

# Explore Japan 2012



A Cultural and Educational Experience for  
Grade 10 High School Students  
In the Capital Region and Red Deer, Alberta, Canada  
Held on November 6 and 7, 2012

Prepared by the Explore Japan 2012 Steering Committee  
Edmonton Japanese Community Association – Culture Programs  
Institute for Innovation in Second Language Education at Edmonton Public Schools  
Alberta Education  
Alberta Japanese Language Teacher's Association

November 30, 2012

### 1. Program Objective - What is the “Explore Japan”?

The program provides an opportunity for Grade 10 students in the Capital Region and Red Deer to explore Japanese culture at first hand. Through a variety of activities facilitated by Japanese community members, the program will enhance the understanding of Japanese culture by the youth and promote friendship between Japan and Canada. High school Japanese programs will greatly benefit by participating in the event.

Teachers of the attending schools recognized the following values:

- It delivered Japanese culture experience to many students.
- The structure (collaboration of Japanese Government, Edmonton Japanese Community Association (EJCA), Alberta Japanese Teachers Association (AJTA), Japan Foundation, Alberta Education, Institute for Innovation in Second Language Education at Edmonton Public Schools (iisle), and University of Alberta) could be a model for other cultural education.
- It would require a lot of effort to bring in culture activities to a high school if it is done individually.

### 2. Background

Edmonton Japanese Community Association (EJCA) has been promoting Japanese culture and language in the Edmonton area. Since 2002, it has been providing the “Japan Today” program to junior high schools as a Grade 8 Social module supplement.

In May 2010, EJCA Culture Programs Committee received an inquiry from the Alberta Japanese Teachers Association (AJTA) if cultural presentation to Grade 10 students who would start studying Japanese Language and Culture in September could be organized by EJCA.

The first “Explore Japan” was held on October 26, 2010, with 185 students from 5 high schools attended. The feedback from students and teachers indicated that the Explore Japan was a valuable program for students learning Japanese language at high school.

In 2011, Explore Japan 2011 was held on November 1 and 2. There were 9 high schools with over 300 students attended. The contents of the program were similar to 2010. As the numbers of schools and students were doubled, the same program was offered 2 days. 4 high schools attended on November 1 and 5 high schools attended on November 2.

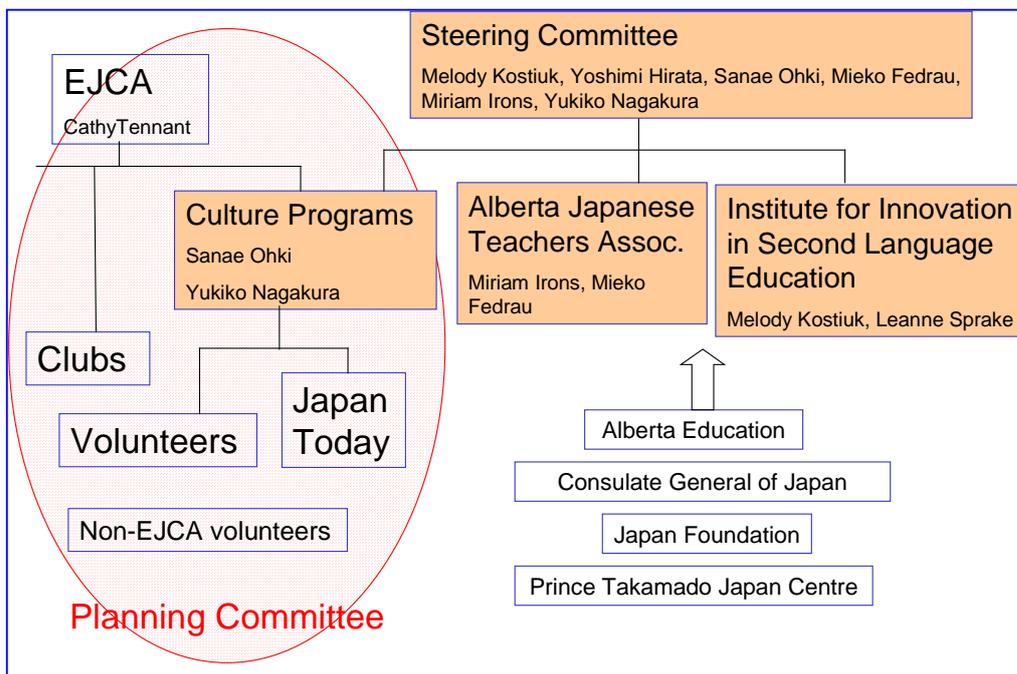
With very positive feedbacks received from students and teachers, the educational value of Explore Japan was confirmed. Explore Japan 2012 was scheduled for November 6 and 7, 2012.

