving reasons.
- Discussion between the groups takes place on their answers and reasons.
- Class discussion takes place on "what we did to solve the mystery" (this may need teacher prompting or leading). Students record this on paper. This is metacognition; encouraging reflection and awareness of the students' own thinking so that they can take greater control of it. Allow enough lesson time for this vital process.

Clues

These clues can be downloaded from the JFET website (www.jfet.org.uk) in larger print, ready for laminating and using as a classroom resource.

- 1 This year's World Cup will be the ultimate test of Fifa's commitment to spreading the football gospel to every corner of the globe. (The Guardian, 2.1.02)
- 2 It was always controversial to award the game's most glittering prize to anyone outside the major football playing nations. (The Guardian, 2.1.02)
- 3 Sharing the World Cup between two neighbouring countries united only in a hatred for each other. (The Guardian, 2.1.02)
- 4 There is the threat of monsoons in May

- and June. (The Guardian, 2.1.02)
- 5 We already know that the stadiums will be the most modern for any World Cup. (The Guardian, 2.1.02)
- 6 A long way from anywhere Awaji Island, chosen for England's home away from home. No nightclubs, no karaoke clubs, no press hotels, just one pleasant resort and a couple of football pitches. (Daily Telegraph, 17.10.01)
- 7 South Korea sees the World Cup as a launch pad for a new image of their country. 1.75 million people will visit during the World Cup. (TES Korea Special, 2.11.01)
- 8 No 'man bites dog' for the World Cup. Fifa expressed concerns over animal welfare/abuse with canine consumption. South Korea has promised action. (The Guardian, 7.11.01)
- 9 Breakfast in the boozier to watch World Cup games. Pubs can apply for a licence to open at 6 a.m. (The Guardian, 3.11.01)
- 10 Japanese organisers expect 365,000 people to visit the country during the World Cup and 2.3 million people are expected to travel between South Korea and Japan. (The Guardian, 10.1.02)
- 11 Japan's organisers expect the tournament to generate £17.5 billion if their team makes it to the last eight and £17 billion if it does not. (The Guardian, 10.1.02)
- 12 Dr. Stefan Szymanski, an economics professor, said most tournaments do not make a profit and the benefits are mainly cultural and social. It is mainly private companies who benefit, not governments. (The Guardian, 10.1.02)
- 13 We'll all be up for the cup 7.30 a.m. Kick off madness morning matches spark sickie alert over fans. (The Sun, 7.9.01)
- 14 Uneasy bedfellows offer Eastern promise at a price (only for those with the odd £400 to spare). (The Times, 8.10.01)
- 15 The World Cup could be scrapped over fears of a terror attack. Insurance giants AXA want £1.2 billion to cover the event. (Daily Star, 13.10.01)
- 16 The Nisshin Fire and Insurance Company is to sell hooligan insurance to shop owners in Yokohama. (The Japan Times, 10.6.01)
- 17 South Korea's secret weapon against football hooligans – a specially trained command unit trained in the art of Taekwondo. (The Observer, 17.6.01)
- 18 Japan's World Cup organisers have been battered by recession, exchange rates and the co-hosting with South Korea which receives half the revenue and many extra costs. Japan's finances have been stretched by a £3 million hike in security budget since September 11th. (The Guardian, 12.1.02)
- 19 There are no J-League teams to fill three of the stadium when the greatest show folds up and moves on. (The Guardian, 2.1.02)
- 20 £4 billion White Elephants. Host cities have no use for the stadia after 2002. (The Daily Mail, 12.10.01)
- 21 Tokyo international airport is having an interim runway built. Flights between Japan and South Korea are being increased. Infrastructure is being upgraded e.g. a new station at Shizuoka stadium (Japan in Focus, Autumn / Winter 01)
- 22 The influx of people will impact on the environment e.g. litter and waste disposal. (Japan in Focus, Autumn / Winter 01)
- 23 Accommodation should not be a problem in the larger venues but in the smaller cities like Oita, people may need to seek accommodation in nearby Beppu city and Yufuin, a mountain resort. (Japan in Focus, Autumn / Winter 01)
- 24 Japan and South Korea are used to referring to each other as the nearest but most distant country. (Japan Times, 13.6.01)
- 25 Japan and South Korea seek a tourist boom, looking to capitalise on the World Cup. Central to the plan is an Asian Big Bang especially from China. (Japan Times, 17.5.01)
- 26 Tokyo and Seoul strive to revive relations before the World Cup. (Japan Times, 13.6.01)
- 27 Has Fifa chosen to ignore the lesson of 1994 when it awarded the competition to the USA, another heathen where football is concerned? (The Guardian, 2.1.01)
- 28 World Cups are enriched by over achieving underdogs, and it would be lovely to believe South Korea could emulate the feat of their North Korean cousins in 1966. (The Guardian, 2.1.01)
- 29 Fifa's agenda was to give automatic places to 2 smaller footballing nations who otherwise might not have qualified to extend the footballing family, to make it a real World Cup. (The Guardian, 2.1.01)
- 30 When B. Douglas knocked out M. Tyson in Japan in 1990, the audience maintained complete silence, as if in a piano recital. Their football supporters are equally quiet, meeting together to practice chanting and singing. They are likely to tell a side thrashed 6 – 0, "thank you very much, you tried your hardest. (The Guardian, 2.1.01)

