

The Japan Forum Newsletter

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Feature:

The Way We Are 2002 Completed

We are pleased to announce the publication of *The Way We Are 2002*, a photo collection compiled mainly from the prizewinning works of the sixth annual "Daily Lives of High School Students: Photo and Message Contest." Held every year since 1997, this contest seeks to convey what today's Japanese high school students are thinking and what kind of lives they lead to their peers overseas, through entries that consist of five photographs taken by the students themselves along with short captions and messages.

The Way We Are 2002 portrays high school students as they live in Japan today through photographs and messages, including the 26 prizewinning works selected from among the 318 entries submitted to this year's contest from students throughout the country. In order to transmit to the reader, just as they are, the events and activities of the students' daily lives, the dreams they dream and the hopes they cherish for the future, the anxieties and struggles they face, and so on, we have improved the content, with more pages and text than previous collections. In this issue of the *TJF newsletter*, we introduce excerpts from the redesigned *The Way We Are 2002* photo collection.



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モーニング娘。Morning Musume:

With a little effort, anyone can shine

TJF News —p. 14



Currently Taking a Wild Ride on the

Photo & Text by **Sato Satomi, Akita Prefectural Yokote Senior High School**

"Ha, ha! I can't take it! It's too much like him!! I'm laughing so hard my stomach hurts!!" Often eliciting a reaction like this, Yonetchi's impressions of people are skillful enough to give anyone a cramp from laughing too hard. His repertoire is endless—schoolteachers, famous personalities, and more. He looks like a frivolous kind of guy—spending every free moment polishing his banter and mimicry—but in reality, he's the pride of our school and president of our student council!! "What?!" you say, "He doesn't look like the type"? Don't be rude, now. He's so popular that nearly everyone he passes in the hallways says hello, and he's got information stored away about nearly every student in the school.

As for me, passionate booster of Yonetchi, I actually got to know him only a few months back playing a badminton game. It was a really intense and exciting match and we got to cat-calling each other at such a great rate that I never would have dreamed we would grow as close as we are now. In Japan, the male-female thing still affects our consciousness, and in reality not many people have friends of the opposite sex. Thanks to our encounter, however, we've each found a new friend in the other, and brought about a change in each other's values! When you imagine that the person sitting next to you, or the person you're talking to right now might be someone who ends up playing a vital role in your life, doesn't life seem more enjoyable? I have no idea what will happen in the future, but I'm positive it will have some connection with right now. That's what my encounter with Yonetchi has taught me.



Accepting Applications for *The Way We Are 2002*

Those interested in acquiring *The Way We Are 2002* (A4-size, 64 pages) should write to TJF by e-mail or fax giving the following information: name, e-mail address, name of your school or institution, and delivery address. The first 100 people to apply by October 31st will receive the collection free of charge. Contact information:

E-mail: forum@tjf.or.jp

Fax: 81-3-5322-5215

The TJF objective of conveying the true faces and real lives of Japanese high school students to their peers overseas via the works in this collection has not changed, but for the high school students who participate in the photo contest, creating an entry offers an opportunity to seek a better understanding of themselves and others. Reflecting this aspect of the contest, we have modified our editorial policy: beginning with *The Way We Are*

2002, the collection will be designed and published mainly for a readership of Japanese high school students. For this reason *furigana* above Chinese characters (*rubi*) are not included and a printed English translation of the text is not appended.

An English version of the text of *The Way We Are*, however, is planned for inclusion on the photo contest's English website. Scheduled for launch during the current fiscal year, the new English website will feature translated excerpts from *The Way We Are* and a revised Japanese version for students of the Japanese language.

From this year forward, *The Way We Are* will be sent only to those who request a copy. Although we regret the inconvenience, we ask that even those who have received the photo collection unsolicited in the past submit an application if they wish to receive this year's publication.

Yonetchi Highway



Photo Captions:

1 An enthusiastic crowd around Yonetchi congratulating him when it was announced he had been elected head of student council. A new student council president is born.

2 The moment he steps into the student council office he assumes the demeanor of a student council president. "Sometimes I feel a bit bewildered, but I have a duty to meet my responsibilities as president," he said with such seriousness that I almost wondered—is this somebody else?!

3 "Oideyasu" ("Welcome" in Kyoto dialect) they all croon, swept up in their impression of *maiko-san* (apprentice geisha). And there's the usually fearsome teacher, not completely immune to their wiles!

4 Watching a Hanshin Tigers baseball game on TV with his grandfather, of whom he is very fond. Even grandfather looks a bit overwhelmed by Yonetchi's impression of the voice of commentator Kakefu, good enough to fool the famous former ball player himself.

5 Although he is almost in his third year of high school, even now he loves to play in the snow!! Singled out for a barrage by everyone else at the call to start a snowball fight, Yonetchi cries, "Why me?! Cut that out!!" as he weaves and dodges.



Subject Information



よねざわ まさふみ さい
米澤将文 (17才)

Yonezawa Masafumi, age 17

Even though I'll be studying for entrance exams this year and won't likely have time to watch baseball, the Hanshin Tigers seem invincible this season under manager Hoshino! Right up until just before the exams, it looks like I'll be riveted to the TV with my grandfather, who's a Hanshin fan too. Go, Hanshin! Go, manager Hoshino! Don't fail the exams! Now, I've gotta hit the books!

I think another thing I have to work on is romance! At Yokote High there are a whole bunch of cute girls with great personalities who manage to do sports and study hard, too! All my friends have someone they're dating . . . I'm the only one who doesn't . . . (sniff, sniff). In many senses, I've just gotta keep working on myself!!