### 3. Steering Committee

The Steering committee members were selected and the first meeting was held on June 27, 2012.

Sanae Ohki (Chair)	Edmonton Japanese Community Association, Culture Programs Director
Yoshimi Hirata	Alberta Education / Japan Foundation
Melody Kostiuk	Institute for Innovation in Second Language Education at Edmonton Public Schools, Consultant
Mieko Ito-Fedrau	Alberta Japanese Teachers Association, Harry Ainlay High School
Miriam Irons	Alberta Japanese Teachers Association, Lindsay Thurber High School
Yukiko Nagakura	Edmonton Japanese Community Association, Japan Today Director

#### 4. Project Organization Structure



#### 5. Program Sponsors

1. Consulate General of Japan in Calgary
2. Alberta Education
3. Edmonton Japanese Community Association (EJCA)
4. Institute for Innovation in Second Language Education (*iisle*)
5. Alberta Japanese Teachers Association (AJTA)
6. University of Alberta (Prince Takamado Japan Centre for Teaching and Research)
7. Japan Foundation

6. Date/time: Tuesday, November 6, 9:30 – 3:30, and Wednesday, November 7, 8:30 – 2:30

7. Guests

Invitations for the event were sent to Consul General Fukuda, Alberta Education and 9 superintends of school districts.

- The Consul General Fukuda attended the event on November 6 and gave a guest speech to all students. (The message was read on November 7 by a member of Consulate General's office)
- Mr. Mark Ligouri, assistant superintendent of the Edmonton Public School Board, also attended the event on November 6 and welcome students.
- Other guests attended the events were:
  - Mr. Waldemar Riemer: Director, International Education Services, Alberta Education
  - Ms. Magda Tundak: International Language Consultant, Edmonton Separate School District
  - Dr. Cindi Vaselenak: Superintendent, Evergreen Catholic Separate Regional District
  - Mrs. Janice Audry: Supervisor, Institute for Innovation of Second Language Education

8. News Release to Media

A news release was sent to Edmonton Journal, CTV, CBC, Global TV, Metro Edmonton, and Omni TV from Communication Department of the Edmonton Public School Board and from Consulate General of Japan in Calgary. Global TV shot lunch hour activities and several sessions.

9. Student registration form

Student registration forms were sent to high schools in mid-September. There were enough days for teachers to collect forms from students. Freedom of Information and Protection of Privacy (FOIP) was included in a registration form. Students who did not approve the use of their pictures in public were identified by a red strip on their nametags and also they wore Japanese happi coats for identification during the event.

10. Schools, students, teachers, and chaperone registered

		Name of School	Area	Teacher	Student	Teacher & Chaperone
Nov. 6	1	Harry Ainlay	Edmonton	Daniel Ito Mieko Ito-Fedrau	90	2
	2	St. Peter and the Apostle	Spruce Grove	Michiaki Shimajiri	17	2
	3	Lindsay Thurber	Red Deer	Miriam Irons	24	2
	4	Notre Dame	Red Deer	Kosuke Kitamura	18	3
Nov. 7	1	Louis St. Laurent	Edmonton	Chayne Barnaby	25	2
	2	Memorial	Stony Plain	Erika Oshiki	46	2
	3	Spruce Grove	Spruce Grove	Corbin Musselman	17	1
	4	Paul Kane	St. Albert	Laura Allen	19	2
				Total	256	16

## 11. Program Details

### a. In the homeroom

When students arrived at the facility, a guide took them to a homeroom where teachers/guides distributed nametags to students and explained the schedule and how the students were supposed to behave during the events.

