



The Japan Forum Newsletter

国際文化フォーラム通信

June
2003

No. 29

TJF News

Meeting People



Meet Yu

Japanese Culture Now



日本のファーストフード その2: 麺編
(Japanese Fast Food Part 2—Noodle Dishes)

TJF News

Information on the TJF Deai Website

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

New Pages to help teachers share information

Using the form on the post page, please send us whatever comments, questions, and impressions you have! We are also eager to hear about practical examples from teachers who have used Deai in class. Even the simplest idea can prove useful to a large number of teachers, so please don't hesitate. Your participation and reactions are urgently needed. The information you share will be published on the following new pages:

❖ Voices

On this page we will introduce the practical uses for Deai that teachers have submitted to TJF along with their impressions and questions, as well as comments concerning Deai by the TJF staff.

❖ Idea Corner

This page offers generic and other ideas that have emerged from teachers' use of the Deai resources—simple innovations and creative techniques, activities that may not constitute a full unit but can be used on a one-time basis, task ideas, and so forth.

❖ Alternate Versions of My Story and Captions for Japanese-language Learners

This page presents the My Story and photo captions texts rewritten for Japanese-language learners. If any of our readers have done revisions of the Japanese texts in the Deai booklet for their students, we would appreciate it if they would share them with us, thereby helping us to make texts adapted to the needs of language learners available on the Deai Website for the benefit of other teachers.

Newly Uploaded

- ❖ New sample lesson plans
- ◆ NAKAMA textbook
- ◆ Yazawa Michiko (Canada)
- ◆ Sachiko Omoto Renovich (Canada)
- ◆ Mieke Fedrau (Canada)
- ◆ Ryumon Akiko (Australia)
- ◆ Pamela Carpenter (Australia)
- ◆ Ayumi Dalpadado (Australia)

Teacher Support Information

Voices

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

Register today for the DEAI-mail newsletter!

TJF now offers an e-mail newsletter to send Deai users a variety of information about Deai. As Deai order forms arrive at TJF, new Deai users will automatically be added to the e-mail list. Those who have not ordered a Deai Kit but would like to receive DEAI-mail should contact TJF at: deai@tjf.or.jp

Meeting People



In 2001, 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 Mizushima Yu, examine her different facets, and help students discover new sides of themselves and their classmates.



Meet Yu

ゆう あか あお むらさき ひと
 優は、赤でも青でもない、紫みたいな人。
 いろいろな面をもっているから。

You're sort of neither red nor blue, but more like purple—like you have different sides to you.

(A comment from one of Yu's friends)



Profile

名前:	みずしま ゆう 水島優
とし 歳:	16才
がっこう 学校:	かながわけんりつつるみこうこう 神奈川県立鶴見高校
す 住んでいるところ:	かながわけんよこはまし 神奈川県横浜市
す 好きなこと:	しゃしん 写真を撮ること
しょうらい 将来の夢:	ゆめ ジャーナリスト

For Teachers

□ Class objective/aim

To understand firsthand that every human being has many different sides.

Yu says that in the process of photographing her friends she discovered a new side to them. Perhaps that is why Yu finds photographing people so interesting—people have such a variety of different faces. In this issue, we will see how students' work in Japanese-language class examining Yu's words and photos from

a variety of perspectives reveals her different facets. At the same time, we will propose viewpoints and ideas for activities to help students discover new sides of themselves and their classmates.

* Please refer to the My Story passage, photos, and captions in the text booklet or on the Deai Website (<http://www.tjf.or.jp/deai/>) for background material.

Discussion Points



優のルーズソックス

Yu's Loose socks



MY-D04

おしゃれをするためにルーズソックスをはいている人も多いと思いますが、わたしにとっては学校に行くためにつける仮面のようなものです。ルーズソックスをはいて、「さあ学校に行くぞ」と気持ちを切りかえます。逆に、家に帰ってきてルーズソックスを脱ぐと、ほっとしてリラックスした気分になります。

I wear the same kind of baggy socks (called loose socks) that almost all of the other girls do. Many wear them for fashion, but for me it's a disguise I wear just for school. I put them on to get my mind ready to go to school and I feel relieved when I can take them off at home.