In the past my students have found such a mystery to have been motivating and enjoyable. In discussing what they had done, they identified the elements of good co-operative work; listening with an open mind, discussing and sharing ideas and writing and recording the group's ideas and work. They became aware that such a mystery can have many answers and, like so much in geography, the answers are multicausal, and usually neither black or white.

Such conclusions give us as educators an insight into how students think and learn, and provide the students with scaffolding for their future thinking and learning processes. Our students learn that they know more than they think, and that they can think more than they know.

Stephen Schwab. Head of Humanities and Geography, Neston High School, Cheshire.

a trip to the world cup!

materials for primary teachers

Ideas for use with year 5-6 pupils. Activities using the internet as a resource, pupils are guided from site to site and, in most cases, told which buttons to click. Each section can be started as a whole class activity, then as they need to use the internet pupils can be split off into small groups. Activities marked with a ♦ are increased difficulty, and those with a ♦♦ are more difficult still. An extension activity is outlined at the end of the article: for this, some extra resources may be necessary.

PLEASE NOTE: a larger print version of this article can be downloaded from the JFET website online version of Japan in focus (www.jfet.org.uk) to be copied and used as classroom worksheets. If anyone has trouble accessing the internet, please contact JFET for downloads of the relevant pages.

Most of you probably know that the football world cup finals take place later this year. But did you know they will be held in Japan and Korea?

Imagine that you have won tickets to the World Cup Final. This will be held in Yokohama, Japan in June. How will you get there? What do you need to take? What other things can you do in Japan? Use the information on these pages to plan your trip.

Where is Japan?

Use a globe or a world map and find where Japan is. Can you find Korea too? What large country are they nearest to? What continent are all these countries part of?

♦ Find out which cities in Japan will be hosting football matches. Then mark them on a map of Japan. (Hint: try this website: www.seejapan.co.uk and click Fifa World Cup.) Find out what the capital of Japan is and mark this city too.

Getting to Japan

How will you travel? How long will it take to get there? Visit the following website to find information. www.seejapan.co.uk



Once you have found this page, click on **transportation**. Here you will find information about which airlines fly to Japan, giving flight times, departure and arrival airports. Using your map of Japan, mark the location of the airports listed.

Flights depart from

 airport, UK.

Flights arrive at

 airport, Japan.
 (if there is more than one, list them all).
 Flight timehours (round up to the nearest whole hour).

Which airlines fly from the UK - Japan?

♦ Use the following website to find out what a flight to Japan on Japan Airlines might be like:
www.jal-europe.com/langs/english/main.html

Click on **JAL in the Air** and choose **economy class** to find answers to these questions.

Can you watch tv on the flight?

What other entertainment is there?

Where is the tv screen?

Will they serve Japanese food?

How do I get to the Final?

♦♦ The Final is being held in Yokohama. Use a map of Japan to find out where this is. How will you get from the airport to Yokohama? To find out, visit www.seejapan.co.uk Click on **Fifa World Cup**, then click on **Yokohama**. This takes

you the local site for Yokohama city. See if you can find information about travelling from the international airport to the city.

What goes in your suitcase?

What will the weather be like in Japan in June? Look at the list below. Put a tick by all the things you think you should take with you.