1 Student council (president) **2** Anything!! **3** One-liner comedy, computers **4** Misora Hibari, Yoshi Ikuzo, the Beatles **5** My junior high school teacher and Tanaka Kakuei (former Prime Minister) **6** Detached in prosperity; calm in adversity **7** All the people I've met up to now!! **8** Reading the "Quote of the Day" section in the newspaper. **9** I love seeing everyone smile!! Actually, that's what I thrive on. **10** I want to become a junior high school social studies teacher!! If I could ask for more, I'd want to be a teacher at the local Kanazawa Junior High. I'd be a coach in some athletic club and take the team to victory at the nationals.

1 School club **2** Favorite food **3** Hobbies, special skills **4** Favorite music **5** Person I respect **6** Favorite words/phrases **7** What is most important to me **8** What I enjoy most **9** What kind of person I am **10** Future ambition

Even when they are apart, the members of her family are connected by an invisible bond

Rika's family consists of Rika, her mom, dad, older brother, older sister, and pet dog Mac—so, five people and one animal. But Rika lives with only two people and one animal: her mother, grandmother, and Mac. Her dad and brother live in a different house. Her sister is married and lives in Tokushima prefecture. Rika and her siblings are connected by blood, but all three have different surnames.

There are probably people who hear all this and imagine her family must be scattered and broken. But Rika's family is different. Her dad comes over to her house almost every week on Sunday and they all eat dinner together. One Sunday I joined them. Her mom made *okonomiyaki* (a pancake stuffed with cabbage and other ingredients) and her dad made *yakisoba* (stir-fried noodles). Rika was eating everything with relish.

A family is more than just living together in the same house. Seeing Rika made me feel that a family is a relationship in which all the members need each other and, even when apart, are connected by an invisible bond.

Photo & Text: Nakasai Chiya, Osaka

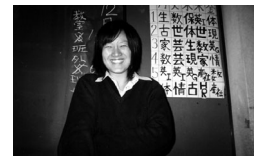


Big dreams

Shiyo has big dreams. I, too, have dreams I want to make come true. Once we discussed each other's dreams—seriously, but sometimes laughing. That's why, when I photographed her this time, I again had the sense that Shiyo's ideas are amazing and inspiring. You see, I'd never thought about things like wanting to protect the planet or to take a job that will help bring happiness to people around the world, as Shiyo does.

I dream of becoming a teacher. If there's something in common between our dreams, it's that we want to work with people. It's something that seems easy but isn't—interacting with others is very difficult. But I think it's the most important thing a person can learn. For that reason, I wish everyone would be more active about interacting with others. Something good is sure to come of it. I just know it.

Photo & Text: Miyoo Makiko, Osaka





A Stylish Life Linda's Way

Photo & Text by **Ueda Shizuka, Osaka City Kogei High School**

I'm not sure why, but everyone calls her "Linda." We study design at our school, so there are a lot of interesting characters among us. To me, Linda stood out from all the rest. It's not just that she was beautiful and stylish, but that she gives off a curious kind of aura—an aura that kept everyone at bay. And yet, everyone wanted to be Linda's friend. That's how attractive she is, and I envy that about her.

Just by chance, I suddenly became quite close to Linda. Linda is extremely poised and has a strong personality. That's why she seems a little atypical of high school girls these days. And she's very hip.

Linda frequently spends her free time shopping by herself or going to a café alone and sketching pictures in her notebook. I think she's someone who really cherishes the time she has to herself. I felt quite envious when I first observed her attitude of "I'm gonna do it my way, and who cares what anyone else thinks." In talking to her, however, I realize it's not just self-centeredness. She cares about her relationships with friends and others just as much as anybody else. She never fails to give her friends a present on their birthdays. I even received an adorable ring from her as a birthday gift.

Linda also worries a lot about not fitting in with others. Around other people, in fact, she's not the type to give way freely to chatter. I thought she didn't say much because she was deliberately playing it cool and collected. It's not that she doesn't like to talk, it turns out, but that she could never bring herself to speak when she had something she wanted to chat about.



1



3



2



4



5

A friend I can say anything to and clash with openly

When our opinions differ, I sometimes clash with Yukie, but I think the best thing about our relationship is that we feel free to tell each other whatever's on our minds. Until now, I didn't have a friend I could really be honest with; I was always expending a lot of effort to keep in people's good graces.

But then I met Yukie and realized the importance of being able to lock horns with someone in earnest and say anything, and I came to understand the warmth of a friend who can accept that from me. Yukie will point out to me when I have done or said something wrong. It makes me immensely happy to think she really cares about me that much.

I think friends have to be able to quarrel, to speak frankly, and to confront each other head on. People to whom you can reveal your true self, and not some self you construct to suit others, and will accept you for who you are, are the ones who will be true friends.

Photo & Text: Nishiguchi Izumi, Osaka



My cell phone doesn't run my life

Yoneda always has his cell phone in his hand—on his way to and from school, during class, between classes, at lunch, and after school. It's like his cell phone sets the rhythm for the rest of his life. Nowadays, almost all Japanese high school students carry cell phones. Cell phones can now record video clips, and it's likely they'll have even more convenient features in the future.

But as cell phones become ever more convenient and we come to rely on them, won't our phones end up controlling how we live? When we misplace them we may become distraught and unable to function. I asked Yoneda what he thought about that idea, and he said: "It's me who has to charge the battery on my cell phone to keep it working. So I don't think you can say my cell phone runs my life."

While the cellular phone continues to advance as an important means of communication, as a means of managing one's daily affairs and acquiring information, and as one method of expressing oneself, I'd like to see it prevented from being used for criminal activity, etc.

Photo & Text: Doi Toshiki, Wakayama prefecture





Subject Information



つじの さやか (18才)
辻野雅香 (18才)

Tsujino Sayaka, age 18

I had a private exhibition of my paintings in November. I wasn't able to produce the kind of work I'd envisioned within the allotted time, but I had accepted that from the beginning. Still, I wanted to do something while still a high school student that I would always remember.

