

# The Japan Forum Newsletter

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Feature:

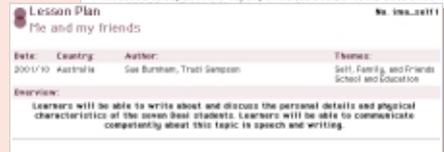
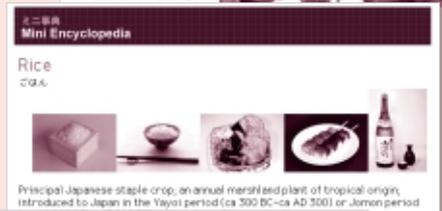
## Presenting "Deai" in the Classroom



As featured in the *TJF Newsletter* No. 23 in December 2001, the Japan Forum published its "Deai: The Lives of Seven Japanese High School Students," a new photo resource mainly for Japanese-language teachers and students of Japanese language at secondary schools outside Japan. The Deai resources consist of the Deai Kit—containing 192 photograph sheets, the Deai Text Booklet, and two CD-ROMs—and the Deai Website, which offers a wealth of useful information for teachers in planning classes and classroom activities. The Website will include: Sample Lesson Plans for use in Japanese-language classes; Reference, a source of data, statistics, and references to print and Web-based resources for further research; the Deai Mini Encyclopedia, made up of entries on Japanese culture, society, educational system, and other subjects to provide a fuller understanding of the images captured in the photographs and the content of the written text; and the Deai Vocabulary List of words relating to the photos. These resources have been prepared in such a way that teachers can access the lesson plans and information in accordance with their own needs and as best suited to the specific educational environment of their country, local community, and classroom.

The true potential of the "Deai" project lies in the interaction we hope these materials will arouse between Japanese language learners and the seven Deai students. We also look forward to lively exchange among teachers using Deai regarding its practical application and the further information they find they need. Taking advantage of the website format, we plan to constantly update and enhance the information and resources provided.

This issue features, in a question-and-answer format, ways to mobilize the TJF Website resources to facilitate utilization of Deai in Japanese-language teaching.



### Voices —p. 9

Resources make "visual lessons" possible

### Meeting People —p. 10

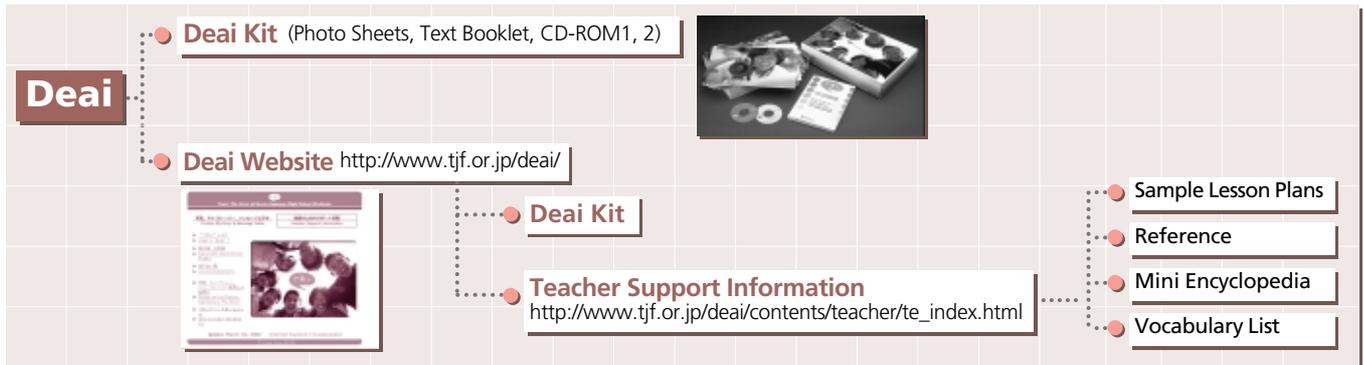
Meet Shiro

### Japanese Culture Now —p. 14

浜崎あゆみ Hamasaki Ayumi: Source of strength for young people searching for a place of their own

### TJF News —p. 15

# How to Use the Deai Kit and the Deai Website for Japanese-language Class



Q1

I received Deai. The volume of material is overwhelming. It looks very interesting, but if I wanted to use this for class tomorrow, I'd have to look up so many things and do so much preparation, I don't think I could manage. What should I do?

A

To use Deai, you don't have to change your established curriculum. Depending on the level and needs of your class, you can introduce it gradually in the context of the classes you already have planned. Perhaps the experience of one Japanese-language teacher can offer a good frame of reference.



... In Japanese Level I, I introduced Yu on the first day with a single photo and her name. That's what my students were doing that day as they all received their Japanese names. Already they were curious about this Japanese girl in the photo; they wanted to know more than just her name. As they learned common greetings and expressions we found that Yu was "saying" those same things in the photo panels. As they learned verbs, we found that Yu was "doing" those same actions. As we learned about pastimes, we saw what Yu's pastimes were. As we learned the terms for family members, we practiced by looking at the members of Yu's family. When my students learned their Japanese names in kanji, they learned the kanji for

Mizushima Yu and the meaning of those characters at the same time. I made use of the **Vocabulary List**\* as my students learned hiragana, choosing words from Yu's life that we could point to in the photo panels.

By the end of the first month of school, I picked up my curriculum outline and wrote the single word "Yu" on every page. When I did lesson planning I always had in mind that I could use "her" to support the activities and methods that I was already using...

*<Excerpted from Ideas by Peggy Hagmann Thill>*

On the Deai website, you can read about how she went on to use Deai in her Japanese II class and outside of class during one year.

\*

## What is the Vocabulary List?

であい

The Vocabulary List is made up of words relating to the photos and included in the photo captions. It also has links to each photograph. Entries give the Japanese (kanji and kana), and English translations.

☺ Please try to set up a dialogue between your students and the Deai students rather than just using the photographs to learn vocabulary!

日本語	日本語 よみかた	English	Photo No.
顔	かお	face	HY-D03
洗う	あらう	to wash	HY-D03 HY-D18
鏡	かがみ	mirror	HY-D03 GK-P04 YH-D01
石けん	せっけん	soap	HY-D03
コンタクトレンズ	こんたくとれんず	contact lens	HY-D03
入れる	いれる	to put in	HY-D03 YK-D04 GK-P06

[back](#)

... For a cultural activity I put all the panels of Yu around the room. I gave each student some blank note cards, and had them walk silently around the room looking at the photos and writing down questions that came to mind about anything they saw, one on each card. I collected all of them, and whenever we had time throughout the year, I would take out the question cards and answer them, or encourage the students to answer if they could.

Here is an example of the kind of questions my students wrote down: Do Japanese high school students always wear uniforms?