- rain coat
- sun hat
- gloves
- wellington boots
- umbrella
- sun cream
- t shirts
- winter coat
- shorts
- lightweight jacket or sweater
- woolly hat
- beach towel

To find out about weather in Japan, go to this website: www.seejapan.co.uk Click on visitor information, then click climate.

This time of year (June/July) has a special name in Japan. Can you find out what it is?

.....

◆ If you look at the weather charts for separate regions, you will see that it can be much hotter in some parts of Japan than others. Find out which region Yokohama is in and look at the weather chart for that region.

What is the average temperature for June in Yokohama?.....

Which is the hottest part of Japan in June?

Which is the coolest part of Japan in June?

What is the difference in temperature between the hottest and coldest parts of Japan in June?

◆◆ Can you find out what range of temperature (difference between the hottest and coolest parts) in the UK is in June?

◆ Picture match

Look at the following pictures. All are important landmarks or events in three of the cities being used as venues in the world cup. Fill in the blanks in each caption. (Hint: try the city information in the venues section on this site: soccerjapan.jnto.go.jp)



photo courtesy JNTO

The "Snow Festival" in city.



photo courtesy JNTO

One of Japan's most famous castles in city.



The Akashi Kaikyo bridge, the world's longest suspension bridge which links Awaji Island, England's base for the World Cup, with city.

Extreme weather!

Japan is sometimes called the land of natural disasters. What is a natural disaster? Can you find out which kind happen in Japan? And are they likely to happen while the World Cup is taking place?

.....

.....

.....

Things to see in Japan

What are the most famous sights to see in Japan? What activities are popular for tourists? For information, visit soccerjapan.jnto.go.jp. All ten stadiums are shown here, but click skip if you get bored. Now click on English, then venues. Here you will find a list of all the ten venues for the world cup matches.

Click on Shizuoka, then city information. Japan's most famous mountain, sometimes referred to as the symbol of Japan, is near Shizuoka city. Can you find out what it is called?.....

Click on Oita, then city information. The picture shows a steaming pool. What do you think this is?

.....

Click on Osaka. How many airports does this city have. What are they called?

.....

◆◆ Near to Osaka is another city which used to be the capital of Japan. Find out what it is called, and the names of two of its famous sights.

.....

.....

◆ Japan has a DISNEYLAND. Can you find out which city it is closest to? (Hint: try typing "Disneyland" into the search box on the "see Japan" website)

.....

Project

Imagine you have been to Japan and seen the world cup final in Yokohama. Write a diary, describing your trip. Include the following information

- which airline did you fly with?
- which airport did you arrive at in Japan?
- where did you stay - which cities?
- what sights did you see while you were there?

Use the websites mentioned above (and any other information you can find) to gain information and to add pictures to your work.

anything's possible!

school link report : Asahikawa Fuji Girls High School, Hokkaido and Our Lady's Convent High School, London

Why and How? - A modest beginning

In 1999 with the help of the Japan Festival Education Trust, Asahikawa Fuji Girls' High School in Central Hokkaido decided to form a link with Our Lady's Convent High School in London. Why? Pupils in the English Club at Fuji wanted to use their language skills to meet people abroad, while those studying Japanese at Our Lady's Convent had similar desires. Pupils started off exchanging letters, posters, pictures, origami and small gifts. This then led to the signing of a Sister School Friendship Agreement in January 2000. In essence, this sets out to help both schools gain and benefit from a deeper understanding of each others' culture and language. As the relationship between Fuji and Our Lady's Convent blossomed, we decided that an exchange visit would be a perfect opportunity for pupils to come face to face and experience something quite different.

What next? – Stepping out

Frequent communication, in-depth research and support on both sides of the world meant that by September 2000, a ten day trip to Asahikawa in the summer of 2001 had been proposed and accepted by both schools. With support from Connect Youth International and Excellence in Cities, the plan was realised: on 15th July, 14 pupils, two teachers and a student trainee from Our Lady's Convent excitedly



flew into Chitose Airport, Sapporo. After a three hour drive, they finally arrived at the gates of Fuji Girls' High School where they were welcomed with smiles and hugs.