It was quite a learning experience, I was able to get ideas for what I want to do next, and above all, I was happy there were people who recognized my abilities. I was also astounded when younger students and people I'd never met would come up to me from time to time and tell me they were moved by my work. I really felt like there was a part of me in them. It was not a matter of gain or loss, but I truly

felt a sense of warmth. Perhaps there's nothing I can do for those people, but I want to say, in a small, quiet voice, "Thank you."

① Music club ② Figs, cola ③ Playing the bass guitar, painting pictures ④ CORNELIUS, Kaji Hideki ⑤ Okita Soshi (a member of the Shinsengumi, a special police unit at the end of the Tokugawa shogunate) ⑥ None ⑦ People, including my family and friends, time spent alone plunged into my fantasies, and things that form a part of me and have influenced who I am. ⑧ With graduation near at hand, I am trying to enjoy my remaining days at school, and etch into my memory an image of my current self, my friends, teachers, classes, and other aspects of my life at school. ⑨ Someone who really mulls things over. I'm always conscious of myself and others. ⑩ I am really interested in Europe, and I think I'd like to live there someday. I want to find out what life is like for people in Europe. I plan to continue painting pictures in the future, so it would be great if I could do relaxed private exhibitions.

① School club ② Favorite food ③ Hobbies, special skills ④ Favorite music ⑤ Person I respect ⑥ Favorite words/phrases ⑦ What is most important to me ⑧ What I enjoy most ⑨ What kind of person I am ⑩ Future ambition

Photo Captions:

- ① When I went to hang out with Linda at her house, she made me a chocolate snack. She seemed very happy there, cooking and stirring the chocolate.
- ② Linda at one of her favorite cafés. It was very pleasant having tea in a café where the sunlight streams in.
- ③ Linda often buys CDs judging solely by their jacket designs. All of those she selected showed the best of taste.
- ④ Tidying up after an exhibition of her own works. Linda's works were truly stylish, and communicated her particular character with great immediacy. It must have been pretty tough for her to carry home pieces that were as large as she is tall.
- ⑤ When she's painting her pictures, Linda seems very happy. In her stylish living room, which looks like a studio, she squirts out loads of colored paint and paints lavishly.

We have to pass on the message of how terrible war is

After World War II, Okinawa was occupied by the United States. The year we visited Okinawa—2002—marked the thirtieth anniversary of its reversion to Japan. On the first day of our trip, at the Peace Park, there was someone who told us about what it was like during the war. Gutcheon said that he learned a lot, too. But several people were dozing off during the talk, and Gutcheon grumbled, "Those guys are the worst. Hey! Listen up and pay attention!" If we don't listen closely to these stories, we won't be able to pass on to the next generation the terror of the war.

Gutcheon often says, "What matters most in humans is the heart"—are they resolute enough, thoughtful enough, or decisive enough. War is a terrible thing and should not be allowed to happen ever again. This trip made me realize that Gutcheon possesses both the "resolute heart"; he believes we have to pass on that conviction to the next generation, as well as the capacity to listen to the tales of those who experienced the war.

Photo & Text: Horio Tadashi, Gifu prefecture



I couldn't get into university by recommendation

Last year I applied for entrance to university using the recommendation system to three schools, and I can't believe I failed them all. It was a shock at first, but that was quickly replaced by panic and misgivings. I wondered whether I was really that stupid. Since I had failed to get in by the recommendation system at all three schools, I anguished over whether it would be possible to get in by taking the standard entrance exams. Overwhelmed by these thoughts, I felt at times like giving up on going to university.

But I want to be a singer-songwriter, and if I were to start looking for work immediately, it would mean less time to prepare myself than if I went to university, and it would be more difficult to realize my dream. After considering this and a variety of other factors, I decided to take the standard entrance exams after all. I'm really nervous, but in my own way I'm doing the best I can.

Photo: Kawashima Akane, Osaka Text: Ryosuke, Osaka





Matuo Megumi

So he says it's his beloved girlfriend that soothes his weary mind and body. On the days he doesn't have practice, they're always hanging out together. Wish them lots of happiness . . . !

高校に入ってから、やりたいことが増えて、1日、1時間、1分、1秒が、もったいないと思えてきた。(智恵)

進路の話や、将来どんなことをしたいのかと、よく尋ねられる。正直言って、私はまったくわからない。でも、私は将来のことが不安ではない。いつか私だって、自分の夢を探しだせると思っているからだ。(ジョイ)



Rachi Hanae

During the clean-up hour, when I peeked into the classroom, Satoko was actually sweeping.



Amemiya Koji

For a guy on the short side, the game left him short of breath. His last summer with the club had ended . . .



Yokota Karin

Not to be outdone by the sound of the surf, nature-loving Joy laughs out loud with her big sister.

卒業まじかで、一日一日が大切に思えてくる今日この頃。私の大事なものがあって、今の私が存在します。だから、ちゃんと「ありがとう」って言いたい。(晴香)



Ishikawa Naoko

Even after we graduate, we'll be friends forever; I'll never forget this smiling face.

何でも話せる友だちがいて幸せだなあとつくづく思います。友だちが今の生活の9割以上を占めているから、なくてはならない存在です。(菜生)



Osawa Noritaka

I made this curry myself!



📷 Ito Haruka

To fulfill her dreams she works hard at her part-time job. A girl is intense when she is pursuing a dream.



📷 Kato Ayu

For some reason, everybody removed their shoes and said, "Take a photo of this!"



📷 Joy Nelson

Karin, who takes good care of her teeth, goes about her nightly routine of brushing her teeth while reading her favorite manga.

ちかごろの生活を^{せい}変えて、^き気持ちまでも変えてしま^うんやから、これが恋^{こい}っていうねんやったら、**恋はすごいことや**と思^{おも}うな! (衣里)



📷 Sugita Motoki

Before going to the studio with the band members. Coffee is like a drug, heightening the tension—it's essential!

