



# The Japan Forum Newsletter

国際文化フォーラム通信

December  
2002

No. 27

## TJF News

### Meeting People



Meet Yoo Jin

### Japanese Culture Now



日本のファーストフード その1: ご飯編  
(Japanese Fast Food Part 1—Rice Dishes)

#### Note to Our Readers

Please note the following changes in the *TJF Newsletter*. From this issue onward, for the eight-page color editions published in June and December, we have decided to expand the "Japanese Culture Now" section to two pages. In order to make space for this change, the "Voices" section will now appear only in alternate issues (March and September).

Publisher  
Takasaki Takashi  
Editor in Chief  
Nakano Kayoko

Editing and Translation  
Center for Intercultural Communication

DTP  
Sekiguchi Hiroshi

Design Format  
Suzuki Hitoshi

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The *TJF Newsletter* follows the practice of placing the Japanese surname first.

## TJF News

### Information on the TJF Deai Website

(<http://www.tjf.or.jp/deai/>)

#### Newly Uploaded

##### ❖ Audio files

Supplementary audio files have been added to the "Club Activities at School (Senior Level)" lesson plan by Kitagawa Itsuko (Japan) and the activity "Kiite shitsumon ni kotaemasho" for the *Mirai* textbook. Students can listen to the audio files and try to answer the questions.

##### ❖ "Voices" section

A new section of the Deai Website scheduled to be up and running by the New Year, "Voices" will present the suggestions, simple ideas, concerns, impressions, etc., sent in by teachers who have used the Deai resources. Please do not hesitate to share your thoughts and impressions with us.

##### ❖ New sample lesson plans

◆ Arakawa Yohey (Japan): In the "Now I Am Here" activity, students create a personal history, describing themselves from the time they were born to the present, their family, town, and events in society.

◆ Hanzawa Chiemi/Kawano Yoko (U.S.): These activities on the theme of family were created for integration with commonly used textbooks. Family trees, crossword puzzles, and other worksheets are also provided.

◆ Gabriele Harris (U.K.): Students ex-

plore eating habits in Japan today through challenging reading tasks. They also describe their own eating habits in writing.

◆ Shimano Masatoshi (U.S.): A series of ambitious lesson plans designed for advanced students, on such themes as "acculturation of food culture" and "culture and the individual."

◆ Yabe Mayumi (Japan): This lesson plan examines daily life at Japanese high schools through things like class schedules, school calendars, uniforms, school rules, and school pamphlets.



Yabe's plan refers to the Deai students' school pamphlets.

## News from New Zealand

The Deai photo essay project in New Zealand is being launched, led by NZAJLT (New Zealand Association of Japanese Language Teachers) and ACENZ (Association of Colleges of Education in New Zealand). Students studying Japanese through Deai will submit photo essays based on their lives in New Zealand, accompanied by a simple explanatory text in Japanese. Photo essays will be displayed on the NZAJLT website

(<http://www.japanese.ac.nz/>), and the best seven will be sent to the TJF website for display. TJF would like to actively collect similar photo essay projects depicting the lives of students from other countries through photographs and text. It is our hope that a data bank can be created to store and distribute them, thereby uniting students, teachers, and others around the world in the use of Japanese for communication.

# Meeting People

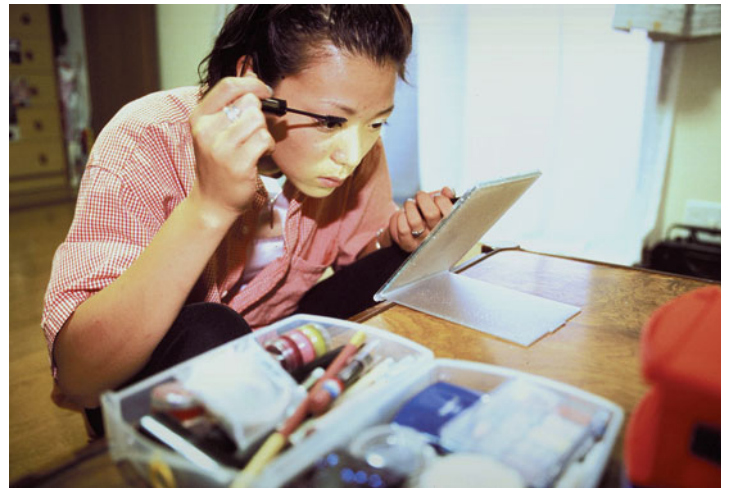


Over the past year, TJF produced the Deai resource, which is designed to introduce the personalities and daily lives of seven real Japanese high school students through photographs and text. "Meeting People" takes up one of the seven students each issue, turning the focus toward topics of concern to the individual student and introducing some of the photographs and text in Deai. In this way, we hope to provide information useful for a better understanding of the seven students and the Deai project. We will also offer, in conjunction with the Deai website (<http://www.tjf.or.jp/deai/>), necessary explanatory material, related resources and data, as well as ideas for class activities. In this issue we take up Yoo Yoo Jin, who attends a private high school in Osaka, and her dream of becoming a sports counselor.