If there is something in the photographs or captions that needs further explanation, we can find what we need in the **Mini Encyclopedia**.\*\*

◀Excerpted from *Ideas by Peggy Hagmann Thill*▶

\*\*

## What is the Mini Encyclopedia?



The Mini Encyclopedia contains entries on Japanese culture, society, and education which are related to photographs and text. For further information, you can do an Internet search or send an e-mail inquiry to TJF.

**Note:** The Mini Encyclopedia entries are mainly limited to things that can be explained in objective terms. For fuller treatment of specific topics or when it is desirable to examine a question from a variety of viewpoints, see **Reference**\*\*\* or have the students search on relevant websites. (The teacher does not have to have all the answers from the outset.)

### Seifuku 制服 Uniforms

Students in the majority of junior high and high schools are required to wear *seifuku* (uniforms). Black and navy are the most common colors. Boys' uniforms usually consist of a jacket with stand-up collar or blazer worn over a dress shirt, and trousers. Girls' uniforms consist of a blazer or sailor jacket, worn over a blouse, and a skirt. Vests and sweaters are worn for warmth in the winter . . .



\*\*\*

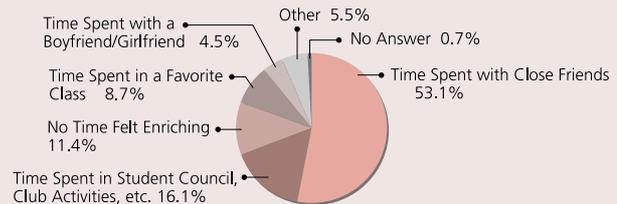
## What is Reference?



Reference provides basic information students can draw on for discussion and for further research on topics that come up in class. It has authentic materials (like high school pamphlets), statistical data, links to other websites, etc. Reference has a search tool but it is basically linked to the Sample Lesson Plans. Reference should be seen as material for analyzing and examining elements of society and culture. The information should be seen, not as fixed, objective knowledge, but as providing insights on how the Deai students are linked to society and culture in various ways. Reference can be used, for example, in the following way.

Sample plan: Students think about why they belong to their own clubs/teams and learn about Japanese high school club activities using Reference. ◀*Ideas by Mie Ashihara-Lee*▶

■ Most Enriching Time Spent in School (High School Students)



(Chugakusei kokosei no nichijo seikatsu ni kansuru chosa hokokusho [Survey on the Daily Lives of Junior High and High School Students], Japan Youth Research Institute, 2000)



How do we use the Deai materials in conjunction with the textbook we are already using?



Sample lesson plans by the authors of Japanese-language textbooks (*Ima!*, *Kisetsu*, *Mirai*, *Obentoo*, *Wakatta!*, *Yookoso!*, etc.), showing how the Deai materials can be used in conjunction with such texts, are available on the Deai Website.

Ima 2 Chapter Number & Topics	Language Functions	Language Structures & Vocabulary	Cultural Links between Ima 2 & Deai materials	Activity plans to link Ima 2 & Deai materials	Relevant Deai photographs
1. Me & my friends • Introducing friends • Languages • Nationalities	<ul style="list-style-type: none"> <li>Say where you were born, where you live now &amp; what language you speak</li> <li>Ask where someone was born &amp; where they live now</li> <li>Ask someone what language they speak</li> <li>Ask someone their nationality</li> <li>Tell someone your nationality</li> <li>Describe yourself &amp; friends</li> </ul>	<p>〜で生まれました 〜人です 〜語を話します country names, nationalities, languages physical descriptions eg.  せがたかいです Review: 〜さいです 〜年生です 〜が好きです ひまなとき、〜ます かぞくは〜人です</p>	<ul style="list-style-type: none"> <li>Club activities</li> <li>Family</li> <li>Japanese towns &amp; cities</li> <li>Hobbies &amp; pastimes</li> </ul>	<ol style="list-style-type: none"> <li>Introduction and familiarization Read statements and decide which of the Deai students is being referred to.</li> <li>Link: WB ex 11, 17 Written personal profiles of the Deai students A) Complete profile cards with specific details from the captions and profile information of certain students. B) Work in pairs to ask for personal details of certain Deai students necessary to complete an information-gap exercise.</li> <li>Link: Text pp 49-50 Introducing a Deai student to a small group</li> </ol>	<p>MY- P01,P02, P03,P04, P05, P06, P07, P08, P11, D06 OK- P01, P02, P03, P04, P06, P08, P09, P10, P12, P13, D04 SM- P01, P02, P03, P04, P07 P08, P09, P11, P12 TS- P01, P02, P07, P08, P09, P10, P13, P14 YK- P01, P02, P03, P04, P05, P06, P07, P09 YT- P01, P02, P05, P06, P07, P08, P09, P10,P11, P13, P15, P16 YY- P01, P02, P03, P04, P05, P07, P08, P09, P10, P12</p>

*Ima!*-Deai curriculum by Sue Burhnam and Trudi Sampson

**Q3** I am looking for Activities to teach a specific theme or language function. Where do I look?

**A** The Activity Plans in Sample Lesson Plan are searchable by theme, type of activity, materials used, as well as by language and cultural objectives. For example, if you search for the theme "Leisure" and "report routine events" as the desired language function, you will find the following:

How do you spend your weekend? Activity 1

While looking at photographs of how the seven Deai students spend their spare time, students talk about what they do and write short sentences on what they do on weekends, after school, and when they have free time. Students do the same for themselves. (使用する文型:Vている、～しようと思う、～したい、何時間) <Ideas by Kano Yoko>



**Q4** Is there anywhere we can hear the voices of the seven Deai students?

**A** CD-ROM 2 contains the video messages of the seven Deai students for their counterparts overseas. The purpose of these messages is to communicate the individual qualities and atmosphere of the Deai students to users of the Deai resources through audio-visual recordings. Scenes from the lives of the students are also included, which provide glimpses of their actual daily lives. Students can "meet" the Deai students through these video messages in the first TJF Sample Lesson Plan, "Portraits of the Seven Deai Students."



The Video Messages Screen on CD-ROM 2

**Q5** Are there any pictures of high school students other than the seven Deai students?

**A** Yes. CD-ROM 1 contains a total of more than 1,300 photographs. In addition to the data files for all the photo sheets, it contains photographs selected from several thousand other pictures that could not be included in the printed set, as well as photographs displaying the diversity of Japanese high school students selected from photographs submitted to the TJF Photo Contests, 1997 through 2000 ([http://databank.tjf.or.jp/intro\\_e.html](http://databank.tjf.or.jp/intro_e.html)). On the website are Lesson Plans like that at right that make use of the photographs on the CD-ROM.



<Ideas by Kitagawa Itsuko>

**Q6** Can we ask questions of the Seven Deai students themselves?

**A** Direct contact with the Deai students is not possible, but we plan to set up a Q&A site for communicating with Japanese high school students on the Deai Website. This will allow interaction with Japanese high school students even without establishing sister-school relationships.

