



The Japan Forum Newsletter

June
2002

No. 25

国際文化フォーラム通信

TJF News

Meeting People



Meet Michi

Voices

Japanese Culture Now



キャラクター (kyarakuta)

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Nakano Kayoko
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TJF News

Information on the TJF Deai Website

Newly Uploaded

- ❖ The seven Deai students' stories and video messages
- ❖ Mini Encyclopedia: Japanese-English edition, 223 total entries.
- ❖ Lesson Plans: Morita Kiyoko, Kate Yonezawa
- ❖ Reference: Authentic materials including school pamphlets and "Life Maps" for the seven Deai students
(http://www.tjf.or.jp/deai/contents/teacher/te_index.html)

This Month's Focus

- ❖ Lesson plans incorporating Deai with Japanese-language textbook *Mirai*
- ❖ Activity "Shitte imasuka": Students can enjoy playing the clever new "Jido hanbaiki" game.
- ❖ Activity "Motto shiritai?": Recommended for teachers who want to encourage students to discuss social issues related to the seven Deai stu-



"Jido hanbaiki" game

dents' stories. Links to websites and other resources have already been prepared so that students can carry out their own research.

(<http://www.tjf.or.jp/deai/contents/teacher/lessonplan/bytexbook/mirai/miraiindex.htm>)

- ❖ Lesson plan by Sheila Baumgardner: Twenty-two generic ideas for activities that can be prepared quickly

❖ Lesson plan by Kate Yonezawa: Ideas using PowerPoint (including an example of student productions)

(<http://www.tjf.or.jp/deai/contents/teacher/lessonplan/byteachers/us/usindex.htm>)

"Deai Workshops in Progress" and "You Can Start with Just One Photosheet!"

❖ Deai Workshops are planned for cities throughout North America. We thank all the teachers who have supported and participated in the workshops so far. We found that there is a great need for opportunities for teachers to share ideas and experiences on using the Deai resources in practice. The Deai Website provides the schedule of future workshops.

❖ A message from Etsuko Barber, who made a presentation at the Dallas workshop: "I imagine there are a lot of teachers who, even after they have received a Deai kit, have a hard time using it. It was the same for me at first—determined to look at all the materials before deciding how to incorporate them. But because Deai is so large, I never thought I would

be able to use it. When I finally gave up and just started using it, I got a completely different reaction from my students! They wanted to learn all about the Deai students, and classes became more substantial and realistic. I suggest that teachers just start using it and see what happens. You can begin with the very first photograph in Deai, a close-up of Mizushima Yu."



Workshop in Boston

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. Beginning with this issue, "Meeting People" will take up one of the seven students each issue, turning the focus toward topics of serious 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 Sakai Michi, who attends a public high school in Hokkaido, introducing her thoughts on the protection of wild animals and the environment.

Meet Michi



Profile

さかい みち
坂井未知

年齢：16才(北海道標茶高校1年)

家族：両親、姉、妹、祖父母

生まれたところ：千葉県市川市

趣味：本、マンガを読むこと

将来の夢：獣医になって、野生動物を保護する仕事をしたい。

Michi's View

Protection of Animals and the Environment

I've liked animals since I was a child. Don't you think animals are fascinating? With things made by human beings, you can always figure out the mechanisms that make them work, but with animals you end up wondering "How did this sort of creature come about?" Observing how unique and efficient their bodies are and how well they are adapted to their environment makes you really sense the wonder of life.

When I was a child we always had a lot of different pets. One summer I accidentally left my little green turtle's box outside when we went off on a camping trip. When we came home it had died and dried up completely. I remember how panicked I felt, thinking

"Oh no! Oh no! What shall I do? Maybe if I put some water in, it will come back to life." The shock from that experience taught me to make sure I can take care of an animal before I decide to keep it. It taught me that animals are living creatures, too, and that it's wrong to treat any living thing carelessly.