## Meet Yoo Jin



ユウユウジン 柳有真です。18才、千里国際学園高等部の3年生です。大阪で生まれ育った在日韓国人3世です。わたしは、勉強しているよりも運動しているほうが好きです。わたしにとってスポーツは息をしていることと同じくらい自然なことです。将来は、スポーツ・カウンセラーになりたいと思っています。



### Profile

名前：ユウユウジン 柳有真

歳：18才

学校：千里国際学園3年生

家族：両親、姉2人

住んでいるところ：大阪

好きなこと：スポーツ

将来の夢：スポーツ・カウンセラー

### Notes:

高等部	high school division of a larger school
生まれ育った	born and raised
在日韓国人3世	third-generation Korean resident of Japan
Aより(も)、	to like B better than A
Bのほうが好き	
~と同じくらい	about the same as _____
スポーツ・	sports counselor
カウンセラー	

## Yoo Jin's Dream: Becoming a Sports Counselor

### *My Encounter with a Counselor*

Near the end of my third year of junior high, the differences between my family and the school seemed really pronounced. The school emphasized self-reliance and independence, while my parents were always trying to tell me what to do. Even when I asked them to leave me alone, my mother would interfere. Part of our family tradition, moreover, is deference to your elders. At school, however, we were taught that we should assert our own opinions, and in fact, we did express our opinions regardless of the age of the person we were talking to. I don't think you should speak roughly to someone older than yourself, but when you don't agree with something, I think it's okay to say what you think. So that's what I did, even at home. My parents, however, did not seem willing to listen to what I had to say and would just insist I do things as they told me. That made me rebellious. I began to feel under a lot of psychological pressure at home.

Probably as a result of this state of mind, I am not sure, from the end of my third year, I would suddenly find myself in tears, unable to stop crying. When your thoughts and emotions get all mixed up, you get so confused that you can't explain what's wrong. Emotions you cannot control just build up in your mind even more. At times like that, I couldn't go to class and I didn't want my friends worrying and asking me what was wrong. So I would go to see the school counselor. She never asked me what was wrong, but would hand me a box of tissues and a cup of tea and gently sit by me while I cried myself out.

I have continued to visit the school counselor from time to time. Now I can talk about anything with her and can even show her my vulnerable side. I often talk to her after I've had a fight with my parents. When I tell my friends about these things, they are quick to commiserate with me and sympathize with my point of view. The counselor, however, not only understands what I want to say but also understands my parents' way of thinking. And somehow I find I can accept what she says without resisting.



All the first-year junior high students at Senri International School are interviewed by the school counselor. It was the first time I learned there was such an occupation. The school counselor is the teacher I respect most. She's an attractive woman and always very kind. I admire her so much that I've begun to think I would like to be a counselor myself.

### *Sports and Me*

Senri International School club activities are based on a seasonal system and their content changes with each season. I have been involved in club activities since I entered high school, with badminton in the April to June season, volleyball in the September to November season, and soccer in the November to January season. Before I started high school, I had only tried badminton, swimming, and triathlon, but the more sports I tried, the more I liked them all. Sports teach me so many things—happiness and sadness, alertness, my own physical limits, the importance of teamwork and friendship, what it means to be thoughtful of others, and more.



Since her third-year of junior high school, Yoo Jin has been working during the summer holidays as an instructor at the swimming school run by the municipal pool.

I participated five times in the volleyball and soccer tournaments held by the Asia Pacific Activities Conference (APAC), a sports league formed among six international schools (from Korea, China, the Philippines, and Japan). We won the trophy and other prizes each time. When I was in my second year, I won the all-star member prize in both volleyball and soccer at the APAC games. Those prizes really made me happy.