まいにちの**毎**日が楽しいことばかりではないし、うまくいくわけでもない。**でも、へこたれない。負けない。**(美希)



📷 Shimono Rumi

Hanging around a local store, someone said, "I'm so hungry—let's get something to eat!" Takoyaki (battered and fried chunks of octopus) on top of okonomiyaki . . . now that's *really* Osaka for you!

べつ^{べつ}に^か変わった生活^{せい}してないから、**毎日同じ時間**をただ過^すごしている感じ^{かん}。自分の自由^じを奪^うわねなければ、どうでもいい。こんだから、たいした生活^{せい}を送^{おく}れてないんだ。(圭介)



📷 Tsutsumi Kazuki

Keeping in touch with friends by cell phone.



📷 Okumura Ako

At the school Culture Festival. Riding piggyback on a friend

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 Yamamoto Takayuki and his encounter with football, and help students look back on an unforgettable encounter in their own lives.



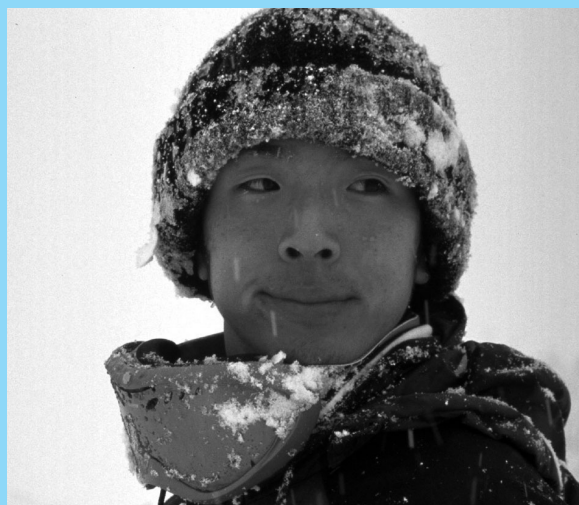
Meet Taka

しょうがっこう

小学校でアメフトとであったことが、ぼくの人生を変えたような気がします。

My encounter with football during elementary school changed the course of my life.

(From Taka's My Story)



Profile

なまえ:

やま もと たか ゆき
山本隆幸

とし:

さい
18才

がっこう:

おおさかさんぎょうだいがく ふ ぞくこうこう
大阪産業大学附属高校

す 住んでいるところ:

きょう と ふ きょう と し
京都府京都市

しょうらい ゆめ 将来の夢:

アメフトの選手

Class Objective: Looking back on an unforgettable encounter in one's life

"When I look back," says Taka, "it seems all my memories of high school involve football." Both the hardest and happiest moments of his life seem to have revolved around the game of football. He declares that the encounter with American football in elementary school changed the course of his life. The elementary school he attended, which had special classes for the hearing impaired, had its own football team, and Taka remarks of his encounter

with football: "If I'd had normal hearing and gone to the elementary school near my home, I might never have discovered football. Football is a really important part of my life. In that respect, I'm even sort of glad that I have a hearing disability." In this issue we will read Taka's own description of his encounter with American football and suggest some activities for looking back on an unforgettable encounter in one's own life.

Class Ideas

Part 1: Meeting Taka—An Activity

"A Virtual Interview with Taka: E-mail Exchange by Mobile Phone!"

Let's exchange e-mail with Taka and ask him to tell us more about "the most unforgettable encounter in your life."

いつ、どうしてアメフトをはじめたんですか。

アメフトにであってから、人生にどんなことがおきましたか。

Procedure

- 1) Put students in pairs and pass out to each pair either the "E-mail Exchange Samples" (see pp. 10-11) or Taka's My Story passage (http://www.tjf.or.jp/deai/contents/chart/mystory/myst_yt.pdf).
- 2) Working in pairs (or groups), students should assume either the role of Taka or that of his interlocutor and write out an e-mail exchange.

Tips

- ❖ We recommend having a worksheet on which students can paste their messages and responses in the order the conversation takes place to simulate a real e-mail exchange. (If this activity is too difficult, try cutting up the "E-mail Exchange Samples" and doing a matching activity with the questions and replies, instead.)
- ❖ You might also consider incorporating an exchange of self-introductions by e-mail, uses for *kaomoji* (smileys; see the article on *keitai*, Japanese Culture Now, *TJF Newsletter* No. 21 <http://www.tjf.or.jp/eng/ge/ge16keitai.htm>), free conversation, and other activities depending on your students' level. Or perhaps, reverse the activity after completing the first round of exchange and have the students playing Taka interview their partners, who should reply with information about themselves.

- 3) Each pair reads out its e-mail exchange and the entire class confirms the content of the conversation. In the process, students gain a deeper understanding of the significance of Taka's encounter with football.



On a typical day Taka exchanges over fifty e-mail by *keitai* (mobile phone) with his football buddies or friends in his town.

YT-D09

Part 2: Looking Back on an Unforgettable Encounter—Exercise Ideas

Idea 1: 「わたしの大切なもの」"Things I Treasure"

Create a collage with the title 「わたしの大切なもの」 "Things I Treasure." Materials for the collage can include photos, clippings from magazines and newspapers, illustrations, etc. Students should write captions for their collages according to the level of their Japanese.

* As an introduction, have students check the captions for photo sheet YT-P08 "Things I Treasure."