Michi (left), about two years old, with her sister

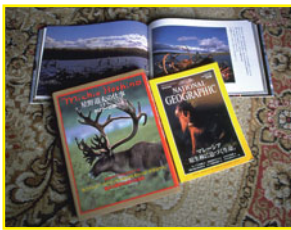
I also got interested in protection of wild animals when I became aware that the creatures I like so much are suffering at the hands of human beings, of which I am one. Wanting to protect animals made me start thinking about protecting the environment. Thinking about the environment makes you start asking all kinds of other questions.

What Do We Have to Do?

In Hokkaido there are a lot of problems close at hand, like the problems of fishermen with seals or of farmers with deer, that make you think about the complexity of protecting animals and the environment. Animal habitats have been developed for human purposes, and accidents often occur when deer try to cross railroad tracks or highways. They also forage in fields and orchards, damaging farmers' crops. When I lived in Chiba, located near Tokyo, and heard about how farmers would shoot the deer, I simply felt sorry for the deer and thought that shooting them wasn't good. But living in Hokkaido, I can readily understand how the farmers' livelihood is threatened, and that it is a serious problem for them, too. Merely feeling bad about the situation doesn't solve anything. Since you can't have it completely one way or the other, I've come to believe it's

necessary to ponder carefully where to draw a line of compromise. I also think it is important to see through first-hand experience, on field trips in social studies classes in elementary and junior high school, how the waste we produce in our daily lives is connected to the larger issue of protecting the environment.

There are some people who seem not to care about waste, pollution, and damage to the environment as long as it doesn't affect them personally. But when you think about it, such people are not only ignoring the welfare of animals, but the people around them, people on the other side of the planet, and even their own children and grandchildren. Ultimately, they are even dismissing their own welfare. Even if there's just *one person or thing* you value—whether it's yourself, your family, your friends, a boyfriend or girlfriend—I believe it can lead you to sense the importance of taking care of larger things like the environment and the planet. I value my family and friends, but I also



Michio admires a photographer Hoshino Michio.

value myself. I don't want to destroy the happiness I enjoy each day, and I don't want someone else to obliterate it either. When we think of the environment and the planet, we tend to think of them as large-scale problems. The way I see it, though, since these are

problems we each have to come to terms with individually, they can also be considered small-scale problems.

Plans for the Future

Even now, I'm trying to do various things, but I haven't made as much progress as I'd like because I can't seem to get people to cooperate and I don't have enough time to really make them work. The days go by so rapidly and I often feel I can't keep up.

Right now, I'm trying to set up an environment club at school. Four or five people are going to join me. We're discussing what we want to do. Our first idea is to do some litter cleanup around town. Another thing we're considering is publishing a newsletter that will describe the proper way to dispose of garbage and discuss other environmental topics.

I'm still not really sure what the best method is, specifically, to find a way for animals and humans to live together, or what sort of job would be best for me in the future. I know there are a variety of ways of approaching the problems, so I'm going to try to find the direction from which I want to approach them. Just as I was able here in Hokkaido to witness a lot of things I couldn't in Chiba, I think I need to experience a lot of places. I'd like to go abroad and observe places where humans and animals live in close proximity so I can learn to see things from a broader perspective.

坂井未知です。16才で、高校1年生です。千葉で生まれました。今は、北海道の標茶高校にかよっています。

小さいときから、どうぶつや、こんちゅうが大好きでした。どうぶつえんや水ぞくかんでも好きでした。上野どうぶつえんによく行きました。父と母をまたせて、ひとりでどうぶつえんを2しゅうも3しゅうもしました。

アリ、チョウ、カブトムシ、カタツムリ、トカゲ、カエル、金魚、カメなど、いろいろなペットをかったことがあります。小学生のとき、なつやすみに、カメを外に出したまま、りょこうに行ってしまった。カメはしんでしまいました。とてもかなしかったです。そのとき、どうぶつをころしてはいけな

くと思ひました。大きくなって、人間のせいで、どうぶつがくるしんでいることをしりました。私は、じゅういになって、どうぶつをたすけたいと思ひます。どうぶつをたすけるために、かんきょうもよくしなくてはいけないと思ひます。