### *My Dream: Combining Counseling and Sports*

In the fall of my third year, I learned that because I was preparing for my university entrance exams I could not join the APAC team. I was so disappointed I burst into tears. Around that time the school counselor told me about sports counselors, like the one who advises pro-golfer Tiger Woods. If I'm so upset and depressed over a little thing like not being able to participate in club sports for school, I thought, just imagine the stress and aggravation professional athletes must be under all the time! The sources of stress and worry must differ from



Yoo Jin on Sports Day

one sport to another. Since entering Senri, I have participated in quite a few different sports and experienced how it feels to hit a slump. It seems to me that I could make use of this experience. I love sports more than anything and consider them an inseparable part of my life. The more I thought about it, the more it seemed that "sports counselor" was the goal I wanted to aim for.

In order to become a sports counselor, I first need to study clinical psychology at a Japanese university. Then, it's my dream to go to the United States, where this field is quite advanced, for further study. If you were to ask me whether I like studying, I'd tell you no, but if it's for the sake of attaining my goal, I'll give it my best. Just like when you play a sport, if you put forth the effort you are sure to be rewarded with good results.



Yoo Jin takes volleyball for physical education class.

### Notes:

#### ◆ Senri International School (<http://www.senri.ed.jp/>)

Senri International School (SIS) is a private junior high and senior high school. Many of the students attended school overseas for a number of years. Its curriculum follows the Course of Study for Secondary Schools designated by the Ministry of Education, Culture, Sports, Science and Technology. Located on the same campus is the Osaka International School (OIS), where instruction is provided in English mainly for non-Japanese students. SIS and OIS hold some classes jointly, such as music, art, and student council activities. Unlike most schools in Japan, SIS curriculum is divided into three independent terms (spring, autumn, and winter), allowing for some flexibility in the completion of courses for each term, and in principle there are no school rules regarding dress or the kinds of items that may be brought to the school. (The Senri International School Student/Parent Handbook is available in the Reference section of the Deai website.)

#### ◆ Osaka

A city located in central Honshu. Taking advantage of its location as the portal on the Inland Sea from Nara and Kyoto, both capitals in ancient times, it has been a central area of Japan since antiquity. During the Edo period (1603-1867), it was the central marketplace of rice and local products from all over the country, making it known as the *tenka no daidokoro* (天下の台所 てんかのだいどころ pantry of the nation). After the Meiji Restoration (1868), this area remained a center of commerce and industry in the economy of western Japan, forming, along with Kyoto and Kobe, what is known as the Keihanshin (Kyoto-Osaka-Kobe) megalopolis. Population: approx. 8,822,000 (2002).

#### ◆ Third-generation Korean resident of Japan

Most of the permanent ethnic Korean residents of Japan, from both the South and the North, are those

who came between 1910, when Japan annexed Korea as a colony, and the end of World War II (1945), and their children and grandchildren. During World War II, many Koreans were forcibly brought to work in Japan. Accurate figures of the number of ethnic Koreans residing in Japan are not known. It is believed that about 650,000 Koreans, including those who remained in Japan at the war's end, and their children and grandchildren, currently hold North or South Korean citizenship. The majority of these are second- and third-generation Koreans born in Japan. Including those who have taken Japanese citizenship and those born between a Japanese and Korean parent, it is believed that there are about 2 million people of Korean heritage in Japan today.

#### ◆ School counselor

In 2001, 138,000 elementary and junior high school students were absent from school for 30 or more consecutive days, the highest number yet recorded. As a means for dealing with violent behavior, bullying, refusal to attend school, and similar issues at public elementary and secondary schools, a system has been created to provide counseling and other services through school infirmaries and facilities outside of school. Since 1995 the education ministry has dispatched school counselors mainly to junior high schools, and by 2001 had provided them for 25 percent of junior high schools and 6.6 percent of high schools. The majority of school counselors are clinical psychologists. They listen to the students' problems, advise the teachers, and also counsel parents. Some prefectural and private schools have taken independent measures to hire school counselors.

At schools without a counselor, the infirmary is often a refuge for students who are victims of bullying or hazing. The infirmary is staffed by a school nurse. Originally, the school nurse provided only first-aid treatment and care for students who were physically ill.



## Class Ideas

\* More information about Yoo Yoo Jin is available on the Deai website ([http://www.tjf.or.jp/deai/contents/search/photo\\_top.html](http://www.tjf.or.jp/deai/contents/search/photo_top.html)).

After reading Yoo Jin's story, discuss the questions below as a class and link them to an activity where stu-

dents talk about their own worries and dreams in comparison to those in Yoo Jin's story.

### \*Questions

1. 有真は何才ですか。  
How old is Yoo Jin?
2. どこで生まれ育ちましたか。  
Where was she born and brought up?
3. 好きなことは何ですか。  
What does she like to do?
4. 将来、何になりたいと思っていますか。  
What does she want to become in the future?