[Left] トロフィー: Among my trophies is one I won in third year of junior high, when I was chosen MVP of the Kyoto regional league. This trophy gave me the courage to go on playing football with confidence in high school. It's my most cherished possession. [Top center] アメフト選手にもらったサイン: These are autographs I got from some of the professional football players I admire. My particular favorites are Sato Noriyuki of the Kajima Deers and Dion Sanders of the Washington Redskins (in the American NFL)—they both play cornerback (defensive back), the same position as I do. [Bottom center] アメフトのゲーム: My video games are almost all about American football. [Top right] スポーツのマンガ: When it comes to *manga* comics and video games, most of the ones I like are sport-related.

Idea 2: 「大切な出会いについて」"An Unforgettable Encounter"

Following the pattern below, have students complete the sentences using information about themselves and write the sentences on note cards. As a class, have the students interview each other using the note cards they prepared.

Q1 (About something treasured): ○○さんの大切なものは何ですか。

わたし／ぼくの人生で、とても大切なものは○○です。
○○とであって、わたし／ぼくは変わりました。

Q2 (Looking back on changes brought about by an encounter): どんなふうになりましたか。

○○とであう・をはじめる前は、_____。
○○とであって・をはじめてから、_____。

Discussion Points

Have you ever found that you naturally acquired the ability to do something thanks to friendship? Discuss your experiences with your classmates.

「友だちとのかかわりを通じて、自然と身についたこと」を話しあってみよう。



When he was in preschool, Taka used to cry because of the strict pronunciation practice he had to do. But then he found American football at his elementary school, which had special classes for the hearing impaired. He says that in high school, thanks to the friendships he had made with his football teammates, he became pretty comfortable communicating with others. He picked up the Kansai dialect after he started playing football and talking more with his friends.



E-mail Exchange Samples

Interviewer

いつアメフトをはじめたんですか。

サブメニュー ▶ 決定 クリア

When did you start playing American football?

1

Taka

しょうがっこう ねんせい
小学校3年生のときです。

サブメニュー ▶ 決定 クリア

I started playing football when I was in grade three.

Interviewer

どうして、そのしょうがっこう へい
に入学したんですか。

サブメニュー ▶ 決定 クリア

Why did you decide to go to that elementary school?

5

Taka

なんちよう
難聴のクラスがあったからです。

サブメニュー ▶ 決定 クリア

Because it had a special class for hearing-impaired students.

Interviewer

どうして、アメフトをはじめたんですか。

サブメニュー ▶ 決定 クリア

Why did you start playing football?

2

Taka

しょうがっこう じようきやうせい れんしやう
小学校で上級生が練習しているのを見て、かっこいいなあと思ったんです。それで、チームに入りました。

サブメニュー ▶ 決定 クリア

I used to watch the older kids at practice and think how cool they were, and then I joined the team myself.

Interviewer

アメフトとであうまえ ちのちをくらべてみると、どんなところが変わったんですか。

サブメニュー ▶ 決定 クリア

How have you changed since you took up football?

6

Taka

たとえば、アメフトをはじめる前は、あまり話ができませんでした。はじめてからは、コミュニケーションが楽しくできるようになりました。

サブメニュー ▶ 決定 クリア

For instance, I wasn't much of a talker before I took up football. After I started playing football I became pretty comfortable communicating with others.

Interviewer

にほんではふつうのしょうがっこうにアメフトのチームがありますか。

サブメニュー ▶ 決定 クリア

Does the average Japanese elementary school have a football team?

3

Taka

いいえ、アメフトができるしょうがっこうはめずらしいです。

サブメニュー ▶ 決定 クリア

No, it is rare among Japanese elementary schools to have a football team.

Interviewer

それは、どうしてでしょう？

サブメニュー ▶ 決定 クリア

Why do you suppose that is?

7

Taka

チームメイトとつきあって、友だち関係やことばの使いかたなど、いろいろ習うことができましたからです。

サブメニュー ▶ 決定 クリア

That's because I've learned various things through interacting with my teammates, such as how to get along with friends and what to say in various situations.

Interviewer

じゃあ、そのしょうがっこう へい
に入ってたんですね。

サブメニュー ▶ 決定 クリア

Well, I guess you were lucky to enter the elementary school you did, weren't you?

4

Taka

ほんとう ちようきやうせい
本当にそう思います。小学校でアメフトとであって、ぼくの人生は変わりました。

サブメニュー ▶ 決定 クリア

Yes, I really think so. My encounter with football during elementary school changed the course of my life.

Interviewer

アメフトをはじめたから習えたことが、いろいろあるんですね。

サブメニュー ▶ 決定 クリア

You seem to have learned a lot by taking up football.

8

Taka

そうです。しょうがっこうでは、監督の先生からアメフトの楽しさと厳しさを教えてもらいました。

サブメニュー ▶ 決定 クリア

Yeah. The head coach in my elementary school taught me both the joys and the rigors of the game.

Discussion Points/Class Ideas by Fujimitsu Yuko, Japanese Language Advisor, The Japan Foundation Manila Office in the Philippines, Former Japanese Language Advisor of The Japan Foundation; Auckland ACENZ in New Zealand

Interviewer

れん しゅう きび
練習は厳しかったですか。

サブメニュー ▶ 決定 クリア

Was football practice tough?

9

Taka

きび
すごく厳しかったですよ。でも、
しん けん
スポーツを真剣にやろうと思
った。ただ楽しいだけでは
おも
ないと思います。

サブメニュー ▶ 決定 クリア

It was tough. I think that if you're serious about playing a sport, there's more to it than just having a good time.

Interviewer

それはすごいですね。うれし
かったですよ。

サブメニュー ▶ 決定 クリア

That's fantastic! I bet you were pretty happy about it.

13

Taka

いま じん せい
今までの人生でいちばんうれ
しかったできごとです。いちば
んくやしかったこともアメフッ
トのことですが……。

サブメニュー ▶ 決定 クリア

It was the happiest moment of my life. But in football I've also had some of the bitterest moments of my life.

Interviewer

こう こう せい かつ
高校生活はどうですか。

サブメニュー ▶ 決定 クリア

How is your life in high school?