Students had lunch and waited for buses after the program in own homerooms.

### b. In the hall with all students together

(i) **Opening session** – Welcome and Introduction by Cathy Tennant, President, EJCA

- Japanese Drum (Taiko) presentation by Kita no Taiko



Welcome



Taiko Demo

(ii) **After the lunch session** – Guest speech, Kimono Fashion Show and Japanese Dance

After lunch, all students got together in the hall. Mr. Susumu Fukuda, Consul General of Japan in Calgary, gave a guest speech. 10 different types of kimono were shown at the Kimono Fashion show. Then, Wakaba-kai Dance Group presented traditional Japanese dances. Students were asked to observe specific movements in the dance that indicated specific meanings.



Guest Speech



Kimono Fashion Show



Japanese Dance

**c. In the classrooms and the hall**

**(i) Modern Japan (40 minutes, room #9)** by Eyobe Melketsadik and Jeremiah Davies

A fourth year Grant MacEwan University student who was in Japan for one year as an exchange student told his experience in Japan using slide pictures. He talked about modern Japan, technology, life styles, particularly of young people, and how he started learn Japanese and he suggested how to continue study. New to this year, Jeremiah Davies from Consulate General's office joined this session. He discussed the current status of the Tohoku earthquake, tsunami and nuclear disaster areas and opportunities for students to join exchange programs and other programs for visiting Japan.



**(ii) Flower arrangements and tea ceremony (40 minutes, room #11)**

Presentation by Naoko Kerr and Mineko Koto, assisted by Noriko Nagata. The room was prepared in the tearoom settings and tables for flower arrangements. Before students entered the room, they were introduced to tea ceremony by admiring a flower arrangement prepared in front of the room. First, demonstration of tea ceremony was held where two students played roles of guests. Then, demonstration of flower arrangement was held with two students tried it. At the end of the session, students enjoyed Japanese sweets and tea.



**(iii) Calligraphy 1 (40 minutes, room #4) and Calligraphy 2 (40 minutes, room #2)**

Presentation by Keiko Oba and Enko St. Laurent, assisted by Rie Sadate and Noriko Kin.

Because calligraphy activities required extra assistance and a large space, two calligraphy rooms were prepared. Each room had a maximum of 16 students. After students appreciated professional calligraphies displayed on the wall, the presenters explained calligraphy and tools. Students practiced a few kanji using samples and made one good copy. When there was enough time, students made their own name cards in Japanese. Key behaviors for calligraphy were to maintain a calm mind and concentrate on brush strokes (hence, no talking unless there were questions). Students used black ink that could be easily spilled on to the floor unless they concentrated on writing with a brush. The carpets were covered by plastic sheets to prevent ink stains.



**(iv) Kimono (20 minutes, room #7) and Origami (20 minutes, room #5)**

Kimono presentation by Keiko Marumo, assisted by Hideko Kucharski and Yukiko Asai. Origami presentation by Yukiko Nagakura assisted by Satoko Nemoto.

Half of the students wore Yukata (casual summer Kimono) while the other half did Origami. After 20 minutes, they switched.

There were 18 boy's yukata and 18 girl's yukata. After an introduction of Japanese Kimono, a presenter showed them how to wear yukata. One corner of the room was set with Japanese shoji screens and cherry blossom trees for photo shooting. Students took individual and group pictures.

At the origami workshop, students took a close look at samples first, then, they made their own origami. Then made Kabuto (helmet) and balloon.



**(v) Karate and Taiko workshop (80 minutes, Hall)**

Taiko presentation by Carley Okamura, Naomi Kinoshita, Ryan Dumas, Masa Oba, Sandra Mak, and Yuki Isaka, and Zavian Sildra. Karate presentation by John Priegert and Dana Nawata.

Two groups took one session together (60 students) in the hall. The first 40 minutes was a Japanese drum (Taiko) workshop. Presenters explained about Taiko, then, demonstrated key techniques. All students had turns for drumming a Taiko. The Karate workshop followed Taiko. Again, instructors guided students into the “Karate world.” Both Taiko and Karate demonstrated the Japanese way of behavior, i.e. politeness, concentration, and respect. Students were introduced to these values while they enjoyed practicing Taiko and Karate.