北海道では、りょうしとアザラシのもんだいや、のうみんとシカのもんだいがあります。人間は、シカが住んでいる森の木をきりました。それで、シカがせんろや道に出てきてじこがおこります。また、はたけのやさいや森の木のかわを食べるので、のうみんはこまっています。千葉にいたころは、このようなもんだいはみぢかではありませんでした。のうみんがシカをころすと、シカがかわいそうだと思ひました。でも、ほんとうは、のうみんもこまっているの

です。北海道に来てから、そのことがわかりました。シカも、人間も、りょうほうをたすけなくてははいけません。どうしたらいいでしょうか。いいほうほうをかんがえなくてははいけません。人間が森の木をきりましたから、人間がかんがえなくてはいけないと思ひます。

きょういくもたいせつです。人間のせいでどうぶつがくるしんでいます。そして、自分たちが出すゴミと、かんきょうのもんだいはとてもかんけいがあります。そのことを、小学校や中学校で、子どもたちにおしえることがたいせつだと思ひます。

私は、自分をとてもたいせつに思っています。自分をたいせつにすると、自分のまわりの家ぞくや友だちも、どうぶつも、たいせつにしたいくなります。ちぎゅうやかんきょうは大きなもんだいだといわれますが、ほんとうは、自分の中の小さなもんだいだと思ひます。

この間、学校で、「かんきょうクラブ」を作りました。まちのゴミひろいをしたり、新ぶんを出したりしたいです。ほかにも、いろいろなことをしたいです。でも、なかなかうまくいきません。どんどん時間がすぎて、あせります。しょうらい、どんなしごとをしたいか、まだよくわかりません。これから、かんがえたいです。千葉にいたとき、わからなかったことが、北海道に来てから、わかりました。これから、日本も海外も、いろいろなところを見たいです。

※A list of vocabulary and expressions is provided on "Meeting People-4" for underlined words.

Related photos and texts from Deai

■ My Story from Text Booklet

Growing Up—Elementary school

From the beginning of elementary school, I developed a keen interest in insects and animals. According to my mother, I would read the illustrated books about insects and animals almost as if I were “swallowing” them. Near our house was a place where there were lots of little green tree frogs, and I used to catch them and bring them home. I collected all kinds of creatures—ants, butterflies, helmet beetles, snails, lizards, frogs, goldfish, and turtles. I loved going to zoos and aquariums, and often went to the Ueno Zoo.*¹ I would make my mother or father wait while I went around the pens two or even three times. I never tired of watching the monkeys on “monkey mountain.”

Growing Up—Encounter with Shibecha

When I was in junior high school, there was an exchange program going on between my city, Ichikawa, and the town of Shibecha in Hokkaido.*² Called the “Shibecha-Ichikawa Youth Cruise,” it sponsored an annual program in which elementary, secondary and university students from both municipalities would visit each other by ship. The thought of going to Hokkaido (a place I had never been to before) and of getting on a big cruise ship was so exciting that I was eager to participate . . .

Once on land, however, I was back to my normal energetic self, and I had a great time, going canoeing, riding horses, meeting junior high school students from Shibecha, eating barbecue, and enjoying campfires. That was the first time I visited Shibecha High School.*³ We toured the school and participated in a butter-making project. I remember thinking what a spacious, attractively built school it was.

High School Life—Entering Shibecha High School

In third year of junior high, when I was considering what high school I should attend, I remembered Shibecha. It has dormitory facilities, so it is open to students from other parts of the country. I had been thinking, in order to fulfill a dream I'd had since elementary school of becoming a veterinarian, that I would like to go to university in Hokkaido after high school. Going to a high school in Hokkaido, where all kinds of information would be readily available, might be an advantage in getting into a university there. I decided to take the entrance examination for Shibecha.