### \*Discussion points

1. 有真は、家と学校の考えかたが違っていると感じていました。あなたの家や、学校、そのほかのグループの間で、考えかたは、同じですか。違いますか。どんなことですか。考えかたが違うとき、あなたは、どうしますか。有真に、アドバイスがありますか。

Yoo Jin feels that her family's way of thinking is different from her school's. Is the way your family thinks about things the same as that of your school or the other groups you belong to? Is it different? In what ways? What do you do when you face such differences? Do you have any advice for Yoo Jin?

2. 有真は「スポーツは喜びや悲しみ、緊張感、自分の力不足、チームワークや友だちの大切さ、人のことを思いやる心など、多くのことを教えてくれます」と言っています。あなたはどう思いますか。

Yoo Jin says, "Sports teach me so many things—happiness and sadness, alertness, my own physical limits, the importance of teamwork and friendship, what it means to be thoughtful of others, and more." What do you think?

3. あなたが好きなことは何ですか。将来、何になりたいですか。好きなことと、将来の夢は関係がありますか。What things do you like? What do you want to be in the future? Are your future dreams related to the things you like?
4. これまで、影響を受けた人、ことばはありますか。それは、何ですか。  
Is there a particular person or phrase that has had a profound effect on you up to now? If so, who or what was it?

### \*Worksheet: Create Your Own Profile!

なまえ	
とし	
がっこう	
かぞく	
すんでいるところ	

すきなこと	
えいきょうをうけたひと、ことば	
しょうらいのゆめ	

Japanese Culture Now

日本のファーストフード その1:ご飯編 **Japanese Fast Food Pa**

Fast food in Japan is not limited to McDonald's hamburgers. A variety of Japanese fast foods fulfill the demand to be "fast, cheap, and good tasting." In this issue we introduce those centering around rice.

Among the leading Japanese fast foods are dishes with names including the character *don* (丼). They are made in a large bowl, called a *donburi* (丼). A helping of rice is placed in the bowl and topped with a flavored mixture of ingredients that complement the rice. *Donburi* bowl dishes are easy to make and simple to eat. Serving in a *donburi* presents a meal in an informal, popular style.

A *gyudon*, or beef bowl, consists of rice topped with sautéed sliced beef and onions boiled in a sweet and tangy mixture of soy sauce and sugar. Originating, it seems, from the practice of eating beef stewed with other ingredients,



which became popular in the early part of the Meiji era (1868-1912), the beef bowl today is a familiar dish served at *gyudon* shops, which can now be found in almost every town.

The *gyudon* chain Yoshinoya currently operates 884 stores throughout Japan. In addition to 82 shops in the U.S., it has also opened outlets in such overseas locations as Taiwan, China, Singapore, and the Philippines. A medium-size beef bowl at Yoshinoya costs 280 yen. Many people eat it with miso soup (50 yen) and/or salad (90 yen/120 yen), and may order a raw egg (50 yen) to beat and pour over their *gyudon*, or pickled vegetables (90 yen) as condiments.

Yoshinoya website (English): [http://www.yoshinoya-dc.com/eng/n\\_top.html](http://www.yoshinoya-dc.com/eng/n_top.html)

Photo: Yoshinoya D&C



ぎゅうどん  
**牛丼 gyudon (beef bowl)**

Tempura is seafood or vegetables deep-fried after being coated in a batter of flour, egg, and water. When doused with a sweet and tangy sauce and served in a *donburi* over a helping of rice, tempura is called *tendon*. Although a common meal served at suppertime in homes all over Japan, tempura is also a delicacy of specialty restaurants, at 5,000 to 10,000 yen per serving. Recently, however, shops offer-



ing inexpensive and high-quality *tendon* and tempura have been doing well; it seems even tempura is joining the ranks of fast food.



てん 天ぷら・天丼 **tempura and tendon**

At Tenya, a *tendon* chain with about 110 shops in the Kanto region centering on Tokyo, a bowl of *tendon* with a side serving of miso soup costs 490 yen. Freshly deep-fried shrimp, squid, *kisu* fish, pumpkin, and green chili peppers are deliciously succulent.

From September through November, Tenya's autumn *tendon*, one of the limited-time specials on the menu throughout the year, made with seasonal ingredients like salmon and scallops, is available for 690 yen.