10

Taka

こう こう
高校では、ずっとアメフット中
心の生活です。

サブメニュー ▶ 決定 クリア

In high school, my life has pretty much centered around football.

Interviewer

いちばんくやしかったことにっ
いて、きいてもいいですか。

サブメニュー ▶ 決定 クリア

May I ask what your most regrettable moment was?

14

Taka

たい せつ し あい ちゅう
大切な試合中に、ぼくだけサ
インがわかりませんでした。ぼ
くに伝える時間がなかったの
です。そのために、相手のチー
ムに点が入りました。

サブメニュー ▶ 決定 クリア

There was one time, at an important game, I was the only one who didn't understand the sign. Things were happening so fast that there was no time to tell me, and the other team scored.

Interviewer

こう こう
どんな高校ですか。

サブメニュー ▶ 決定 クリア

What kind of high school is it?

11

Taka

スポーツコースがあって、アメフ
ットの強い学校です。小学校
6年のときから、こういう強い
チームでアメフットをやってみ
たいと思っていました。

サブメニュー ▶ 決定 クリア

It has a course for sports majors and a strong football team. Since I was in sixth grade, it has been my dream to play on such a strong team.

Interviewer

たか ゆき
隆幸さんは、ふだん、ブレイ
中のサインをどうやって知る
のですか。

サブメニュー ▶ 決定 クリア

How do you understand your teammates' directions during play?

15

Taka

チームメイトがぼくのために、
ジェスチャーを使ったサイン
を考えてくれました。

サブメニュー ▶ 決定 クリア

My teammates have thought up block signs (gestures) for me.

Interviewer

せい せき
チームの成績はどうですか。

サブメニュー ▶ 決定 クリア

How is your football team's record?

12

Taka

こう こう ねん せい ねん せい ぜん こく
高校2年生と3年生のとき全国
優勝しました。本当に最高の
思い出です。

サブメニュー ▶ 決定 クリア

We won the national championships in my second and third years of high school. To me these are precious memories.

Interviewer

たか ゆき
隆幸さんにはいい仲間がいま
すね。

サブメニュー ▶ 決定 クリア

It sounds like you've got some good friends.

16

Taka

みんなのおかげで、アメフット
をやっていて困ることはほとん
どありませんでした。

サブメニュー ▶ 決定 クリア

Thanks to them, I've almost never felt handicapped while playing football.

Voices

An Imaginary Trip to Japan

Eiko Takuma Larsen

St. Michaels University School, British Columbia, Canada



Guiding Principle:

I wish to have the Japanese language and culture become part of our students' lives rather than simply a classroom subject. It is satisfying to see students greet Japanese guests easily in their own language, but even more interesting to watch them bow unaffectedly in the Japanese manner. For me, Happy Mother's Day sounds like Happy Birthday or Happy New Year, so, I suggested in Japanese class that we make a card saying Thank you Mother, as we do in Japan. The youngsters thought this was "cool," and several parents spoke to me about what a pleasant surprise this different approach was. By encouraging involvement from parents, other teachers, and individuals in the community we can foster an open mind toward other cultures, people, and ideas.

A one-year project

For my Japanese language class for third-graders, I put together a one-year course around the theme of an imaginary trip to Japan. Over the course of the year, the children thought about what to pack in their luggage, prepared origami wallets with play money, and created their own passports. The handmade passports (see photo) had spaces for their name (written in katakana), age, year in school, family members, and nationality, which the pupils filled in using Japanese. As they made their passports, it was particularly interesting to watch the children rediscovering and appreciating the fact that besides the Canadian students, fully one-third of the class came from all different places in Europe, Asia, the United States, and elsewhere.

Departure day

On the day of the trip, the children set off from the “airport.” In preparation for this day, I sent out an invitation to their parents and guardians that read, “As we will be departing for Japan on an 11 a.m. flight on March 8th, we would like to invite those who are able to come and see us off at 8:30 a.m. from St. Michaels University School International Airport.” The students packed their own luggage in a suitcase (an empty shoebox wrapped and tied in a *furoshiki* cloth), which they had prepared for this day, and assembled at the airport (the school gymnasium). Perhaps because I had some older students there to give airport announcements in English and French, which made it feel more realistic, the students seemed to forget it was an imaginary trip and

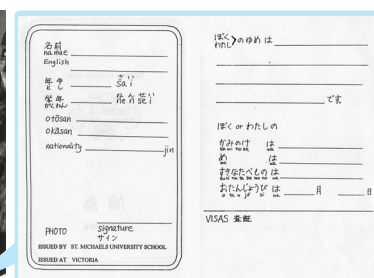
were a little nervous, asking questions like, “What should I do if I run out of money?” and “Are there pick-pockets in Japan?”

I called on some local Japanese residents to play the role of immigration officials, (see photo) having them ask basic interview questions using Japanese the students had studied, like "Name?" "What do you want to do in the future?" and so on. In place of an immigration stamp in their passports, students received a number of sushi stickers based on the results of their interview.

When we “arrived” in Japan, I assumed the role of tour guide and, holding up a flag for the group to follow, led them straight away on a shopping excursion. Using the numerical counters and the exchange rate for the yen and dollar they had been studying, the students “purchased” cards with pictures of goods that had been prepared in advance. Some students searched for souvenirs for their parents or homeroom teacher. The most popular souvenirs included high-tech devices like the Aibo robotic dog, Gameboys, and cameras, as well as licensed character goods like Doraemon, Pokemon, and Totoro from popular animation videos.

Thinking about Canada and Japan

The gifts the Canadian students chose for their peers in Japan included books and calendars on Canada, stuffed animals like beavers and bears, ice hockey and basketball paraphernalia, maple syrup, and other items they thought were important in Canada. They told me how they had to consider a variety of things about Canada as well as Japan. I am thinking about working on an imaginary homestay project next, and I would be grateful if the TJF Photo Data Bank could provide photographs of things like the home and school life of Japanese children, their forms of recreation, how they spend their weekends, etc.