**12. Expenditures and Funding source**

	Description	Amount	Total
Expenditure	Honorarium: 8 presenters, 7 assistants, and Taiko team for two days	\$4, 980	
	Equipments, Paper, Stationeries, Banners	\$ 930	
	Pastries, lunch, rental truck, floor covering	\$ 900	
	Total		\$ 6,810
Funding source	Consulate General for &	\$ 5,910	
	Alberta Education for	\$ 900	\$ 6,810

**13. Providers of equipments and office/other supplies (No cost was charged to the project)**

EJCA:

- Tea ceremony equipments and furniture, flower arrangement equipments, calligraphy equipments, calligraphy samples, 36 Kimono sets (Yukata, footwear, sash, belts, and bins), shoji screens, mirrors, cherry blossom trees, wedding gowns and Kimono, Kimono display stands, origami samples, Happi coats, and other decorations.
- Transportation of the above equipments between the EJCA Centre and iisle.

iisle:

- Facility, furniture, PC and monitor screen, and room signage
- Students water stations, presenters tea & coffee
- Set up of rooms with furniture
- General custodian services
- Technology assistance
- Security of facility during the event
- Four packs of 500 copy paper for Calligraphy

Alberta Education:

- 280 lanyards for nametags and preparation/printing of nametags
- Copies of meeting agenda/minutes, blank paper, and envelopes.
- Copies of schedules

Consulate General of Japan in Calgary

- Educational materials for teachers

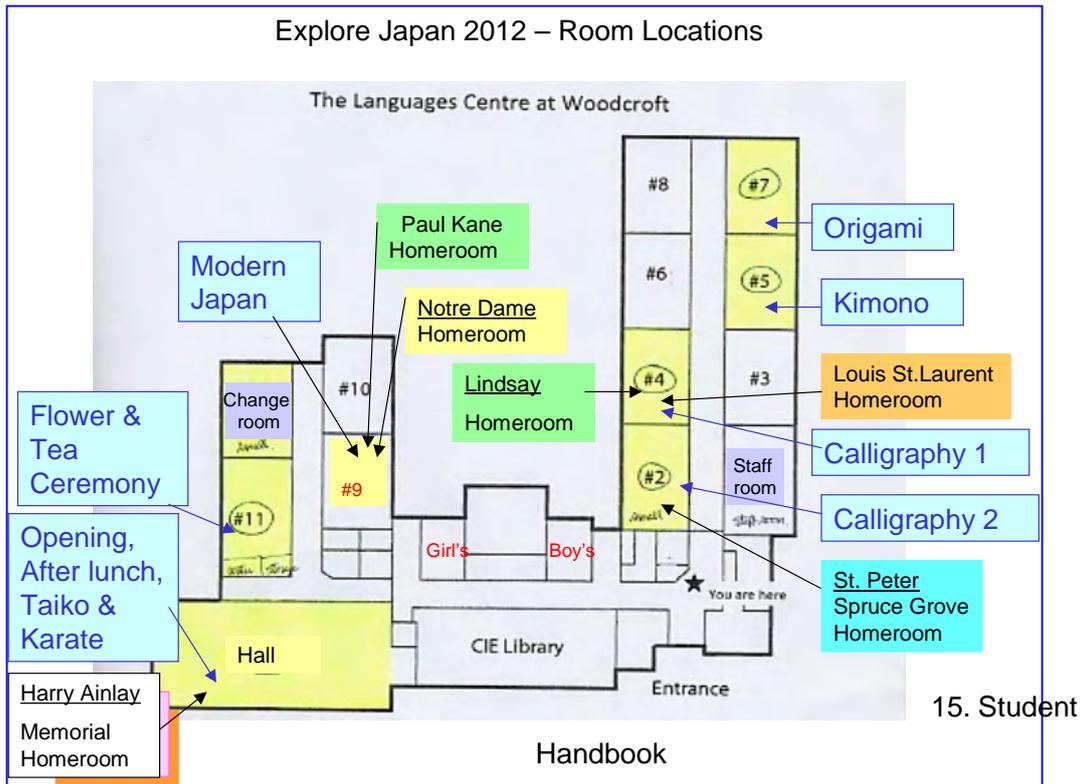
Japan Foundation

- Gifts and information for students, teachers and presenters

#### 14. Facility Information

The Institute of Innovation in Second Language Education (iisle) at Woodcroft School,  
13750 Woodcroft Avenue, Edmonton

Following diagram is shows rooms used for the event.