Life at a typical Japanese school

The girls spent most of their time living as Japanese school girls do; attending school, experiencing Japanese culture and preparing for the school summer festival alongside their new friends. The programme kicked off with a welcome ceremony where both schools gave big screen presentations introducing their schools. The hosts performed traditional *koto* music balanced by a bouncy modern *yosakoi* (folk) dance, then the guests responded with hymns and energetic Irish dancing.

During the ten days pupils tried their hands at calligraphy, *koto*, kimono wearing and tea ceremony, as well as showing off their singing, dancing and musical talent at the Fuji Summer Song and Dance festival. They prepared a cultural room for the festival, including a London bus, posters and a corner of flags, postcards and British

music. On 'Umi no Hi' (a national holiday - literally translates as Day of the Sea) they set off into the Daisetsuzan National Park to view Asahidake, Biei town and Tokachidake, a puffing volcano. Huddling beneath umbrellas was laughable, but purple lavender ice-cream definitely leaves something to be desired!

The future

The success of the trip has brought a group of teenagers from Japan and Britain far closer together than any textbook can. For Fuji, the thrill of hosting energetic girls from different backgrounds will always remain. For Our Lady's Convent, memories of warm hospitality and a taste of adventures to come. The link stands strong with an anticipated return visit by Fuji in the not-too-distant future.

Michelle Tate – former Teacher of English at Asahikawa Fuji Girls' High School, Hokkaido, now teaching Mandarin Chinese and Japanese at Katharine Lady Berkeley's School, Gloucestershire

new photo resources: bid for a set for your school!

deai: the lives of seven Japanese high school students

The Japan Forum has recently published this new resource, intended for Japanese language teachers but also appropriate as extension material for anyone regularly teaching about Japan in secondary schools.

Deai is designed to tell the stories of seven high school students through photographs and text, presenting their personalities and "a day in the life" of each student. The seven students live in different parts of Japan, some urban, some rural. Each student describes where they live, what they like to do, their dreams for the future and what family and friends mean to them. Reading their words not only gives an insight into these seven very different lives, but also a picture of what life in Japan can be like.



Anyone who has seen "The Way We Are" exhibition will know how much a resource like this, based on the lives of real teenagers, has to offer.

The Japan Forum has kindly donated 150 sets of these resources to be given to schools in the UK. The majority will go to schools teaching Japanese, but a number have been made available to schools with no Japanese language course, but where they will be made good use of. This is your opportunity to apply for a set for your school. Teacher resource centres that make the materials available to schools in their area are also invited to apply. If your application is successful, you will be notified by JFET. Please note: all applications must be approved and signed by the head teacher, or equivalent and a contact email address supplied.

application for deai resources

name

position / subject

school / institution

address

.....

.....

.....

telephone

fax

email

please explain how Japan fits into teaching in your school (please continue on a separate sheet if necessary):

which subjects cover Japan?

.....

.....

.....

how many hours per week / year?

.....

what topics are covered?

.....
.....
.....

what age groups are taught?

.....
.....

how many staff are involved?

.....

please explain ways the materials will be used outside the curriculum & throughout the school

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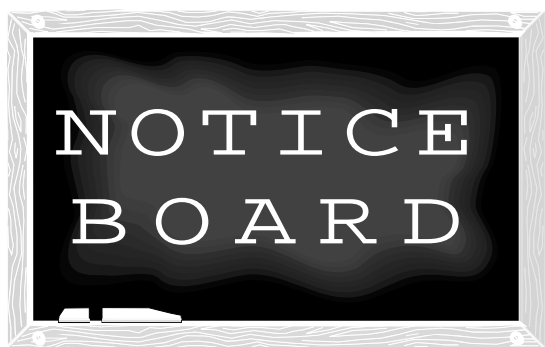
head teacher (please sign and print name)

.....

please return to: JFET Swire House

59 Buckingham Gate London SW1E 6AJ

fax 020 7931 8453 email jfet@jfet.org.uk



Japan 2001 finishes in March this year, but there are still plenty of events to come. As usual, those listed here are but a selection of all that is happening. For full details of events in your area, visit www.japan2001.org or call the Japan 2001 office on 020 7499 9644.

Make the most of this feast of Japan-related events!