A handmade passport

"Immigration"

Japanese Culture Now

モーニング娘。Morning Musume: With a little effort, anyone can shine

The group of teen pop stars known as Morning Musume has brought high spirits and optimism to Japan as the country languishes in a long-drawn-out recession. With sales topping 1.6 million CDs for their hit single "Love Machine" in 1999, the group has hooked a broad fan base, from children to adults.

Morning Musume is composed of teenage girls who don't make the final round in the television program ASAYAN, which features aspiring young music stars auditioning for a chance at fame and fortune. In other words, the group is "a collection of scraps from the cutting-room floor." What has transformed these girls into a group of popular teen idols is their producer Tsunku, who composes the group's songs and writes the lyrics himself.

In his book *LOVE ron* [Theory of Love], Tsunku explains, "In this world, only a handful of people are geniuses. Ninety-nine percent of us are ordinary people, who, no

matter how hard we try, will never be prodigies. Everyone, however, has at least one strong suit. And depending on the effort invested in those abilities, I believe anyone can excel and even beat out the natural prodigies of the world.

Most important is how you go about finding and cultivating your particular strengths. If you can discover what you have a knack for and develop it yourself, people around you, even if they think you odd at first, will eventually come to appreciate the appeal that your special ability gives you. It does not matter how many deficiencies or complexes you have, as long as you excel in at least one area."

The secret to Morning Musume's success is that the members accept themselves for who they are, and give their all to what they do. By keeping the group going, that is the message Tsunku wanted to send to the people of Japan.

Photos: zetima Inc.



I WISH

I Wish

(music and lyrics by Tsunku)

This song will cheer you up when you're feeling lonely. Many fans say it is their favorite. Released in September 2000.

All alone and nothing to do tonight
Am I the only one feeling lonely? Ooh ah
You message me a little note, so silly
As to make me laugh
But I just can't stop crying
Oh, thank you

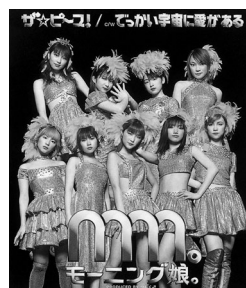
No one knows me better 'n me, so
No one's gotta believe in me more 'n me!

Life is wonderful!
Hey, why not try meeting someone new
And falling in love?
Ah, it's amazing! With all your heart
You can laugh, you can cry

Some days it's scary to talk to that someone,
But I'll gather my courage and speak
About me

There are sunny days ahead
And some days the rain's gonna fall
So, hey, one day it'll all work out!

Life is wonderful!
Hey, even if you take the same old path,
Try finding something new
Oh, amazing! Oh, make it a path
Toward a meeting with that someone



でっかい宇宙に愛がある

Love in an Infinite Universe

(music and lyrics by Tsunku)

As a song to aid the charity program 24 Hour Television, this tune was sung by a large number of people using sign language while singing the words. Released in July 2001.

On the round, round Earth
In the wide, wide universe
An itty bit of kindness
Can become a whole lotta love

Because this feeling's true
I want it to grow and spread
If it doesn't happen today,
Someday soon 'd be O.K.

Even if I can't put it in words
Even if we are apart
I'll try to believe
In telepathy

Rather than blaming someone
Rather than shedding tears
It's better to love yourself

Even an itty bitty baby
Cries and cries with all its might
You and me, and me and you
Should search with all our might
And discover what we can do

Morning Musume Website (zetima Online)

⇨ <http://www.zetima.co.jp/artist/Morning/>

If you would like to obtain CDs by Japanese vocal artists, please check the following sites.

⇨ amazon.co.jp (<http://www.amazon.co.jp/>)

⇨ [Fujisan.com](http://www.fujisan.com/) (<http://www.fujisan.com/>)

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TJF News

TJF Website Newly Uploaded

View the TJF Newsletter as a True E Book! <http://www.tjf.or.jp/eng/ce/ce04nletter.htm>

True E Book is an online system that allows you to read books and periodicals over the Internet just as though you were leafing through their pages. Beginning in October 2003, the most recent four issues of the *TJF Newsletter* will be made available on the website in True E Book format. Since we will continue to publish a PDF version of the newsletter on the website, you can select the file type that meets your needs—True E Book for reading or PDF for saving and making changes.

Here are some of the advantages of True E Book: 1) documents can be viewed without the need for special plug-in software, 2) reading pages of a document feels like reading an actual book, 3) documents can be enlarged with a click of the mouse to display small print clearly, and 4) documents load quickly.

Hidamari website renovated and reopened! <http://www.tjf.or.jp/hidamari/index.htm>

The *Hidamari* site provides information, primarily for Japanese language teachers at secondary schools in China, but much of which teachers and students in

other regions will find useful as well. It is now possible to view the contents of every *Hidamari* newsletter published to date. Please take a look. In connection with the *Xiaoxi* website, (which provides support for Chinese language teachers in Japan), this site aims to create a space for exchange between those studying and teaching the Chinese and Japanese languages.

Deai Website: New Sample Lesson Plans

❖ **Gomura Chizuko (Australia):** This is a lesson plan based on the Queensland, Australia syllabus. Teachers from Queensland should be sure to take a look.

❖ **Lynn Sessler (U.S.A.):** This lesson plan is aimed at elementary school students. Cooperating with home-room teachers and linking to curriculum content are two of its notable features. It places emphasis on studying the photo panels and using imagination without the use of textual information.

❖ **Yabe Mayumi (Japan):** In this lesson plan, students compare the photos in *Deai* with photos of Japan from several decades ago (worksheet included). Students perform the same activity for their own culture, thinking about how their culture has changed or remained the same over the generations.