Questions for students

優は同じ高校のほかのほとんどの女の子と同じようにルーズソックス(4ページ Reference 参照)をはいています。でも、それはおしゃれのためではないそうです。では、どうしてでしょうか。優はそのことについてなんと言っていますか。

Like most of the other girls at her high school, Yu wears loose socks (see Reference on page 4). But according to her, she does not just wear them to look fashionable. So then, why do you think she wears them? What are the reasons Yu gives?

Viewpoints for discussion

☞ 「学校に行くためにつける仮面のようなもの」とはなんででしょう。学校にいるときの優と、家での優と、どう違うのでしょうか。優は、ほかにどんな「顔」を持っているのでしょうか。

What does Yu mean by “a disguise I wear just for school”? How do you suppose Yu behaves differently when she is at school from when she is at home? What other kinds of “faces” do you think Yu has?

☞ あなたには、優のルーズソックスのようなもの(「どこかに行くためにつける仮面」)がありますか。

Do you have something like Yu's loose socks that serve as a disguise you put on just to go somewhere?

Other sides of yourself: Sentence completion exercises

わたしは学校に行くとき、 _____。

でも家に帰ったら _____。

わたしはデートするとき、 _____。

でも一人のときは _____。

わたしはクラブ活動のとき、 _____。

でも授業中は _____。

わたしは〇〇さんの前では、 _____。

でも△△さんの前では _____。

Class Ideas

- Understanding Yu's actions and feelings
 - Try writing up a list of the ways Yu acts (what she does) and a list of her moods (her feelings). Hand out a handful of photo panels to each student or group of students and instruct them to express in one sentence their impressions of each of Yu's actions and feelings, cooperating with them to produce a class list of statements.
 - Once students have lists like the one on page 3, have them share their lists with the class. Then instruct each of the students to go through on their own and put a check mark next to the items to which they can relate personally—the items that express sentiments they can readily understand, or resemble something in themselves—and a question mark next to the items they cannot relate to or do not understand.

When this task is finished, have the students share and present the checklist results in groups or as a whole class. For any item that someone in class marks with a question mark, have that class member interview another class member who felt they did understand Yu's feelings. Let the students freely exchange their discoveries, doubts, and perceptions of sympathy or opposition.

Examples

人の写真をとるのが好きです。

朝ご飯はちゃんと食べます。

朝早く学校に行きます。

いい美容院をさがしています。



MY-D03

学校にルーズソックスをはいて行きます。

小さいころから大人と話すのが好きです。



MY-D07

世界史はおもしろいと思います。

柔道は役にたつと思います。



MY-D10

昼休みは友だち7人くらいのグループでご飯を食べます。



MY-D11

ファッション雑誌を立ち読みして、洋服やヘアスタイルなどの記事をチェックします。



MY-D15

ピアノの先生と話をするのが楽しいのでレッスンに行きますが、練習はあまりしません。



MY-D16

夕食後は家族とゆっくりします。



MY-D17

家族のためにお風呂のそうじをします。



MY-D18

夜、テレビを見てから勉強します。

寝る前に音楽を聞いたり本を読んだりします。

とくに好きなアーティストや作家はいません。

寝るときは幸せな気分になるようなことを考えます。

寝るときはすぐ寝られるし、起きるときもすぐ起きられます。

2. Have students guess and contemplate what Yu likes and does on a daily basis, as well as her responses to and reasons for doing or enjoying those things. Have them confirm the information contained in the photo captions, use their imagination to fill in things that are not clearly stated, and listen to other students' views, both sympathetic and critical. During this activity students will get on closer terms with their own classmates at the same time they are getting to know Yu better.

Examples

ゆうさんは人の写真を撮ることが好きです。

(どうして? ゆうが言っている理由は?)

_____からです。

(わたしの場合は...)