A student handbook was prepared in advance with the following materials.

Softcopies were distributed to all teachers so that it was used at the Japanese language classes for preparation in attending the event.

- Introduction of key Japanese values such as attentiveness, quietness, cleanliness/tidiness, and harmony.
- Japanese expressions to be used by instructors and students.
- Background information of all sessions.

## 16. Teachers Handbook

A teacher handbook was prepared. It included:

- Purpose of the Explore Japan 2012
- Layout of the facility in details
- Introduction of key Japanese values such as attentiveness, quietness, cleanliness/tidiness, and harmony.
- Japanese expressions to be used by instructors and students.
- General information
- Issues and risks control
- Request of feed back
- Attending schools
- Introduction of students nametags
- Schedule of each day

- Introduction of activities (programs)

## 17. Guides

A guide was assigned to each school/group. The roles of a guide were:

- To confirm the students/teachers of a school have nametags and aware of the schedule
- To greet when they arrived and when they leave
- To lead students to homeroom and classrooms of all sessions
- To assist presenters and teachers when needed.

A guide information package was prepared.

Guides: Akiko Ogata, Cathy Tenant, Rei Kondo, Shiba Suzuki, Takashi Ohki, Yoshimi Hirata

## 18. Gift bags to schools

Various items donated by the sponsors were distributed to schools as gifts and information so that teachers could use the gifts at Japanese classes as background information. Donors and donated items were:

### a. Each student

#### (i) From Japan Foundation

- Clear plastic sleeve with design of Hiragana list
- Pen
- Flyer of “Erin’s Challenge” (e-learning website)
- Flyer of “Japanese in Anime and Manga” (e-learning website)

#### (ii) From EJCA

- Karate and Taiko Clubs information sheet

### b. Each teacher

#### (i) From Consulate General of Japan in Calgary

- Map of Japan
- Origami
- Gochiso-CD

#### (ii) From Japan Foundation

- 2013- 2014 The Japan Foundation program Guidelines
- 2012 The Japan Foundation Toronto Local Grant Program Instructions
- Nihongo e na (Portal for learning Japanese)
- Erin’s Challenge! I can speak Japanese (DVD learning materials)
- Erin’s Challenge! I can speak Japanese (Free Japanese language learning website)
- Minna no kyozaï (Resources for teaching materials)
- Sushi test (Internet Japanese language test)
- Japanese in Anime & Manga (E-learning website)

- Study in Japan! Japanese for research purposes
- Japan Foundation, Toronto library user guide
- Japan Foundation Exhibitions and Collections on offer

c. Each presenter

(i) From Japan Foundation

- Clear plastic sleeve with design of Hiragana list
- Pen
- Flyer of “Erin’s Challenge” (e-learning website)
- Flyer of “Japanese in Anime and Manga” (e-learning website)