My Future

People often say that the advancement of humankind has been made possible by the destruction of the environment, but I think that the twenty-first century should be a time for restoring what has been destroyed. We need to utilize the powers of science to solve global pollution, global warm-

ing, and many other major environmental problems, but just as important is for individuals to commit themselves to the effort. We should carefully separate our trash and put out cans, PET bottles, and such for recycling. Conserving on water and electricity are little things that each individual can do. I do my best to think about conservation and recycling and if I try to raise the awareness of my friends and family, hopefully the number of people who contribute to solving environmental problems will gradually grow.

■ SM-P05 from the Photo Sheets



In August, I participated in the First High School Environmental Summit,*⁴ held for three days at Ozegahara*⁵ in Gunma prefecture. Fifty-one students from sixteen high

schools all over Japan participated. We observed the plants and trees in the Ozegahara wetlands and did tests of the quality of the water, among other activities. Students from Gunma Prefectural Oze High School, which sponsored the summit, showed around the groups from visiting high schools and explained various things about the plants and the environment of the wetlands.

Students from distant parts of Japan—Yakushima High School, from an island off the coast of Kagoshima prefecture, Karatsu Kita High School in Saga prefecture, and we from Shibecha High School in Hokkaido—arrived at the summit the previous night and stayed over at Oze High School. We had fireworks in the evening and stayed up almost until morning talking. We also went out to play in the river that flows behind Oze High School. The water we played in was clean and cool and filled with small fish and tadpoles.

I really learned a lot in those three days and got to know high school students from many other parts of the country.

*¹ Ueno Zoo: <http://www.kensetsu.metro.tokyo.jp/zoo/ueno/index.html>

*² Hokkaido: The northernmost and second largest of Japan's four main islands. Unlike the rest of Japan, the climate is markedly colder and drier. Hokkaido is known for its large-scale American-style produce and livestock farms and its fishing industry that flourishes from the abundant resources of the seas surrounding the island.

*³ Shibecha High School: <http://www.shibecha-h.ed.jp/>

*⁴ High School Environmental Summit: <http://www.edu.net-kochi.gr.jp/home/shiman-h/kankyosummit.html>

*⁵ Ozegahara (elevation: about 1,400 m. [4,600 ft.]; area: 8 sq. km. [3 sq miles]) is the largest high-elevation marshland in Japan. It straddles the borders of Gunma, Fukushima, and Niigata prefectures in central Honshu. Along with Ozenuma, a large lake, it is part of Nikko National Park.



Class Ideas

* The worksheets and a full list of vocabulary may be downloaded from the Deai Website (<http://www.tjf.or.jp/deai/>).

※ Ask some questions after looking at the photos and/or reading the text.

- 未知は、何才ですか。
How old is Michi?
- どこで生まれましたか。
Where was she born?
- 高校はどこにありますか。地図でさがしてみましょう。
Where is her high school? Let's try finding it on a map.
- 北海道はどんなところでしょう。
What kind of place is Hokkaido?
(cf. <http://www.with.pref.hokkaido.jp/kankodb/foreign/e/index.html>,
<http://www.pref.hokkaido.jp/etc/overview/overview-e.html>)
- 未知は、しょうらい、何になりたいですか。
What does Michi want to become in the future?
- 未知さんは、どうして、どうぶつほごや、かんきょうほごに、きょうみがありますか。
Why has Michi taken an interest in protecting animals and the environment?
- どうぶつほごや、かんきょうほごのために、何が大切だとかんがえていますか。
What does she think is important in order to protect animals and the environment?
- 未知さんは、どんな人だと思えますか。
What kind of person do you think Michi is?
- あなたは、しょうらい何になりたいですか。
What do you want to become in the future?
- 未知さんに会ったら、どんなことを話してみたいですか。
If you met Michi, what sort of things would you want to talk to her about?

※ Hold a discussion after having students research and consider their questions further.