**Q7** Do the TJF Sample Lesson Plans give the students adequate background in Japanese grammar?

**A** Although the Deai Website contains various lesson plans for reference, it does not provide an original course of study covering such topics as sentence patterns, grammar, or vocabulary. "Deai" has been designed on the assumption that its resources would be adopted in conjunction with curriculums (guidelines), syllabi, and textbooks used by each particular school, region, or country. The Deai Website provides examples of how the Deai resources can be used in conjunction with the major curriculums (guidelines) and textbooks.

**Q8** The Japanese in the photo captions and text is difficult, so I don't think I can use them in my classes. What should I do?

**A** Some Lesson Plans provide texts revised for the level of the targeted students as needed. TJF also plans to publish revised versions of the My Story and Photo Caption texts.

Sample plan: Students read a story based on a text written by a Deai student and discuss the issues that it raises. <Ideas by Himiko Negishi-Wood>

みずしまゆり わたし すこ まえ おんな こ とも  
水島優です。私は少し前、女の子の友だちのことで、とても悩んでいました。  
こうこういちねん とし なか とも  
高校一年の時、仲がいい友だちがいました。でも、ある日その友だちが、話をしてくれなくなりました。私は理由がわかりませんでした。「わたしが悪いんだ。どうすればいいんだろう?」「みんな、私のことが嫌いなのかな?」  
と、思いました。それから、人を信じることができなくなってしまいました。そして、友だちに、話しかけることができなくなりました。それからこわくて、自分の思っていることも言えなくなりました。  
わたし おも  
私はよく、思ったことをはっきりと言います。でも、それはときどきとても強く聞こえるみたいです。それで、相手を傷つけてしまうみたいです。だから、私の話し方が悪かったのかもしれない。

Revised text

**Q9** How can I receive a copy of the "Deai Kit"?

**A** Secondary schools engaged in Japanese-language education in Australia, Canada, New Zealand, the United Kingdom, and the United States may receive the Deai Kit, one set per institution, free of charge, upon submission of the application form. The Deai Order Form and other details are available on the Deai Website (<http://www.tjf.or.jp/deai/>). Schools in other regions should contact TJF.

**Q10** I would like to exchange ideas with other teachers regarding the use of Deai. How is this possible?

**A** TJF is planning to hold workshops in different areas. Please check the Deai Website for the schedule of workshops planned. In the near future an Internet bulletin board for exchange among teachers regarding the Deai resources is also to be opened on the Deai Website.

#### Other recommended lesson plans (Some are introduced here, but please visit the Deai Website for many other useful ideas.)

- Aoki Kasumi:** Students study the lifestyle of a Japanese family. Pretending they are members of the family, they give a presentation to introduce themselves.
- Sheila Baumgardner:** Twenty-two generic ideas for activities that can be quickly prepared.
- David Jaffray (Author of *Wakatta!* texts):** Using Japanese learned in the *Wakatta!* text, students pretend to introduce themselves as one of the Deai students and compare their own daily lives with those of the Deai students.
- Kawakami Ikuo, Masano Yoko (Authors of *Mirai* texts):** Eight activities for getting to know the seven Deai students. They include game-style quizzes for self-study using the Deai Website, a listening activity featuring answers to questions from the Deai students, and an activity designed to get students to think about global issues that come up in the Deai students' stories as their own concern.
- Morita Kiyoko:** A 10-12-week-long semester project for university students titled "Would you like to become a 'Big Brother or Big Sister' to one of the Deai students?"
- Murano Ryoko:** Study annual events of the Japanese calendar, rites of passage, school events, etc., and compare them to those of your own society. Visit Japanese schools or Japanese communities in your area and find out about or participate in various annual events.
- Noda Mari:** Aims to encourage learners of Japanese to encounter Japanese culture as it is lived by people of present-day Japan, particularly by the seven Deai students. Language learning is captured as part of such encounters. This curriculum assumes three phases of interaction with culture: the spectator/fan phase; the player phase; and the commentator phase.
- Tabuse Motoko, Faye Valtadoros:** Students learn about the seven Deai students, particularly about their lunch situations, and examine the background factors that influence these situations. Students compare their own ways of eating lunch at school to those of the Deai students.
- Tsuda Kazuo (Author of *Kisetsu* texts):** Idea for ways of incorporating use of the photographs. Takes up the identity of the seven Deai students and other topics.
- Sue Xouris (Author of *Obentoo* texts):** Involves comparing one's own lifestyle with that of the seven Deai students.
- Kate Yonezawa:** Students work in groups to create a multimedia presentation about one Deai student, incorporating photos and Web links.

# TJF Lesson Plans

## Portraits of the Seven Deai Students

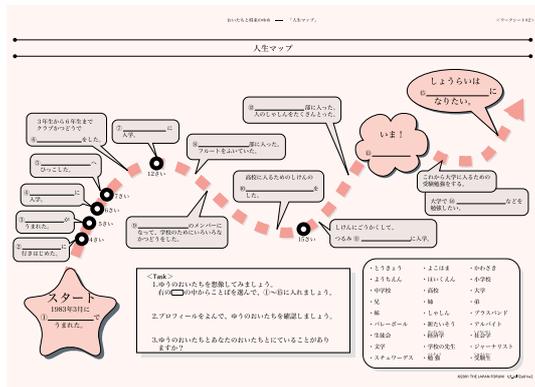
This lesson introduces the seven "Deai" students. Through getting to know the Deai students, students discover more about themselves and their classmates and cultivate empathy with their peers.

＝ Language Function: to give self introduction, to ask questions about others

## Life History and Future Plans

Students learn about the growing-up experiences and dreams for the future of the seven Deai students. Comparing these experiences and dreams, students realize the diversity among the Deai students. They think back to their own childhood, consider their dreams for the future, and deepen their self-awareness and understanding of others by telling about those dreams.

＝ Language Function: to report past experience, state intentions



Worksheet #2

## Friends and People Around Us

Students examine the human relationships between Tamaki Shun'ichi and the people around him, and think about how he interrelates to different people. Referring to Shun'ichi's diagram of human relationships, students review their own relationships with the people around them and think about how others influence them.