19. Schedule by School

November 6, 2012

	Harry Ainlay 1	Harry Ainlay 2	Harry Ainlay 3	Lindsay Thurber	St. Peter & Apostle	Notre Dame
9:20 - 9:30	Homeroom Hall	Homeroom Hall	Homeroom Hall	Homeroom Room 4	Homeroom Room 2	Homeroom Room 9
9:30 - 9:55	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall
10:00 - 10:40	Karate and Taiko Hall	Karate and Taiko Hall	Kimono Room 5 Origami Room 7	Calligraphy Room 2	Modern Japan Room 9	Flower Tea Room 11
10:45 - 11:25	Hall	Hall	Calligraphy Room 2	Kimono Room 5 Origami Room 7	Flower Tea Room 11	Modern Japan Room 9
11:25 - 12:00	Lunch Hall	Lunch Hall	Lunch Hall	Lunch Room 4	Lunch Room 2	Lunch Room 9
12:00 - 12:30	Message, Kimono, Odori Hall					
12:35 - 1:15	Modern Japan Room 9	Flower/Tea Room 11	Karate and Taiko Hall	Karate and Taiko Hall	Calligraphy Room 2	Kimono Room 5 Origami Room 7
1:20 - 2:00	Flower/Tea Room 11	Modern Japan Room 9	Hall	Hall	Kimono Room 5 Origami Room 7	Calligraphy Room 2
2:05 - 2:45	Calligraphy Room 2	Kimono Room 5 Origami Room 7	Modern Japan Room 9	Flower/Tea Room 11	Karate and Taiko Hall	Karate and Taiko Hall
2:50 - 3:30	Kimono Room 5 Origami Room 7	Calligraphy Room 2	Flower/Tea Room 11	Modern Japan Room 9	Hall	Hall

November 7, 2012

	Memorial 1	Memorial 2	Louis St. Laurent	Paul Kane	Spruce Grove
8:20 - 8:30	Homeroom Hall	Homeroom Hall	Homeroom Room 4	Homeroom Room 9	Homeroom Room 2
8:30 - 8:55	Opening Hall				
9:00 - 9:40	Karate and Taiko Hall	Karate and Taiko Hall	Kimono Room 5 Origami Room 7	Calligraphy Room 2	Modern Japan Room 9
9:45 - 10:25	Hall	Hall	Calligraphy Room 2	Kimono Room 5 Origami Room 7	Flower Tea Room 11
10:30 - 11:10	Modern Japan Room 9	Flower/Tea Room 11	Karate and Taiko Hall	Karate and Taiko Hall	Calligraphy Room 2
11:15 - 11:55	Flower/Tea Room 11	Modern Japan Room 9	Hall	Hall	Kimono Room 5 Origami Room 7
11:55 - 12:30	Lunch Hall	Lunch Hall	Lunch Room 4	Lunch Room 9	Lunch Room 2
12:30 - 1:00	Message, Kimono, Odori Hall				
1:05 - 1:45	Calligraphy Room 2	Kimono Room 5 Origami Room 7	Modern Japan Room 9	Flower/Tea Room 11	Karate and Taiko Hall
1:50 - 2:30	Kimono Room 5 Origami Room 7	Calligraphy Room 2	Flower/Tea Room 11	Modern Japan Room 9	Hall

Note: Because of heavy snow, traffic was extremely slow in the morning of November 7. Schools arrived at the facility late. The Opening session was not held. Instead, Taiko was played at the “after lunch” session at the hall with all students. So, the “after lunch” session included Kimono Fashion Show, message from the Consul General, Japanese Dance, and Taiko. Schools that missed some programs are listed below;

- **Spruce Grove High School**

Since Spruce Grove arrived late, the school missed the Flower arrangement and Tea ceremony session. However, tea and sweets were served during lunchtime. The school

missed Taiko and Karate session, as the school had to leave at 1:00pm.

- **Memorial High School**

Since Memorial High School arrived late, the school missed the most of Karate session. And also the school had 2 shortened sessions (Calligraphy and Kimono/Origami) to accommodate the limited time schedule as the school had to leave by 2:00pm.

- **Louis St. Laurent High School**

Louis St. Laurent had the shortened Flower arrangement and Tea ceremony session.

20. Activity timeline

The following schedule shows Explore Japan 2012 activities, “start” and “end” dates, responsible person of action items.