- 北海道のどうぶつもんだいについて、しらべてみましょう。
Let's find out about animal issues in Hokkaido.
(cf. Reference on Ezoshika available in the reference section at http://www.tjf.or.jp/deai/contents/teacher/te_index.html)
- あなたの住んでいるところにも、同じようなもんだいがありますか。
Do you have similar kinds of problems where you live?
- どんなもんだいですか。
What kind of problems?
- そのもんだいをかいけつするために、どうしたらいいでしょうか。
What should be done to solve those problems?
- あなたのかんがえをおしえてください。
Please give your opinions.



Vocabulary and expressions for the text on "Meeting People-2"

～をまかせて	keep ____ waiting	シカ	deer
カメ	turtle	じこ	accident
かったくかう	to keep (a pet)	おこりますくおこる	to happen, to occur
～たことがあります	I have (had the experience of doing) ____.	こまっていますくこまる	be in trouble, to be in a pinch, to be at a loss
～まま	leave as it is	みぢか	familiar, close at hand
～てしまいました	to do ____ (and regret it); for ____ to	ほうほう	method, way, means
～てしまう	happen (regrettably)	きょういく	education
しんでくしぬ	to die	ゴミ	garbage, waste, trash, rubbish
ころしてくころす	to kill	かんけいがあります	to be related (to ____); to have a connection (with ____)
～てはいけない	should not ____; must not ____	たいせつに したくなります	to gradually come to want to take good care of/to cherish
人間 (にんげん)	human being, the human race	ちぎゅう	Earth, the planet
～のせいで	because of ____; due to the fault of ____	いわれますくいわれる	to be said; they say
くるしんでくるしむ	to suffer	なかなか うまく いきません	(things) haven't gone as well as I'd hoped
たすけたい	(I) want to help	すぎてくすぎる	(time) to pass
かんきょう	environment, surroundings	あせりますくあせる	to feel pressed, in a hurry
～なくてははいけない	have to ____; must ____; need to ____	どんなしごとをしたいか	what kind of work (I) want to do
もんだい	problem, issue, question		
のうみん	farmer		



All my students could relate to Nana and Jan



Joanne Shaver

George H. Moody Middle School
Virginia, U.S.A.

Guiding Principle:

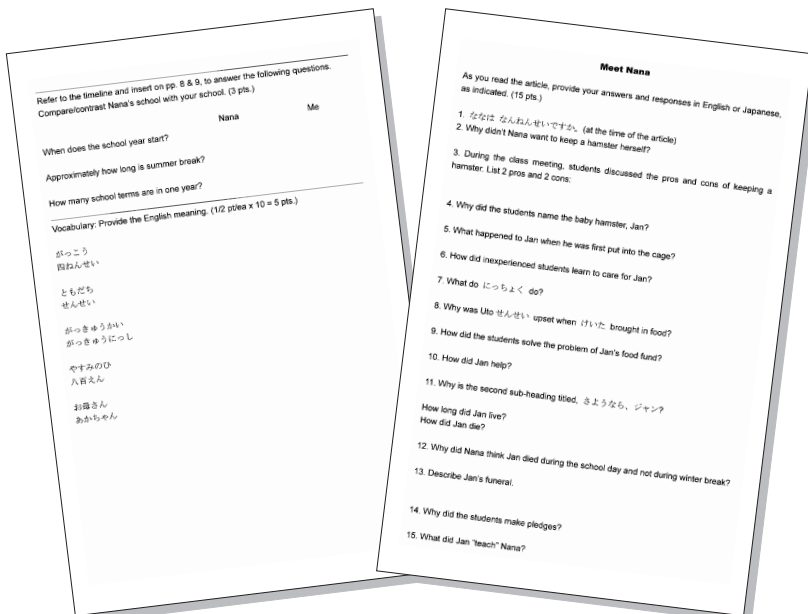
A classroom, I believe, should be a forum for the exploration of ideas and the free exchange of opinions. The process of learning is like that of making a new friend. Topics and content should be relevant and students should have the opportunity to experience the joy of discovery as they explore the subject matter.

As students explore concepts, I challenge them to recognize, appreciate, and evaluate similarities and differences. I believe this approach helps students gain a deeper self-awareness and develop a more tolerant attitude toward other points of view. It is my hope to cultivate a desire in students to learn about the world and to challenge them to become productive global citizens who share a sense of mutual understanding and respect.