❖ **Hatasa Yukiko, Hanzawa Chiemi, Kawano Yoko (U.S.A.):** This is a lesson plan by Hatasa Yukiko, one of the authors of the *Nakama* textbook, using the *Deai* photo series together with the *Nakama* textbook. Students learn about cultural aspects of Japan, especially those relating to Japanese high school students. A variety of activities help to emphasize cultural understanding, and assist student practice of language functions. All activities include detailed worksheets, such as floor plans for the *Deai* students' rooms and maps of their neighborhoods.

❖ **Yazawa Michiko (Canada):** "The Meaning of Fashion" is a unit plan on the theme of clothing. After studying basic nouns and verbs associated with clothing, students engage in content-based studies on topics like kimono, the pros and cons of uniforms, and



their personal fashion preferences. Ultimately, this lesson gets students thinking about clothing and encourages critical thinking.

In the lesson plan "The Deai Students and Transportation," students re-examine how they look at maps by looking at maps of the world produced in different countries. Students also compare and contrast the nature of transportation facilities in Japan and their own culture by studying the ways that the Deai students commute to school.

❖ **Sachiko Omoto Renovich (Canada):** This is an activity plan on the theme of health. Students compare and contrast how people in Japan and Canada promote healthy lifestyles. They discuss their own lifestyles in comparison with those of their peers and determine their own health levels (a worksheet for calculating health is included).

❖ **Mieko Fedrau (Canada):** This Deai activity was planned to provide students with an oral presentation activity before the oral final exam in the final year of the International Baccalaureate Japanese AB Initio program. The presentation topics include "First impressions," "Where the Deai students live," "Introducing a Deai student," etc.

❖ **Ryumon Akiko (Australia):** Learners will learn about the Deai students, compare the Deai students with themselves, and then write a letter to one of the Deai students.

❖ **Pamela Carpenter (Australia):** Students learn about how Yu spends her lunchtime by predictions based on Yu's photo panels and by reading what she reports about her lunchtime. They gain first-hand information about how Yu and her friends spend their lunchtime and an insight into the level of language required to "belong" to such a group and the topics it might discuss.

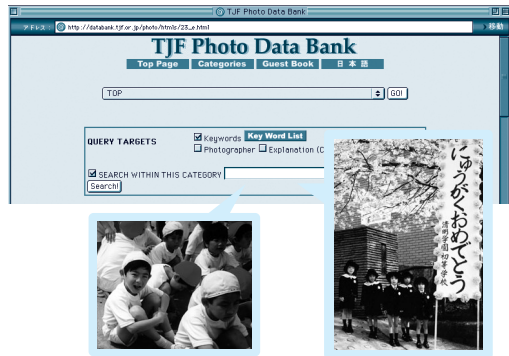
❖ **Ayumi Dalpadado (Australia):** Reading and listening to the Deai students' self-introductions on CD-ROM 2, students present the personal profile of their chosen Deai student to the class. After researching the

places mentioned by the Deai students on the CD-ROM, students also write a postcard to their classmates in Japanese.

Bulletin from TJF

**Do you need photos for your class?
Then, send in your requests!**

TJF has plans to add to the Photo Data Bank (http://databank.tjf.or.jp/intro_e.html) photographs depicting the daily lives of elementary school students in Japan, particularly annual events like school entrance ceremonies and sports days. If there is a photo you'd like us to provide, please send your request to databank@tjf.or.jp



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

The Evolving Meaning of “We”

The TJF photo contest began six years ago as an effort to have Japanese high school students present images of their daily lives and lifestyles through photographs and short messages to peers overseas. These photographic and text messages have been made available overseas through the publication of *The Way We Are*, compiled annually from the entries submitted to the contest. Here I would like to look back at how the “we” in this project has evolved over the years.

At the first stage of this project, the “we” meant, needless to say, the Japanese high school students. The photographers portrayed the ordinary day-to-day lives of their subjects and themselves through photographs, and the emphasis at this stage of the project was specifically on introducing images of Japanese high school students to audiences overseas.

As these photographs from Japan reached students and other readers overseas, the Japan Forum gradually began to receive photographs of high school student readers responding in kind to what they had seen. In *The Way We Are* we began to introduce snapshots of students overseas as well. This showed that the project was not only transmitting overseas messages of Japanese students but had developed a new interactive dimension. The project had developed to the stage of casting aside the rigid Japan-vs.-overseas framework. Now the “we” in *The Way We Are* meant high school students living on this same globe in these same times. Assuming importance at this stage of the project was the nurture of a shared consciousness of “we” in this sense, along with the opportunity to think about the commonalities and differences among ourselves and learn to live better with them.

We need to rethink ourselves in the context of our relations and associations with others in a way that will allow us to really face others and deepen our understanding of them. That process can begin, however, by looking at our relations with those who are already close to us. Before attempting to establish understanding of cultures overseas or people raised against the backdrop of other cultures, we realized, it is important to make this project highlight the process by which Japanese students cultivate relations with others close to them. Establishing links with peers of the same generation overseas has to be an extension of that effort. The “we” in the photo collection title, in other words, has also come to mean the two people—photographer and subject—who deepen their relationship in the course of creating an entry for the photo contest.

The students are part of a larger, overlapping “we” which sometimes means “me and my friend,” “students in my school,” “students in Japan,” or “students living on this same globe in these same times.” Today as well, these meanings of “we” are simultaneously carried on in the TJF photo contest. The intertwining of these meanings demonstrates precisely the nature of cultural exchange and of international understanding. TJF will continue to work to create forums where young people can get ideas to build various forms of solidarity among themselves in which they feel themselves to be part of “we.”

Nakano Kayoko
Secretary-general