わたしは人の写真を撮るのは苦手です。

理由は、たぶん _____からです。

3. Students actually try firsthand some of the things Yu likes to do and report their experiences to the class.
- The class should divide up and read the photo panel captions and My Story text, and then draw up a list of the things Yu likes to do.
 - Students look for items from this list that interest them or that they want to try themselves.
 - Students actually try doing the same kind of activity they chose from the list, and in the process think

- about and appreciate the interest and enjoyment Yu gets from that activity.
- Students report their experiences to the class.

Examples

ひと しゃしん
人の写真を撮る
Photograph someone

▶ やってみよう ▶ Try depicting the daily life of someone close to you through photographs and captions.

あさはや がっこう い
朝早く学校に行く
Go to school early in the morning

▶ やってみよう ▶ Try walking through the hallways of your school in the early morning, before anyone has arrived.

す おとな ひと
好きな大人のとおしゃべりをする
Have a chat with an adult you respect

▶ やってみよう ▶ Take some time to discuss your future with an adult you like and respect.

げんだい たん か はいく し よ
現代の短歌、俳句、詩を読む
Read contemporary *tanka*, *haiku*, or other poetry

▶ やってみよう ▶ Find out about Japan's modern *tanka* or *haiku*. Look for a piece that appeals to you.

ね しあわ き ふん かんが
寝るときに幸せな気分になることを考える
Think about things that make you feel happy before going to sleep

▶ やってみよう ▶ Discuss with the class the kinds of things you think about to lift your spirits or make yourself feel good.

Reference

Loose socks

High socks worn up to the knees with deliberately baggy folds at the shins, fashionable since the late 1990s among high school girls.

▶ http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/loosesocks_j.html (Japanese)

▶ http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/loosesocks.html (English)

▶ <http://jin.jcic.or.jp/kidsweb/cool/97-4-6/fashion.html> (English)

Tanka and Haiku

The "Je Pense" High School Student Senryu and Tanka Competition

▶ <http://www.koubunken.co.jp/jepense/2003/04/senryu.html> (Japanese)

Haiku Planet by JAL Foundation

▶ http://www.jal-foundation.or.jp/html/Haiku/index_e.htm (English)

Mayuzumi Madoka

▶ http://www.nikkansports.com/madoka/haiku/02/haiku_oct.html (Japanese)

▶ http://www.nikkansports.com/madoka/haiku/02/haiku_oct_e.html (English)

Tawara Machi

▶ <http://www.gtpweb.net/twr/sakuhin.htm> (Japanese)

Japanese Culture Now

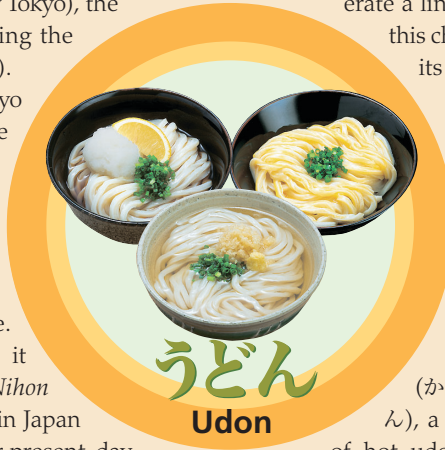
日本のファーストフード その2: 麺編 Japan

In this issue we introduce some of the most popular noodle dishes. Which one would you like to try?

Udon noodles are made from a mixture of water, salt, and wheat flour that has been kneaded, ripened, rolled flat, and cut into strips. The noodles are then boiled and served in hot broth or with a dipping sauce. Udon as it is eaten today is thought to have originated around 1450, and restaurants specializing in udon began appearing in Edo (present-day Tokyo), the imperial capital of Kyoto, and Osaka during the Genroku era of the Edo period (1688-1704).

People in the Kanto region around Tokyo have traditionally preferred soba, while those in the Kansai region of Osaka and Kobe favor udon. Because of this, fewer restaurants in the Kanto region specialize in udon. Recently, however, Tokyo has experienced a craze for *sanuki udon* (讃岐うどん) that has completely transformed this image.