Action	Start	End	Responsible	Jan-June	July	Aug	Sep	Oct	Nov
Survey attending schools	1-Feb-12	31/1/2012	Yoshimi	■					
Steering Committee meeting 1	20-Jun-12	20-Jun-12	Sanae		★				
Confirm the overall plan	20-Jun-12	20-Jun-12	Steering		★				
Reserve iisle for the event	21-Jun-12	15-Jul-12	Leanne		■				
Identify resource people & budget	1-Jun-12	31-Aug-12	Sanae, Yoshimi		■	■	■		
Confirm funding sources	1-Jun-12	31-Aug-12	Sanae		■	■	■		
Sendout program introduction to schools	July	mid-August	Sanae, Melody			■			
Steering Committee meeting 2	10-Sep-12	10-Sep-12	Sanae				★		
Planning Committee meeting 1	25-Sep-12	25-Sep-12	Sanae				★		
Develop and send Students Registration	17-Aug-12	16-Sep-12	Yoshimi				■		
Teachers to send back students	17-Sep-12	5-Oct-12	Yoshimi, teachers				■		
Media and Guests communication	October	October	Melody, Sanae				■	■	
Prepare planning form for presentation	25-Sep-12	10-Oct-12	Presenters				■	■	
Develop presentation material	25-Sep-12	14-Oct-12	Presenters				■	■	
Purchase/prepare materials	July	14-Oct-12	Sanae, Presenters		■	■	■	■	
Modify presentation as required	11-Oct-12	25-Oct-12	Presenters					■	
Receive final students' registrations	24-Sep-12	12-Oct-12	Yoshimi, teachers					■	
Prepare nametags for students/teachers and presenters	18-Oct-12	28-Oct-12	Yoshimi, Sanae					■	
Develop details of schedule	10-Oct-12	28-Oct-12	Sanae					■	
Develop students/teachers feedback forms	1-Oct-12	22-Oct-12	Yoshimi					■	
Develop presenters feedback form	17-Oct-12	22-Oct-12	Sanae					■	
Practice presentation	1-Oct-12	22-Oct-12	Presenters					■	
Make teachers handbook	7-Oct-12	21-Oct-12	Sanae, presenters					■	
Make student handbooks	1-Oct-12	21-Oct-12	Sanae, presenters					■	
Review students handbook	21-Oct-12	23-Oct-12	Mieko, Miriam					■	
Have class discussion using handbooks	24-Oct-12	1-Nov-12	Teachers					■	
Prepare gift bags to schools	24-Oct-12	31-Oct-12	Yoshimi					■	
Transport items and set ups	5-Nov-12	5-Nov-12	EJCA, iisle,						★
Explore Japan	6-Nov-12	6-Nov-12							★
Explore Japan	7-Nov-12	7-Nov-12							★
Collect presenters feedback	8-Nov-12	15-Nov-12	Sanae						■
Collect Students and Teachers feedback	8-Nov-12	15-Nov-12	Yoshimi						■
Debriefing and plan for 2013, SM 3	27-Nov-12	27-Nov-12	Sanae						★
Create reports	22-Nov-12	30-Dec-12	Sanae, Yoshimi						■

21. Summary of feedback from students and teachers

Feedback forms were sent out to the teachers with the gifts in the gift bag. Students' feedback (223 responses from 8 schools) and Teachers' feedback (9 teachers and 1 chaperone) were collected by November 19. The following are 2 positive comments and 2 helpful suggestions for next year of each question from students and teachers.

a. Students

(i) Was the program informative and engaging?

1) Over all

Very satisfied	(140)	63%
Somewhat satisfied	(72)	32%
Somewhat dissatisfied	(9)	4%
Very dissatisfied	(1)	0%
No answer	(1)	0%

2) Arrival/Check-in/Homeroom

- Very welcoming and friendly atmosphere
- Very good adaptation
- A little crowded and took longer than needed
- I recommend a more spacious area for us to put our shoes or at least a rack, piling shoes in front of the door doesn't seem safe to me

3) Opening Session (Taiko Demo)

- Fantastic! (Original in Japanese "Sugoi!")
- Thrilling, excitement
- 3<sup>rd</sup> time seeing them, still super!

4) Keynote Speech

- It's motivating speech
- I am glad to see the consulate General comes out to Edmonton from Calgary to talk.
- Could've done in Japanese but it was still awesome
- Kind of boring for active teenagers

5) After-Lunch-Event (Kimono fashion show)

- What a beautiful kimonos!
- I never knew there were that many kinds of Kimonos.
- Nice and interesting to see all the different Kimonos to be worn.
- Kimono shows need music.