I loved the article, "Meet Nana!" I assigned it to my sixth grade class as homework, with a guided reading worksheet, and then we discussed the content and students' reactions in class. The article touches on the dynamics of a Japanese classroom and student relationships. The description both of student reactions to Jan's untimely death and of the way they held the funeral conveys perfectly a culture-specific attitude toward death. The timeline of school activities and the footnotes explaining class details are very easy to understand.

As we reviewed the article, we explored similarities and differences in customs and cultural attitudes. Even though my students were not able to understand the page from the "Jan Notebook," they could grasp something of the meaning of the words from the pictures. All students seemed to be able to relate to Nana's concern for Jan. They understood what is involved in keeping a class pet because many schools here do this in the fifth grade. They also related to Nana's feelings about the commitment she would have to make to keep a pet of her own.

Best of all, we had the chance to theorize (guess) as to the cause of Jan's death. This allowed students to relate to the story on an individual and personal level. We talked about the details of the Buddhist funeral ceremony and discussed the concept that maybe Jan had died at a certain time in consideration for the students. This way of seeing interaction between human beings and animals seems to be typically Japanese, and yet it is the sort of thing even we Westerners can easily imagine.



Shaver's worksheet



The Japan Forum Newsletter No.22 Meeting People: Meet Nana

Japanese Culture Now

キャラクター Media Characters: A New Necessity of Daily Life

Kyarakuta (キャラクター), taken from the English word “character,” is the general term for the human, animal, and other personae that appear in manga comics, animated television programs, movies, computer games, and other media. Manufacturers often use characters to sell products.

According to a survey of respondents ranging in age from seven to their sixties conducted in 2000 by the Bandai Character Laboratory, a toy research institute, the proportion of Japanese who owned character goods stood at 83.9 percent, and 87 percent responded that they had a favorite character. Just looking at men in their fifties and sixties, 54.7 percent owned some kind of character goods and 64 per-

cent said they had a favorite character. Nowadays, media characters are popular among people of all ages, and there is nothing unusual in owning or using character goods.

The character goods market in Japan is enormous, at over 2 trillion yen per year. Characters from Japanese manga like *Pokémon* (ポケモン) and *Gundam* (ガンダム) have grown in popularity not only in Asia but also in the United States in recent years, making the “character business” a big business not only in Japan but worldwide.



Photo: Hongo Jin

“Characters” Everywhere

Rarely will you go through a whole day without setting eyes on some sort of trademarked character. They adorn ballpoint pens, notebooks, and other stationary products, cosmetic accessories like handheld mirrors and makeup pouches, dangle from mobile phone straps and backpacks, and turn up on T-shirts, and bicycle bumpers.

“Characters” are effective attention-getters; they can soften the image of something that seems dull and uninteresting and make approachable things that seem complicated or daunting. Many banks now offer customers bankbooks, cash cards, and other business items sporting media character designs in addition to plainer, more conventional designs. Some characters are also originally created expressly for marketing businesses, events, and products.

Photo: Hongo Jin



Politicians as “Characters”

The approval rate for the cabinet of Prime Minister Koizumi Jun'ichiro (小泉純一郎 こいずみじゅんいちろう), formed in April 2001, initially exceeded 80 percent, and some of its members were the talk of the television talk shows. Not only the prime minister enjoyed the media limelight: former foreign minister Tanaka Makiko (田中真紀子 たなかまきこ) was known as Makiko Daijin (マキコ大臣 [だいじん] “Minister Makiko”) and the elderly finance minister, Shiokawa Masajuro (塩川正十郎 しおかわまさじゅうろう), was dubbed Shio-ji (塩 [しお] じい “Grandpa Shio”). Their style of speech, mannerisms, looks, and other characteristics unrelated to their caliber as politicians became the object of popular fascination, forming an extraordinary fad. For real-life politicians to be treated along the same lines as trademarked characters and treated like popular TV personalities was a provocative and unprecedented occurrence in Japan.