NORTH

Zen: Toshihiro Hamano - Beauty through Unity of the East and West

RED BOX DESIGN GROUP, ST NICOLAS CHARE, NEWCASTLE UPON TYNE
20 FEBRUARY - 31 MARCH 2002
Contemporary art exhibition by Hamano, leader of the Ryu Art Group. Paintings, folding screens and prints.
Further information: 0191 227 4761

Japan Influences

DEPARTMENT OF DESIGN, UNIVERSITY OF CENTRAL LANCASHIRE, PRESTON

CONFERENCE

7-9 MARCH 2002

Exploring the wider influences of Japanese design aesthetics and culture.

EXHIBITION

4 MARCH- 26 APRIL 2002

Glass, furniture and ceramics exhibition by keynote speakers from the university's Japan Design Week 2002. There will also be a textile installation by influential designer Junichi Arai at the Harris Museum and Art Gallery, Preston.

For further information call 01772 893372

SCOTLAND

A Season of Contemporary Japanese Films

GILMOREHILL G12, UNIVERSITY OF GLASGOW
2-30 MARCH 2002

Screening of five films on five Saturday evenings at 7.30pm. For details ring 0141 330 5522 or visit www.gilmorehillg12.co.uk

Glasgow Hina Matsuri

GLASGOW BOTANIC GARDENS

3 MARCH 2002, 12 NOON

By popular demand the Matsuri returns to Glasgow. Make origami hina dolls, wear kimono and enjoy taiko

drumming from Psycho Taiko and

Mugenkyo. For more information ring 0141

330 3701

WALES

Swansea Haiku Weekend

DYLAN THOMAS CENTRE, SWANSEA
MARCH 2002

A weekend of literary events including talks, readings, workshops, lectures, exhibitions, music, papermaking, calligraphy and food. For details ring 01792 462980 or visit www.dylanthomas.org

Taiko Band

ST ASAPH ARTS CENTRE, DENBIGHSHIRE
19 MARCH 2002

Two educational performances and an evening community performance by Mugenkyo, Europe's foremost taiko group. Ring 01745 582611 for more information.

LONDON & SOUTH EAST

Conference on Language Learning

UNIVERSITY OF READING
25-26 MARCH 2002

Practitioners, researchers, pupils and parents compare approaches on language learning in the UK and Japan. For further details call 0118 987 5123 xt 4426.

JAPAN: Gateway to the Future. Digital Technology Exhibition

NATIONAL MUSEUM OF SCIENCE & INDUSTRY, LONDON

1 FEBRUARY - 16 MARCH 2002

An inspiring exhibition of the latest digital technology from Japan. Under the concept "Networking", robots, Intelligent Transportation System (ITS), communication equipment and futuristic network apparatus will be exhibited.

Further information from JETRO (Japan External Trade Organisation) on 020 7470 4700 or visit www.nmsi.ac.uk

Suzuki training workshops

JERWOOD SPACE, LONDON SE1

11-15 FEB, 18-22 FEB 2002

18-22 MARCH, 25-29 MARCH 2002

Based on the Suzuki Method, these workshops are designed to offer performers opportunities to re-consider "acting" from a different perspective. Further details from workshop@capi.org.uk.

Japan at the V&A Contemporary Japanese Textiles

UNTIL DECEMBER 2002

This display is devoted to the V&A's growing collection of contemporary kimono and experimental textiles.

Acts of Renewal: Japanese Art Re-interpreted

20 FEBRUARY - 31 MARCH 2002

Exhibition focussing on the re-interpretation of Japanese art by contemporary artists and designers. Educational events will be held during the exhibition.

Woven Dramas: Costumes for the Noh theatre by Yasujiro Yamaguchi

20 FEBRUARY - 31 MARCH 2002

Exhibition featuring the sumptuous work off one of the most highly respected masters of Kyoto's Nishijin weaving tradition.

The Spirit of Transformation - the Noh Masks of Suzuki Nojin

20 FEBRUARY - 31 MARCH 2002

Exhibition of contemporary Noh Masks by one of Japan's foremost carvers.

For information on any of the above events at the V&A call 020 7942 2197 or visit www.vam.ac.uk

The Peach Child

LITTLE ANGEL THEATRE, ISLINGTON, LONDON

2 MARCH - 28 APRIL 2002

Return of this multi-media version of a famous Japanese folk tale about the

adventures of a miracle boy and his friends.

For everyone over 4.