Tenya's website (Japanese): <http://www.tenya.co.jp/>

Photo: Ten Corporation



# Part 1—Rice Dishes

Today's *onigiri* (also called *omusubi*)—a ball of packed white rice either mixed with or stuffed with savory condiments and wrapped in a sheet of *nori* (laver seaweed)—did not become common until after World War II. The name *onigiri* (おにぎり) comes from the Japanese verb *nigiru* (握る), which means “to pack something together with the hands,” in this case, white rice.

*Onigiri* can be made quickly and easily at home to take on outings, picnics, or in a daily lunch box, or even as emergency rations. These days, however, with the spread of convenience stores, the image of *onigiri* has begun to change from a food prepared by hand at home to a type of fast food purchased in a store. One *onigiri*, featuring a variety of ingredients, such as *umeboshi* (pickled plum), salmon



flakes, dried bonito flakes, sweet-sour boiled *kombu* (kelp), and salted cod roe, among others, sells for 100 to 130 yen at a convenience store. Many ingredients, like tuna with mayonnaise or barbecued meat, only became common as *onigiri* stuffings after being offered at convenience stores.



With foods becoming more health-oriented and *onigiri* shops opening in train stations and on street corners, the value of *onigiri* as a healthy, nutritious food has made them even more popular. Oda Musubi, an *onigiri* shop located at the entrance to Shinjuku station, sells about 4,500 *onigiri* a day at 160 to 180 yen apiece. The price is higher than at a convenience store, but they are very popular for their homemade taste and use of top-quality ingredients with no artificial additives.

## おにぎり・おむすび onigiri and omusubi (rice balls)

Three F's "The Secret to Onigiri" website (Japanese): <http://www.three-f.co.jp/special/onigiri/index.html>

Photo: Hongo Jin

## カレーライス kare raisu (curry and rice)



Children and adults alike in Japan love *kare raisu*. Introduced to Japan in the Meiji era (1868-1912) after passing through Great Britain from India, today's *kare raisu* has since undergone a variety of innovations. The curry, made by sautéing vegetables and meat, boiling them until soft, and adding a curry roux (a paste made of curry powder and flour, used to thicken the soup), is poured over a plate of white rice. Easy to prepare, it is a frequent item on the household dinner table.

According to a survey conducted by House Foods Corp. in 2000, Japanese eat an average of four servings of curry per month. The usual ingredients of curry and rice are meat, onions, potatoes, and carrots. Each region of Japan, however, has its own idiosyncratic flavors. Osaka curry, for ex-

ample, tends to use beef rather than pork. Recipes for curry are many and diverse, with each family and individual having their own favorite ingredients.

The curry house chain CoCo Ichibanya, which operates about 800 stores throughout Japan, sells 170,000 servings of curry and rice daily. A plate of pork curry costs 400 yen and beef curry 580 yen. Over thirty ingredients can be added for an additional charge, including croquettes, hamburger patties, breaded pork cutlet, cheese, and raw egg.

CoCo Ichibanya website (Japanese): <http://www.ichibanya.co.jp/>

Photo: Ichibanya Hongo Jin



**New Photos in the TJF Photo Data Bank!**  
([http://databank.tjf.or.jp/intro\\_e.html](http://databank.tjf.or.jp/intro_e.html))

More photos of annual events have been added to the TJF Photo Data Bank. Detailed enough to allow users to read background signs and billboards, the data bank is filled with attractive photos for use in the classroom. There are also plans to upload in the near future photos of *hinamatsuri* (Doll's Day), *hanami* (cherry-blossom viewing), *nyugakushiki* (school entrance ceremonies), *Kodomo no Hi* (Children's Day), *Haha no Hi* (Mother's Day), *Chichi no Hi* (Father's Day), *Shichi Go San* (a celebration for three, five, and seven-year-olds), as well as a summer series consisting

of the rush home for the summer holidays, the Bon festival dance, other summer festivals, and sea bathing. Please feel free to make use of them!

Main content to be added by the end of December: New Year's Day, *gokaku happyo* (posting of entrance examination results), Valentine's Day, White Day (March 14), and Christmas.

Please send us any requests or suggestions you have about the type of photographs you would like to see added.

**Photos: Hongo Jin** .....



**Omikujiji (おみくじ)**  
Fortune-telling lots you draw at shrines and temples.



**Joya no kane (除夜の鐘)**  
Temple bell rung from New Year's Eve into the New Year.



**Ameyoko (アメ横)**  
Ueno's wholesale market area is thronged at year's end.



**Christmas (クリスマス)**  
Pastry shop showcase filled with Christmas cakes.