The Liberal Democratic Party itself, of which Prime Minister Koizumi is a member, entered into the trademark character business by creating the character “Shishiro” (シシロー Mr. Lion—a reference to the prime minister’s wavy “mane” of hair; *shishi* means lion) to “market” Prime Minister Koizumi as “the lion-hearted” prime minister. Aside from selling Koizumi-character goods like T-shirts, mugs, hand towels, stickers, fans, mobile-phone straps, etc., for the purpose of party publicity, the Liberal Democratic Party even offered desktop backgrounds and computer games featuring the prime minister.



Photo: TjF

Mom and Dad Love Characters, Too

In Japan today, anime and manga are forms of entertainment anyone can enjoy, regardless of age. Men who were ten years old in 1963 when the animated TV program *Astro Boy* (*Tetsuwan Atomu* 鉄腕 [てつわん] アトム) was first broadcast turned forty-nine this year. Likewise, women who were ten years old in 1967 when the Rica-chan (リカちゃん) doll was first brought on the market are now forty-five. Nowadays, the greater part of society is made up of men and women who were raised on character goods featuring heroes and heroines from earlier TV shows that captured their imaginations as children. To dismiss anime and manga as somehow reserved for childhood is now considered old-fashioned. Superhero and animation series like *Ultraman* (*Urutoraman* ウルトラマン), *Masked Rider* (*Kamen Raida* 仮面 [かめん] ライダー), *Sazae-san* (サザエさん), and others, first aired 30 years ago, are now being broadcast in newly produced form, and it is not unusual to find two generations—children and their parents—enjoying them in front of the television each week.

TJF Publications

To order, please contact TJF and an order form will be sent to you. Prices given below do not include postage.

- *The Way We Are: Japanese High School Students' Lives 1997* (Selections from the first TJF Photo Contest in 1997. Text in English and Japanese. Full-color.1998.) ¥1000.
- *The Way We Are: Japanese High School Students' Lives 1999* (Selections from the third TJF Photo Contest in 1999. Text in Japanese, English text insert. 2000.) ¥500.
- *The Way We Are: Japanese High School Students' Lives 2000* (Selections from the fourth TJF Photo Contest in 2000. Text in Japanese, English text insert. 2001.) ¥500.



- *Opening the Minds and Hearts of Your Japanese-language Students to Culture: Selected Lesson Plans from the 1995 TJF Contest* (English version. 1996.) ¥700.*
- *Opening the Minds and Hearts of Your Japanese-language Students to Culture II: Selected Lesson Plans from the 1997 TJF Contest* (English version. 1998.) ¥1000.*
- *Dai-nikai bunka o toriireta Nihongo no jugyo aidea kontesuto sakuhinshu* [Opening the Minds and Hearts of Your Japanese-language Students to Culture II: Selected Lesson Plans from the 1997 TJF Contest]. (Japanese version. 1998.) ¥1000.*
- *Opening the Minds and Hearts of Your Japanese-language Students to Culture III: Selected Lesson Plans from the 1999 TJF Contest*. (English version. 2000.) ¥500.
- *Dai-sankai bunka o toriireta Nihongo no jugyo aidea kontesuto sakuhinshu* [Opening the Minds and Hearts of Your Japanese-language Students to Culture III: Selected Lesson Plans from the 1999 TJF Contest]. (Japanese version. 2000.) ¥500.

* Lesson plans included in these books can also be read/downloaded in PDF format from the TJF website. <http://www.tjf.or.jp/eng/he/heindex.htm>

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財団法人 国際文化フォーラム
THE JAPAN FORUM 

Shinjuku Dai-ichi Seimei Bldg. 26F
2-7-1 Nishishinjuku, Shinjuku-ku
Tokyo 163-0726 JAPAN
Phone: 81-3-5322-5211
Fax: 81-3-5322-5215
E-mail: forum@tjf.or.jp
<http://www.tjf.or.jp>