＝ Language Function: to identify and describe physical features, to express attitudes and personal feelings

しゅんいちとまわりの人びと

しゅんいちとまわりの人びとのかんけい

次の1～3は、しゅんいちとまわりの人びとの関係についての文です。しゅんいちの写真のキャプション、マイ・ストーリー(英語)を読んで、その内容と合うように( )の中に、日本語のこぼをいれましょう。日本語は、下の口からえらんでください。また( )の中から適切なこぼをえらんで、○をつけましょう。

- はやとは 高校で ぼくと おなじクラスで おなじクラブの ともちです。さんしんを ひくのが じょうずです。ぼくと はやとは、いい( )です。ぼくが なやんでいるとき、はやとは いいアドバイスを [あげます/もらいます/くれます]。そして はやとは、ぼくが わるいことを したとき、おこって [あげます/もらいます/くれます]。ぼくは 学校をやめたいとおもったことが ありますが、はやとが いたから がんばることが できました。
- こーた\*は おなじクラブの こうはい です。おきなわの おどりが じょうずです。ぼくは ときどき ぶたい(stage)について こーたに アドバイスをして [あげます/もらいます/くれます]。ぼくにとって こーたは かわい( )のようです。  
\*主人公が使っている表記を使用しました。
- ぼくは、中学2年生のとき、いげなで たいこの( )に はいりました。たいこの なかまは ぼくにとって「第2の( )」であり かけがえのない(irreplaceable)ともちです。としかずさんは、たいごグループの( )で、ときどき( )ことを いいます。テールは ぼくに ギターを おしえて [あげました/くれました/もらいました]。テールと たいこを たたくのは とでも( )です。

おや おにいさん おとうと リーダー グループ ライバル やさしい きびしい たのしい つまらない

Worksheet #1

Worksheet #2

Portraits of the Seven Deai Students

Life History and Future Plans

Family

Friends and People Around Us

Where I Live

A Day in the Life

Life at School

Club Activities

Eating Habits in Our Daily Lives

Journey to Visit the Seven Deai Students

There are currently ten TJF sample lesson plans. Each lesson plan consists of two to five activities. These lesson plans, as they progress from one through ten, take students through a vicarious experience of dialogue centering around the seven Deai students. They also move the

student steadily further along the path of understanding culture. Content-based Japanese is incorporated into each activity. Each activity is supplemented with worksheets, which function as materials for assessment.

### Where I Live

Students collect information about the towns where the seven Deai students live and learn about their geographic location and environment. Students describe relations with and points in common with their own town.

⇒ Language Function: to express location

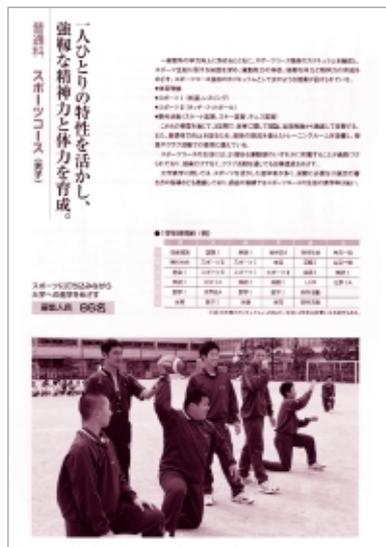
### Club Activities

Studying the materials available in Reference, students observe Yamamoto Takayuki's activities in the American football club and consider what the club means to Takayuki (why he joined the American football club after entering Osaka Sangyo University High School, what other kinds of clubs there are at the school, what the atmosphere of the football club is at this high school, what Takayuki thinks of the club, and how his coach and friends have influenced him).

⇒ Language Function: to state reasons, to express attitudes and personal feelings



Reference #1  
School Brochure: The Course of Study and the Sports Course



募集人員 (定員数)	募集コース (募集コース)	募集人数	募集コース (募集コース)
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111名	普通科コース (2)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
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111名	普通科コース (20)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース

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111名	普通科コース (7)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (8)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (9)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (10)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (11)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (12)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (13)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (14)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (15)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (16)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (17)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (18)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (19)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース
111名	普通科コース (20)	30名	私立近畿大学附属私立近畿大学附属高等学校普通科コース

Reference #3  
School Brochure: Application Guidelines

\*English excerpts are attached to these Reference materials.

### Journey to Visit the Seven Deai Students

Imagining a journey to visit a Deai student, students plan a travel itinerary; imagining the actual trip, they write a travel diary.

⇒ Language Function: to give directions, to plan something

# Deai: More Powerful Than a Thousand Words

**Y.-H. Tohsaku**

Adviser for the Deai project  
University of California, San Diego



In recent years, we have witnessed several major paradigm shifts in language teaching. For instance, we have gone from teacher-dominated approaches, to learner-centered approaches and from predetermined curricula to needs-based curricula. Meanwhile, the teaching materials we have been using, predominantly text-based materials (e.g., textbooks and workbooks), have undergone hardly any changes in content or format. Because of their limitations as instructional media, they have precluded implementation of new approaches in the classroom.

Deai, the new photo-based resource published by the Japan Forum, offers us a powerful new medium for teaching Japanese language as well as culture. Although photos have been widely used in language classrooms as supplementary materials, Deai's innovative design principles and well-thought-out contents have reinvented this traditional medium, making it a more powerful and effective resource for teaching language and culture.

The lives of seven Japanese high-school students depicted in the Deai photos motivate young learners to want to learn Japanese and spark their interest in Japanese culture. One of the accompanying CD's includes video messages and video clips from the seven students showing their lives and surroundings. This true-to-life context arouses students' interest in learning about the lives of their counterparts in Japan. In addition, the photos of the seven students provide an excellent context and purpose for learning about contemporary Japan and studying its language.

Text-based teaching materials are suited for providing information and instruction, but their use frequently leads to teacher-centered instruction and keeps us from creating optimal learning environments in many senses: presenting only one person's (the teacher's or textbook writer's) opinions and views, thus, creating stereotypes; inhibiting the creativity of learners; being inflexible despite differences in students' learning styles and rates.

Deai, on the other hand, does not include any prescribed or prepared instruction. In my view, the most significant design principle of Deai is to provide raw materials (i.e., photographs) for language teaching and let instruc-

tors decide how to use them in and outside of the classroom, based on their teaching situations and their students' goals and needs.

This principle allows us to use Deai flexibly in achieving many different instructional objectives. If used effectively, instruction will occur naturally through the interaction of photographs, learners, and instructors. Note that the photographs are not just for presentation and display, but are also used as a springboard for speaking and writing activities; as advanced organizers for listening and reading activities; as a resource for group discussions and projects exploring culture, etc.

Language teachers tend to "teach" too much in the classroom. The most effective way to learn language is self-discovery through interactive, participatory activities. When we use Deai, we should try to engage students cognitively with the Deai photos, allowing them to guess, imagine, analyze, evaluate, and hypothesize individually or as a group. This type of instruction will foster a real sense of learning in the classroom. It will also help create a learner-centered classroom, accommodating different learning speeds, styles, levels, goals, and interests.

Thanks to the flexible organization of Deai, we can use it either with text-based materials currently in use or as stand-alone material. The Japan Forum provides teachers with excellent resources for planning lessons based on Deai: One of the CD's includes more than 1,000 photos that can be used with the Deai photo sheets. The search function makes it possible for us to easily and quickly find the photos we need. The Deai Website includes a variety of teacher support information (e.g., sample lesson plans and activities using Deai photos). On the Deai Website, Reference and the Mini Encyclopedia help teachers develop lesson plans. Students can also use these resources to learn about Japanese language and culture beyond what they study in the classroom. With these photo sheets and resources, the possibilities for learner-centered instruction are unlimited.