For further details call 020 7226 1787 or visit www.littleangeltheatre.com

Hagoromo

QUEEN ELIZABETH HALL, LONDON

25 MARCH 2002

One-act opera by Jo Kondo based on a classical Japanese Noh play by Zeami. Paul Zukofsky conducts the London Sinfonietta. Further information from 020 7960 4242 or visit www.rfh.org.uk

Salome Performances and Izumi Kyogen

RADA, LONDON

28 - 29 MARCH 2002

Performances of Kyogen Salome, contemporary dance Salome, traditional and Shakespeare kyogen and workshops. Further details from 020 7908 4800 or visit www.rada.org

Cultural Workshops at the Embassy of Japan!

The Embassy of Japan in London continues to offer schools the opportunity to visit and get involved with cultural activities. The workshops are normally about 2 hours in length and include practical sessions as well as a slide show. The content of the workshops often changes but normally involves origami, calligraphy and kimono. Efforts are always made to meet special requests by schools. The workshops are given free of charge in the Embassy itself. So far there have been over 10 visits this year. So if your students haven't yet had the "Japan Experience" give Lee Glenister a call on 0207 465 6573.

The Embassy is very grateful to the hard working volunteers of JFET without whom there would be no workshops.

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 JFET on 020 7630 8696 or email jfet@jfet.org.uk Or book online at www.jfet.org.uk

WOTTON-UNDER-EDGE, GLOUCESTERSHIRE

24 MAY 2002

A cross-curricular day for primary and lower secondary teachers. The day will start with a dynamic session presenting ideas for introducing Japan in the classroom using, amongst other approaches, drama. Participants will then split into smaller groups to follow workshops including sessions on haiku poetry, Japanese language and making sushi.

ASHFIELD SCHOOL, KIRKBY -IN-ASHFIELD, NOTTINGHAMSHIRE

28 SEPTEMBER 2002

For secondary geography and food technology teachers, and primary teachers of any discipline. Geographers will look at the economy, approaches to Japan at Key stage 3 and resourcing Japan on the internet. Food technology teachers will be introduced to the Japanese diet, have a chance to make a typical Japanese meal and learn something about the importance of presentation. The primary course will focus on literacy, including a session on haiku poetry and one led by Gwynneth Ashby, author of "We Go to School in Japan" (see page 3).



JFET workshops are held in all parts of the UK and can be tailored to meet the specific needs of different subject teachers. If you feel that your part of the UK has been neglected and think there would be demand for a course in your area, then do let us know. We are always willing to consider suggestions for venues and content of workshops.

the way we are: UK competition results

At a ceremony at Le Meridien, Piccadilly on 28 February, prizes were awarded to winners of the KPMG sponsored photographic competition The Way We Are (UK).

This was part of a larger project developed by JFET for Japan 2001. In tandem with an exhibition of photographs of Japanese high school students, the competition challenged young people in the UK to find a way to present their everyday lives through photographs.

The task was to create a portfolio of five photographs of an individual aged 13-20, showing something of his or her lifestyle, personality, attitude or hopes. Some entrants set up poses and some shot their subject naturally. Some photographs were taken on one day and others over a period of time, some showed their subjects alone or with family and friends, and others told a clear story in documentary fashion or built up a series of impressions.



SECOND PRIZE:
Michael Douglas (16), Christ the
King 6th form College, London



SECOND PRIZE:
Naomi Mellor (18), Withington
Girls' School, Manchester

The judges were looking at three things: how well the photographer brought out the personality of their subject; how successfully they showed everyday life in the UK and, of course, how technically proficient the photographs were. The difficulty that they had in choosing winners is evident from the fact that they decided to award two extra Special Commendation Prizes.

The full list of prize winners is:

FIRST PRIZE:	Charlotte Liddle
SECOND PRIZE:	Michael Douglas Naomi Mellor
THIRD PRIZE:	Emma Burton Amy Stephenson Stephanie Weekes

SPECIAL COMMENDATIONS

Martin Bardell, Drew Bryant, Benjamin Carter, Kirath Ghundoo, Jamie Howlett, Antonia Lowe, Celine Pette, Lucy Porter, Matthew Robinson, Stacy Rowley, Oliver Shurmer, Angelique Ward.

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If undelivered, please return to:

JFET, Swire House 59 Buckingham Gate London SW1E 6AJ