Sanuki udon has become so popular it ranked in the major daily newspaper *Nihon Keizai Shimbun's* list of top "hit" products in Japan for 2002. Sanuki is the old-world name for present-day Kagawa prefecture (on Shikoku island), which is said to have nearly 800 udon shops. The number of pilgrims to the udon mecca of Kagawa has reportedly been on the rise, many of them prompted by Tao Kazutoshi's best-selling book series *Osorubeki Sanuki udon* [The Awesome Saunuki Udon] (Hot Capsule, 1993),



うどん
Udon

which explores the secrets of these thick white noodles and carries detailed information on shops for udon connoisseurs.

In September 2002, Hanamaru Udon, a Kagawa-based udon franchise, branched out into the Kanto region, opening its first store in Tokyo's Shibuya district. Popular enough to generate a line of customers even in its home prefecture, this chain's udon received rave reviews in Tokyo for its low price and convenience.

No one seats you or brings food to your table at a Hanamaru Udon shop. Instead, customers take a tray, order and pick up their own udon, put their favorite toppings on it, and pay their bill at a cashier in cafeteria style. With a menu of over 15 kinds of udon and an array of tasty toppings, it is fun to mix and match to suit your taste.

The standard options include *kake udon* (かけうどん), a bowl of hot udon in clear soup stock made from small dried sardines (small, 100 yen; medium, 200 yen; large, 300 yen).

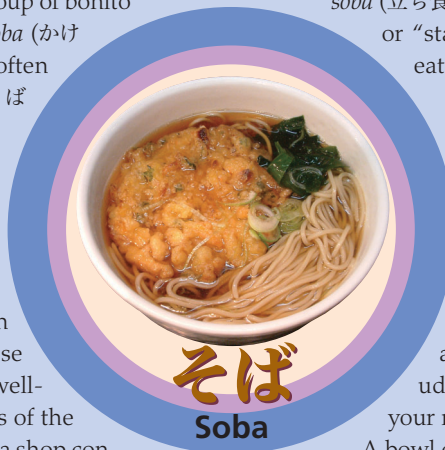


Hanamaru Udon website (Japanese): <http://www.hanamaruudon.com/>

Photos: Hanamaru

Along with udon, soba is one of the most common types of noodles in Japan. Made using a base of buckwheat flour, soba enjoys great popularity as a health food because it is high in protein, low in calories, and filled with vitamin B, dietary fiber, and other important nutrients. It is commonly eaten as cold *zaru soba* (ざるそば)—noodles dipped in a soup of bonito broth flavored with soy sauce; or as *kake soba* (かけそば)—noodles in a bowl of hot broth—often with such toppings as tempura (天ぷらそば *tempura soba*).

There are many soba restaurants in the Kanto region. So many, in fact, that there is certain to be at least one in any shopping arcade or train station plaza. In the quality of the cuisine they serve, some well-established soba restaurants can match even the highest class Japanese restaurants. On the other hand, soba is a well-loved fixture in the daily lives and customs of the Japanese, with the local neighborhood soba shop conveniently offering delivery service (出前 *demae*) to one's home or office. People also partake of *hikkoshi soba* (引越しそば "moving soba" given to one's new neighbors after moving to a new residence) and *toshikoshi soba* (年越しそば "year-crossing soba" eaten on New Year's Eve as a prayer for a life



そば
Soba

that is long and unbroken like a soba noodle).

As a fast food, the most popular kind of soba would have to be *tachigui soba* (立ち食いそば), or "stand and eat soba."



As the name indicates, there are no chairs at this type of soba restaurant, but simply waist-high counters where customers stand and eat. Often found inside train stations, they are convenient for people who have to eat in a hurry. Upon entering, you purchase a meal ticket from a vending machine, take it up to the kitchen counter, and tell the cook whether you want soba or udon. It then takes only about a minute for your noodles to be served.