Try using Deai in your classroom! You will realize that a photograph, as a medium of language teaching, can be more powerful and effective than a thousand words from teachers and textbooks.

# Voices

## Resources make "visual lessons" possible



### Sandy Bogilevu

Charters Towers School of Distance Education  
 (http://www.chartowesde.qld.edu.au)  
 Queensland, Australia

#### Guiding Principle:

I base my teaching on encouraging students to simply do their best and on knowing how to be polite and tolerant of other peoples' cultures. Not everyone can be a perfect linguist. Not everyone can remember all the verb conjugations. However, we can all know the joy of making contact with someone from another country and making them feel comfortable and welcomed by saying something in their own language. Some of my students, of course, go much further and continue to learn when they leave our school. We have as a goal the idea that our students will become life-long learners.

I am a teacher of distance education. Distance education is the provision of schooling to students who live in such remote places that they cannot attend regular schools.\* We teach via radio/telephone/teleconference/letter/fax/e-mail/computer/and soon, video. We have over 450 students from pre-school to year 10 and approximately 110 students learning Japanese.\*\* The articles and website photo data bank that TJF provides are invaluable as they allow students to access resources quickly—thus we can hold "visual lessons." Also, the topics TJF covers are up-to-date; no textbook can compete with such new information and vocabulary. Even my teaching colleague from Japan finds herself learning new things.

I used articles from the *TJF Newsletter* to help my students understand how very similar young people are in some ways. I really like to ensure that my students do not have stereotypical "pictures" of Japan. I want them to see young people today as they really are. The *Newsletter* articles are a wonderful help in this regard.

I have also found the articles a good stimulus for helping students write compositions. I usually send out a copy of an article (for example, how

students use pocket money) to students and then we discuss it in our radio or telephone lessons.

\* Nowadays, even students who do not live in remote places may also choose to receive their education this way. The majority of our students live on cattle stations in central Queensland. Other students are from these types of backgrounds: medical enrollments, home schooling (do not want to go to a regular school for various reasons), traveling students (living on boats or in other countries or traveling around Australia, but still wanting a Queensland curriculum education), international students, prisoners approved as students (special circumstances / special needs), adult education (literacy / numeracy / year 10 core subjects / vocational education).

\*\* We teach Japanese and French at Charters Towers School of Distance Education. For language programs, the students' work is guided by the Education Queensland program and also teacher-prepared activity sheets. During radio lessons, or in teleconferencing, students practice the pronunciation and oral parts of the course. They also do the listening sections. Students who are able come in for Inreach Days at our school. Teachers also travel out to various areas twice a year to teach face to face.

**A Day in the Life**  
 おこづかい  
 O-kozukai  
 Allowance

How much money do high school students use for daily expenses? Where do they get such money? In this issue, A Day in the Life takes a look at the allowance books of four Japanese high school students. We also collected data on the allowances of some students at high schools in the United States and Australia. What sorts of things do you use for the information? This topic gives us a chance to zoom in on the sorts of things high school students buy and the activities they are involved in. "The Way We Are" on pp. 88 show the things high school students spend their money on. Please refer to that information as well.

品名	単位	購入	金額	備考
1000	現金	allowance	5000	allowance
1001	現金	allowance	5000	allowance
1002	現金	allowance	5000	allowance
1003	現金	allowance	5000	allowance
1004	現金	allowance	5000	allowance
1005	現金	allowance	5000	allowance
1006	現金	allowance	5000	allowance
1007	現金	allowance	5000	allowance
1008	現金	allowance	5000	allowance
1009	現金	allowance	5000	allowance
1010	現金	allowance	5000	allowance
1011	現金	allowance	5000	allowance
1012	現金	allowance	5000	allowance
1013	現金	allowance	5000	allowance
1014	現金	allowance	5000	allowance
1015	現金	allowance	5000	allowance
1016	現金	allowance	5000	allowance
1017	現金	allowance	5000	allowance
1018	現金	allowance	5000	allowance
1019	現金	allowance	5000	allowance
1020	現金	allowance	5000	allowance

The Japan Forum Newsletter No. 20  
 A Day in the Life: O-kozukai

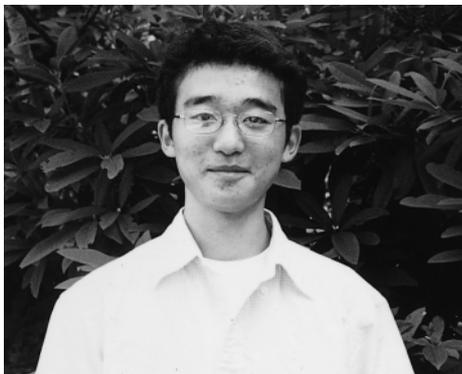
# Meeting People



In this series we will “meet” real-life individuals and consider from various angles the culture they represent. In each issue we will introduce a person or group of people and the events they are part of, as well as provide the necessary information on the TJF website for discussing those events. We hope these stories will prompt students to think about their own situations, discuss the similarities and the differences, and gain a fuller awareness of the multi-layered nature and rich diversity of culture. In this issue, we meet Shiro, a high school student in Tokyo. This is a story from his experiences in junior high school.

## Meet Shiro

### First Impression Misses the Mark!



志郎

年齢： 16才(私立高校1年)  
 家族： 両親、妹1人  
 住所： 東京都杉並区  
 趣味： テニス(スポーツ)、音楽  
 特技： テニス

When I was little my father’s company assigned him to work in the United States. I lived in New York from age four through first grade and in California from fourth grade through the end of seventh grade. In Japan, there are a few schools (both public and private) with programs designed to accept “returnee” students (*kikoku shijo* 帰国子女<sup>1</sup>) like me. It was the summer after seventh grade when we moved back to Japan. I visited several schools offering these programs, but in the end I decided to enter the public junior high school not far from our home, starting second term, which begins in September, of second year.<sup>2</sup> I chose the school because it was located close to home and I did not have to wear a school uniform. Although most public junior high schools in Japan require uniforms, by chance, the schools in my school district<sup>3</sup> did not. I had never once attended a school requiring uniforms, including when I was in the United States, and I didn’t like the thought of them: anyone could tell at a glance where you went to school, which seemed like an invasion of privacy. It bothered me that everyone looked exactly the same. I didn’t like the idea of commuting to some distant school

like the study freaks aiming for elite schools, and besides, I had long hair at the time and the other schools I visited would not allow it.

My hobby, by the way, is tennis. I started playing in the United States. Tennis is an individual sport, and if you lose you cannot blame it on anyone else. This suits my personality. I am fairly confident of my skill at tennis. Still, I had no intention of entering the tennis club<sup>4</sup> when I first started Japanese junior high school. They did not play at a very advanced level, and they played the softball-style (played only in Japan) instead of the hardball-style (the international style) I had been playing, so I thought about enrolling at a tennis school in my community, instead. Aside from the expense, the tennis school only offered late-night, group lessons, which I really didn’t want to take. At the time, it was mandatory to join a club at my junior high school (this restriction was later lifted), and my homeroom teacher (*tannin* 担任<sup>5</sup>) was asking me nearly every day which club I planned to join. Finally, I gave up and decided to join the boy’s tennis club. To be honest, at the time, I had no intention of taking it very seriously.

## The Tennis Club

テニス部

My first impression upon entering the tennis club was that no one seemed very enthusiastic about playing. When I went to elementary school in Japan, I had played baseball on a local community team with a strict coach, so I had an image of Japanese teams in which the coach is tough, and the kids stick to it, though they are nearly in tears. The teams I knew then were strong in their own way. In junior high it was different. There was little enthusiasm and the other members' play was weak. Although they seemed little motivated, they complained a lot about practice, and made snide comments about my play, "You played in America—it's no wonder you're so good!" I began to think that I should quit. I really did like tennis, however, and I had already bought a soft-style racket, so quite the opposite of my original intentions, I ended up more and more involved with the club.

In the junior high school tennis club the upper-class students held higher status—second- and third-year students were given priority in hitting balls, while first-year students, even the more able ones, were relegated mostly to

ball retrieval. We spent a lot of time during practice sessions doing exercises that didn't seem of much practical significance. I thought that any first-year member who was good enough should be able to mix with the second- and third-year students for practice, and I proceeded to do so. I also took the lead in making our exercises more rigorous to improve the parts of our game we needed to win. Naturally, I encountered some resistance, since I had just arrived and was already attempting to make changes. A rift had developed between the team members who supported me (mainly first-year students) and those, led by the team captain, who did not. The atmosphere in the club became quite strained.



Today, Shiro is the captain of his high school hardball-style tennis club.

## The Turning Point

てんき  
転機

The turning point came at an official match in the third term of my second year. I approached the team captain and said, "We can't win if we don't pair up!" We had to play doubles for official matches, and it happened that his usual partner was injured. The captain was the next best player on the team after me, I really wanted to win, and I didn't have a fixed partner at the time. Since we had been yelled at together in practice by the coach and had supported each other at matches, my relationship with my teammates, including the captain, had improved. Teaming up turned out to be a brilliant stroke for our school: we got all the way up to the top sixteen in one of the Tokyo regional tennis championships. Even so, we both couldn't help thinking that we could have gone even further. We teamed up for all our matches after that, and the team's record began to improve. The ice melted and everyone in the tennis club became good friends. A new, positive sense of rivalry had arisen and everybody showed visible improvement. The team captain and I won the championship in the ward tournament, the last tournament before we graduated from junior high school. Even after going on to different high schools, we are still really close, and everyone from that team continues to play tennis. One of my friends told me, "When you first entered the club, I thought you were conceited, going around giving orders even though you had just joined. But thanks to what you did, the atmosphere in the tennis club changed and I'm still playing tennis now."

Looking back on this experience now, I have to admit I was a bit hasty at first. I tried to tell everybody what to do, impatiently attempting to change the club into what I

thought it should be. Moreover, I have come to understand, from the shift in my attitude towards the team captain (he is now one of my best friends), that sometimes your first impression misses the mark. If I knew then what I know now, I think I would spend a little more time getting to know the other members, and would not be in such a rush to force changes on everyone and on the organization of the club. I have also realized that, even if I think I am the best player, there are still things to learn about human nature from the people around me. Even if I am now in a position to give instruction, I sometimes get scolded if I am not careful and considerate in how I teach and treat the other players. I want to continue playing tennis for the rest of my life, not only honing my skills, but also cultivating myself through interaction with others.



Shiro (far left) with his junior high school tennis club friends and coach.

# Notes

## 1 | きこくしじふ 帰国子女 Returnee students

The term “returnee-students” refers to Japanese children who have returned to Japan after living for an extended period abroad due to their parents’ reason. Since these students often require special attention in terms of Japanese language skills, readjustment to life in Japan, etc., some public (including national) and private elementary, junior high, and senior high schools accept returnee students under separate entrance and enrollment criteria from those for regular students. Some returnee students enroll at schools without such special criteria or programs.

## 2 | Japanese school year

The Japanese school year begins in April and ends in March. Most schools operate on a three-term system, the first term extending from April to July, the second from September to December, and the third from January to March. There are some differences from one region of the country to another.

## 3 | School districts

School districts are established on the municipal level for public elementary and junior high schools and on the prefectural level for public high schools. With some differences from region to region, students attend the elementary, junior high, and high schools located in the school district where they live. Recently, an increasing number of areas are allowing students to enter schools outside of their own school district. National and private schools accept students regardless of school district.

## 4 | Club activities

Japanese schools typically offer students a variety of sports, humanities-related, science-related, and arts clubs. School club activities start as a part of the formal curriculum from the fifth or sixth grades of elementary school. In elementary and junior high schools there are two types of club activities—those that are part of the formal curriculum and are compulsory, and those that are extracurricular clubs and are optional. The latter are more popular in high schools.

Clubs are basically managed by the students themselves—led by a club president who is supported by other club officers such as a vice-president and manager. Normally club presidents are upper-class students. Members of the school teaching staff usually give guidance, acting as supervisors or coaches.

At most schools, club activities are held after school. Each club determines which days of the week it will hold practice or training sessions. Most clubs practice for two or three hours after school, though a few opt for morning sessions. In sports and athletics clubs, practice matches and official matches are held on weekends and holidays.



Photo: Shinohara Midori



Photo: Murata Asami



Photo: Maeji Akihiro



Photo: Watanabe Hirokazu

References: *Chugakusei kokosei no nichijo seikatsu ni kansuru chosa hokokusho* [Survey on the Daily Lives of Junior High and High School Students], Japan Youth Research Institute, 2000.

## 5 | なんにん 担任 Homeroom teachers

In addition to providing instruction in regular subjects, homeroom teachers are also involved in other activities, such as supervising extracurricular activities and providing advice and guidance to their homeroom and other students.

## Discussion Points

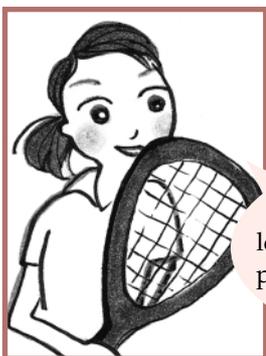
1. After reading this selection, give examples of things you could or could not relate to in the story.
2. What would you do if you were in the same situation?
3. The following are two different people's opinions about sports. What do you think? Write your own thoughts in the space provided.