A bowl of soba costs about 400 yen at a *tachigui soba* shop. At about one-third to one-fourth the price at a restaurant specializing in soba, this is cheap. The difference, however, is accounted for in the flavor and texture of the noodles and the flavor of the broth, which a patron of *tachigui soba* shops cannot expect to be as refined.

Photos: Hongo Jin

ese Fast Food Part 2—Noodle Dishes

Photo: Kondo Yumiko



As with *kare raisu* (カレーライス), ramen is loved with an extraordinary passion by the Japanese people. Ramen shops are frequently taken up in magazines and on television programs, and there are countless self-styled “ramen lovers,” who will try every shop

they can find seeking subtle new flavors they have never tasted before.

Ramen is a noodle dish of Chinese-style noodles that are made from a dough of soda water (かんすい *kansui*) kneaded into wheat flour. These stretchy yellow noodles are said to have been brought to Japan from China when Yokohama port was opened to foreign ships in 1859. It appears ramen caught on while being adapted to suit the tastes of the Japanese. The word “ramen” supposedly comes from the Chinese characters 拉 (*la*), meaning “to stretch out,” and 麵 (*mian*), meaning “noodle.”

There are as many varieties of ramen as there are ramen shops, the flavor largely determined by the individual cook. In general, though, ramen can be categorized according to three

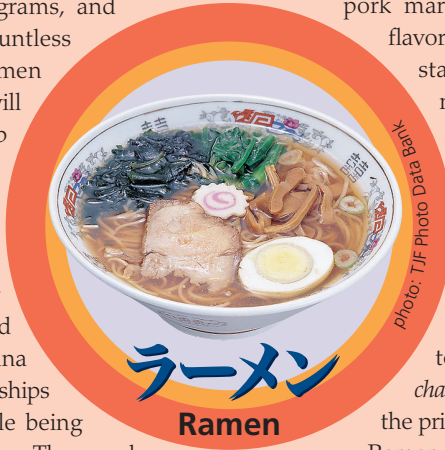


photo: T.J.F. Photo Beta Bank

features: thickness of the noodles, type of soup stock, and richness of the soup’s flavor. Noodles come in thick, average, and thin sizes. Some common soup stocks include soy sauce, miso, pork marrow, and salt, and flavors range from rich to standard to light. You might say, for example, “You know the

ramen at Rairaiken that everyone is talking about? It’s the one that has thin noodles in a light pork marrow broth.”

Costs vary from store to store, as well, but a bowl of ramen with simple toppings will run about 500 to 600 yen. When special toppings like vegetables, smoked eggs, and *chashu* (チャーシュー slices of roast pork) are added, the price increases to about 800 to 1000 yen.

Ramen is also eaten on a daily basis at home in the form of instant ramen, invented in Japan in 1958, and “cup ramen,” to which one need only add hot water. Convenience stores often provide hot water free of charge, and hungry high school students and other customers are known to stop for a cup of ramen to tide themselves over before heading home.

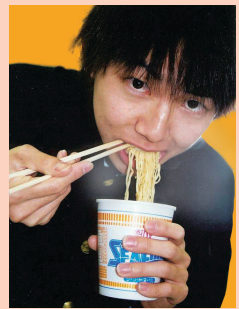


Photo: Kobayashi Nagisa

Yakisoba is often sold in the snack section at large-scale supermarkets and department stores. Unlike udon, soba, and ramen, there are not many restaurants specializing in yakisoba. Since most Japanese yakisoba is flavored with thick Worcestershire sauce (known simply as “sauce”), it is also known as “sauce yakisoba” to distinguish it from the Chinese fried noodle dish of the same name.

The noodles used for yakisoba are similar to the Chinese style noodles used in ramen, but they have been pre-steamed and lightly coated in oil. Every local supermarket carries packages of fresh yakisoba noodles for about 250 yen for three-servings. To make yakisoba, you need only sauté the noodles in a frying pan along with a bit of sliced pork, diced cabbage and onions or other vegetables, and then sprinkle them with the powdered sauce enclosed in the package. Yakisoba is an easy meal that anyone can make because it doesn’t require the trouble of preparing a soup. It is easy to fry up for lunch on a day off from school or work, adding nutrients with whatever leftover vegetables and meat can be found in the household refrigerator.

Among the foods served at local festivals, moreover, yakisoba is a standard item, and when your nose catches the tangy

sauce’s sweet fragrance, it’s difficult to resist buying a serving. One tray costs about 400 yen. Since the stands selling yakisoba at festivals try to economize



on the cost of ingredients, their noodles rarely contain much in the way of vegetables or meat. They do, however, thickly season their yakisoba with sauce, and as a result, unlike other noodle dishes, the difference between high quality and low quality ingredients and between a skilled and unskilled cook is less noticeable. For the cook, yakisoba is a cheap and easy dish to make, and the flavor is so simple and standard that it rarely turns out to be unpalatable.

Cup yakisoba, like cup ramen, is also a popular food item at convenience stores. Cup yakisoba is ready to eat three to five minutes after hot water is poured on the noodles. For cup yakisoba you pour hot water on the noodles, and then get to enjoy draining it out and mixing in the flavorings and sauce before eating.

Photos: Hongo Jin

Five Memorable Years

As of March 31, I retired from the post of Secretary General, where I served at the Japan Forum for five years. For me these have been five very special and memorable years.

When I first arrived at TJF I found the staff engaged in a wide variety of projects both visionary in scope and detailed in planning and execution. To my great good fortune, the foundation was already at a stage at which it had a clear objective and a group of specific projects. I was fortunate to be present as it steadily pursued those goals, assisting in their work in any way I could. The Teacher Training Program for Junior and Senior High School Teachers of Japanese in China had been launched the previous year and promised to continue developing with additional improvements. Support had readily been obtained from the United States-Japan Foundation for the production of Deai, the photograph-centered Japanese-language teaching resource for distribution in English-speaking countries. We were also able, with the assistance of the South Korean government and other supporting organizations, to seize a timely opportunity to launch projects relating to Korean-language education in Japan. Each project, many over new and uncharted terrain, faced its special challenges and difficulties. The TJF staff devoted themselves completely all these endeavors. Now, projects such as these have become lasting achievements of which the Japan Forum can be justly proud.

As a new century and a new millennium begin, the Japan Forum is not alone in harboring high hopes and great ambitions in the face of extremely difficult times. Over these five years, I have seen the committed and hardworking staff of TJF overcome one hurdle after another, pressing on cheerfully toward their goals. No matter how difficult the situation may grow, I believe that the Japan Forum will ride out the storm and continue to pursue the ideals that have carried it this far.

Takasaki Takashi

Renewed Commitment to Our Vision

Living in different environments and speaking different languages has been part of my life since the time I was a young girl. After living for a number of years with my family overseas where my father had been posted by his employer, I was among the first postwar generation of children returning to Japan after stints abroad. I knew the wonders and also the harsh realities of the new worlds one experienced just by moving from one cultural milieu to another. Influenced by a sojourn studying abroad that happened to coincide with the worldwide student movement of the 1960s, when I returned to Japan I decided to pursue the then-growing field of peace studies in the context of international relations focusing on culture. I wanted to know how an individual like myself could contribute to peace, in whatever small way there might be. That aspiration continues to shape my work in the field of cultural exchange even today.

After working first at a governmental and then a private organization, I joined the staff of the Japan Forum in 1990. I have been profoundly grateful to be given this opportunity to pursue my convictions and commitment in the field of education and cultural exchange to work with a staff dedicated to goals we all share, and for supporters who have assisted in these endeavors in many ways. As secretary-general, I will renew my efforts to carry on the work that has become the trademark of the Japan Forum.

Despite the difficulties of these times, I am resolved to do everything I can, steadily and boldly, to promote programs for the benefit of young people. Helping young people to enrich their minds and hearts and assisting them in establishing links across boundaries is crucial to building a global community. It is my hope that, from now on as until now, you will continue to offer the rebuke, counsel, caution, and encouragement that will keep us steady on our course. Thank you.

Nakano Kayoko



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