しょうくん

スポーツでは チームワーク がいちばん 大切です。  
下手でも いっしょうけんめい がんばることが 大切です。

I think the goal in sports is not just to become technically skilled but to discipline yourself mentally. It's very important to learn how to cooperate with others and to understand the importance of striving. Team sports, in particular, require cooperation, and no matter how skilled you are, I don't think you should join a team if you are the type of person who cannot be a team player. I appreciate people who try hard even though they are not so skilled more than those who may be very good at a game but don't try so hard.



さくらさん

スポーツでは「勝つこと」がいちばん 大切です。  
チームワークより、個人の自由が 大切です。

The object in sports is to win. All the practice in the world won't mean a thing if you don't win in the end. If you're good enough, I don't think it really matters how long you spend practicing. I think it should be left up to the individual. I think form and practice method should be left up to the individual, since you won't get any better practicing things that don't suit you.



あなた

.....

.....

.....

.....

.....

### Vocabulary

スポーツ sports

大切 important

上手 skilled, good at

下手 unskilled, not good at

～でも although, even if

勝つ to win

負ける to lose

チームワーク team work

がんばる to do your best, to strive, hang in there

個人 individual

自由 freedom

## Japanese Culture Now

# 浜崎あゆみ *Hamasaki Ayumi*—Source of strength for young people searching for a place of their own



Hamasaki Ayumi (23) sold more CDs than any other popular singer in the year 2001. Known as “ayu,” she is tremendously popular with young people. Until recently, her image was strongest as a fashion icon of teenage girls, but today her popularity is growing across a wider stratum—men and women in their twenties and thirties.

Hamasaki writes her own lyrics, lyrics that express an image of herself that is true to life. Her songs speak of heartache, loneliness and despair, the importance of accepting and believing in ourselves just as we are, seeing failure in love as energy to go forward, and offering the encouragement that “I (ayu) am right here with you.”

In an article in the *Asahi Shimbun* newspaper on June 2, 2001, copywriter Maeda Tomomi noted, “Today’s younger generation suffers from a real thirst for words—they’re desperately seeking words with the power to rescue them. Many teenagers shed tears of relief when they hear songs like those of Hamasaki Ayumi—whose lyrics are embarrassingly straightforward for anyone of my age—grasping for the

strength and solace they offer. You can tell that the adults in their lives aren’t offering any support or advice—even moralistic—that really resonates in their hearts.” She continues to offer hope and companionship to those frustrated by what they feel is a world with no future, to those who cannot see where they belong.



Photo: Hongo Jin

## Data ■ Ranking of Total CD Sales (singles + albums) by Artist

Oricon Survey 12/4/2000-11/26/2001

Rank	Artist	Total Sales (yen)
1	浜崎あゆみ [Hamasaki Ayumi]	24,370,000,000
2	宇多田ヒカル [Utada Hikaru]	15,830,000,000
3	GLAY	10,860,000,000
4	Mr. Children	10,810,000,000
5	サザンオールスターズ [Southern All-Stars]	10,320,000,000
6	モーニング娘。 [Morning Musume]	8,980,000,000
7	SMAP	8,330,000,000
8	CHEMISTRY	7,560,000,000
9	ゴスペラーズ [Gospellers]	7,060,000,000
10	MISIA	6,480,000,000

### ♪ A Song for XX

This song has special meaning for Hamasaki. She sings of a past self, at a point when she could not accept herself because of the complex situation surrounding her parents’ divorce. “ayu had cut herself off from everything, shut up behind walls in every direction,” she recalls in a magazine interview, “That I could write and sing such a song made it possible for me to move forward.”

居場所(いばしょ)がなかった 見(み)つからなかった  
未来(みらい)には期待(きたい)出来(でき)るのか分(わ)からず

*There was no place for me. I couldn’t find it anywhere,  
Unsure I could even count on the future.*

人(ひと)を信(しん)じる事(こと)って いつか裏切(うらぎ)られ  
はねつけられることと 同(おな)じと思(おも)っていたよ

*Believing in someone only meant betrayal in the end;  
only meant rejection someday.*

いつも強(つよ)い子(こ)だねって 言(い)われ続(つづ)けてた  
泣(な)かないで偉(えら)いねって 褒(ほ)められたりしてたよ  
そんな風(ふう)に周(まわり)りが言(い)えば言(い)う程(ほど)に  
笑(わら)うことさえ苦痛(くつう)になってた

*They kept on saying, “What a brave kid you are!”  
They kept praising: “How strong you are, not to cry!”  
And the more they said these things,  
The more even smiling was agony.*

一人(ひとり)きりで生(う)まれて 一人(ひとり)きりで生(い)きていく  
きっとそんな毎日(まいにち)が 当(あた)り前(まえ)と思(おも)ってた

*I used to think I was born all alone and would go through life on my own  
I thought every day would be that way.*

### ♪ To Be

“When I stopped to think about what hopes I really cherished, I realized I was holding out hope for people other than me, in other words for the existence of humanity itself. The “you” in this song refers to such people,” she explained in the interview.

誰(だれ)もが通(とお)り過(す)ぎてく  
気(き)にも止(と)めない どうしようもない  
そんなガラクタを 大切(たいせつ)そうに抱(かか)えていた  
周(まわり)りは不思議(ふしぎ)なカオで 少(すこ)し離(はな)れた場所(ばしょ)から見(み)てた  
それでも笑(わら)って言(い)ってくれた“宝物(たからもの)だ”と

*Everyone just passed by,  
They didn’t even notice, this hopeless thing,  
But you clutched me tightly to you.  
People stared from a distance, looking puzzled.  
But you’d laugh and exclaim, “My treasure!”*

ガラクタを守(まも)り続(つづ)ける腕(うで)は どんなに痛(いた)かったことだろう  
何(なに)を犠牲(ぎせい)にしてきたのだろう  
決(けつ)してキレイな人間(マルノ)にんげん)にはなれないけどね  
いびつに輝(かがや)くよ

*How painful it was to protect this,  
What have you sacrificed for my sake?  
I can’t become pure,  
But I’ll shine in my own special way.*

君(きみ)がいたから どんな時(とき)も 笑(わら)ってたよ  
君(きみ)がいたから どんな時(とき)も 笑(わら)ってたよ  
泣(な)いていたよ 生(い)きていたよ  
君(きみ)がいなきゃ何もなかった

*‘Cause you were there, I could laugh at anything.  
‘Cause you were there, I could laugh at anything.  
I could cry. I was really living.  
Without you, there would have been nothing.*

# TJF News



## Major TJF Programs in Fiscal 2002 (April 2002-March 2003)

### Japanese-language Education for Elementary and Secondary School Students Overseas

- Photographic teaching materials "Deai: The Lives of Seven Japanese High School Students," donation to institutions overseas (including Australia, Canada, New Zealand, United Kingdom, and the United States) engaged in Japanese-language education, workshops for teachers on ways to use the Deai resources in the classroom, and development and maintenance of the Deai Website.
- TJF 15th Anniversary Seminar, "The Significance of Teaching the Language and Culture of Neighboring Countries to High School Students in Japan and China." (August 2002, Harbin, Heilongjiang province, China)
- Teachers Training Program for Junior and Senior High School Teachers of Japanese in China. (August 2002, Harbin, Heilongjiang province, China)
- Publication of teacher training materials *Kango washa no tame no wakari-yasui Nihongo shirizu* [Japanese Made Easy for Speakers of Chinese], 5 vols. (June 2002; final version)

- Editorial cooperation in compiling a Japanese-language textbook for middle school use in China.

### Asian-language Education for Senior High School Students in Japan

- Support for the Second Nationwide Training Sessions of the High School Korean Language Education Network in Japan.
- Support for activities of regional committees of High School Korean Language Education Network.
- Editorial cooperation in compiling a Chinese-language textbook for high school use in Japan.
- Photographic teaching materials, production for senior-high school Chinese-language education in Japan. (Started April 1999)
- Chinese- and Korean-language education support for seminars and study meetings.
- Survey of Korean-language education in Japanese high schools and universities.

### Education for Cultural and International Understanding and Friendship Exchange for Elementary and Secondary School Students

- Sixth Daily Lives of Japanese High School Students Photography Contest (June 2002-January 2003)

- Publication of *The Way We Are 2001* (June 2002; text in Japanese with accompanying kana, English text booklet)
- Coordination of friendship exchange between school classes in Japan and China.
- Coordination of friendship exchange between schools in Japan and the United States.

### Book-related Programs

- Donation of teaching materials and books.
- Assistance for the Vision volunteer group; English book-donation activities.

### PR Publications and Website

- *Kokusai Bunka Forumu Tsushin* (Japanese newsletter; quarterly)
- *The Japan Forum Newsletter* (English newsletter; information for Japanese-language teachers in English-speaking regions; quarterly)
- *Hidamari* (quarterly journal for junior and senior high school Japanese-language teachers in China)
- *Xiaoxi* (quarterly journal for senior high school Chinese-language teachers in Japan)
- *TJF Annual Report for 2001-2002* (September 2002; Japanese and English editions)
- Production and maintenance of TJF website and the TJF Photo Data Bank

## "Deai" Workshops

The Japan Forum will conduct the following series of workshops on how to use the Deai resources in the United States and Canada. The workshops will be held in cooperation with associations of Japanese-language teachers and the Consulate-General of Japan in each state and province.

### April 2002

#### Miami, Florida

13 [Sat.] 13:00-16:30

Consulate-General of Japan in Miami

Contact: The Japan Forum

E-mail: deai@tjf.or.jp

#### Long Beach, California

19 [Fri.] 9:00-16:30

2002 CLTA Conference

Contact: CLTA website

<http://www.clta.net/>

#### San Francisco, California

24 [Wed.] 13:00-16:30

Consulate-General of Japan in San Francisco

Contact: Consulate-General of Japan in San Francisco

Contact: Ms. Takahashi Hisako

E-mail: education@cgjsf.org

#### Seattle, Washington

27 [Sat.] 9:00-15:00

Roosevelt High School

Contact: Ms. Tashibu Taeko

E-mail: tashibut@qwest.net

### May

#### Chicago, Illinois

2 [Thu.] 13:00-16:30

Consulate-General of Japan in Chicago

Contact: Mr. Kinoshita Takuo

E-mail: takuo@advancenet.net

#### Ypsilanti, Michigan

4 [Sat.] 9:30-17:30

Eastern Michigan University

Contact: Dr. Tabuse Motoko

E-mail: fla\_tabuse@ONLINE.EMICH.EDU

### June

#### Toronto, Ontario

30 [Sun.] Time to be announced (see the TJF Website)

CAJLE Conference

Contact: Ms. Nishijima Michiko

E-mail: michiko@unb.ca

## July

### Vancouver, British Columbia

6 [Sat.] Time to be announced (see the TJF Website)

Venue to be announced

Contact: Ms. Sachiko Omoto Renovich

E-mail: sachiko\_r@shaw.ca

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

Since the new Deai teaching resource was introduced in No. 23 of the *TJF Newsletter*, TJF has received a steady stream of applications from teachers overseas, and over the past two months we have been kept very busy preparing to send out the 10-kilogram packages containing the “Deai Kit.” Everything is now in readiness and we believe all the kits will reach the schools that ordered them by the middle of April. Please watch your back when you pick up the box! It’s very heavy. Then watch what happens when you open the lid. The seven Deai high school students will leap out, and the images and stories they bring with them are sure to speak to you in many different ways.

In April last year, we invited all seven Deai students to Tokyo to meet. The project we had been working on for three years climaxed with the encounter in real life of all seven main characters of our photographic record of the daily lives of high school students. Perhaps because of what they shared by being part of “Deai,” the seven immediately became close friends. They exchanged e-mail addresses and were reluctant to part when the gathering was over. I admit I felt deeply relieved to see that the seven appeared to be gratified by and enjoying their involvement in the project. We at TJF have many fond and special memories of the Deai students from our months of working with them, and thanks to them, we were able to complete “Deai.”

Precisely because photographs are all-revealing, we wanted photographs that would capture the students at their most natural and spontaneous. To make this easier, we asked people close to the student, or university students specializing in photography close to them in age, to do the photographing. In all, more than 10,000 photographs were taken. From these we ultimately

chose those that showed the universal, human side of the Japanese students, that display, at the same time, the various cultural phenomena in their surroundings, and that introduced subject-matter and contexts useful for teaching Japanese-language expressions.

While the Deai ingredients in their printed form are now complete, the Website-based dimension of the project is only now beginning. We have prepared on the Website certain “recipes” for partaking of Deai, stocked extra information and images to add further spice and variety, and provided the utensils needed for preparation. But we leave the “cooking” up to the teacher, for we believe that the final touches can only be put to the real experience of “Deai” by the teacher, the person who knows best the interests, tastes, and needs of students in the classroom.

Taking full advantage of the features of Web-based media, in collaboration with teachers we plan to continually update the information provided and add new information as needed for teachers in diverse teaching situations. We look forward to every report we are fortunate enough to receive, even for the smallest idea or tip for effective use of Deai. We believe that the encounter—*deai*—between one person and another, and the interaction and dialogue that unfolds from such encounter, are what paves the way for closer relationships with others. We are eager to hear about the kinds of dialogue that begin between the seven Deai students and your students in other parts of the world.

*Nakano Kayoko*  
Program Director