6) After-Lunch-Event (Odori – Japanese dance)

- Interesting cultural dance
- It was graceful and brought a sense of tradition
- I love Odori(Dancing), so elegant!
- Boring

7) Modern Japan

- It has helped me decide what I want to do with my future.
- Very informative! Maybe more info on high school exchanges between Japan and Canada?
- More about modern Japanese streets
- Very quiet speakers

#### 8) Kimono

- It was fun to try on the Kimono.
- Cute! (Original in Japanese “Kawaii!”)
- I would get more variety (more cherry blossom design) with the yukata.
- I want to see the history of it.

#### 9) Origami

- Very fun to learn how to do it.
- Love it (Original in Japanese “Suki”), very good
- Taught good instruction
- More options (beginner/advanced) and more time

#### 10) Flower Arrangement

- Interesting
- I really love this.
- Set up more flowers so other people can try.
- Ikebana might have been a little slow for students waiting.

#### 11) Tea Ceremony

- Calming to watch the process and yummy tea!
- So graceful and refreshing. The ladies were so kind and composed. Love it!
- I know tea need hot water to make great, but they use middle of hot and cold.
- Wasn't much explanation, but still fascinating?

#### 12) Calligraphy

- It was challenging but very fun.
- Very hard but a good skill to have.
- It was hard getting it right having the brush straight up.
- I think for the beginner, the characters are bit difficult.

#### 13) Karate

- A fulfilled feeling when finishing.
- Fun, even though I didn't get it to well.
- It was a little confusing because you couldn't always see the teacher.
- Too fast paced

#### 14) Taiko Workshops

- I love Taiko drumming!
- The workshop was very informative.
- Good but use more drums or less people would be good.
- Too much standing around

#### (ii) Was the pre-event student's handbook useful?

- Very full of information that is useful.
- Gave us chance to understanding what we were doing.

- Few people read it.
- Didn't receive one.

(iii) What did you find the most fascinating? (multiple answers)

Taiko                      69ppl    Because I enjoyed playing the drums.

Kimono                    52ppl    Because we got to choose which one to try.

Calligraphy              40ppl    Because of all the different symbols and how difficult it is.

- I can't really single out one event since I greatly enjoyed the whole thing.

(iv) What aspect of Japanese culture would you like to know more about?

- Food
- History
- School life
- Language

(v) Would you recommend this program to your friends?

Yes: 187

No: 10

- It's a great way to learn about the culture in little time.
- The program is very informative and all around a great experience.
- If they have an interests in Japan.

(vi) Other comments and/or suggestions?

- Thank you for having us. It was really fun, entertaining and interesting to learn about the culture of Japan.
- This trip was very good and I would like to do it again next year and learn even more.
- The event was very organized, even when faced with the weather.
- Longer time for each session & a bigger venue.
- Speak and use more Japanese.

## **b. Teachers**

(i) All teachers are "Very satisfied" with the experience.

(ii) All teachers marked "Excellent" as to how meaningful it was for their own Japanese-language program.

- Yes, Students are asking more about the activities and are talking about learning Japanese and going to Japan.

(iii) All teachers would recommend this program to other schools.

(iv) Was the program informative and engaging?

1) Arrival/check in/homeroom

- We arrived late due to driving conditions but were efficiently moved into our rooms.
- Having a personal guide was wonderful!

2) Opening session (Taiko Demo)

- The Taiko demonstration was amazing as it always is.

- Exciting start of the day!
- 3) Guest Speech
    - Motivating to learn foreign language.
  - 4) After-Lunch-Event (Kimono fashion show)
    - Could be more interactive?
    - Perhaps some music would add to it.
  - 5) After-Lunch-Event (Odori – Japanese dance)
    - Always good to see this kind of cultural beauty.
    - Beautiful!
  - 6) Modern Japan
    - Wonderful presentation, many students now want to go to study in Japan!
    - Presentation was better last year. There were more videos. Information on scholarship, and exchange was excellent.
  - 7) Kimono
    - Good information and fun for the kids to try Kimono on.
    - A lot of fun!
  - 8) Origami
    - Little more time needed in one of my groups.
    - Do one more difficult origami as most students have experience with it.
  - 9) Flower Arrangement
    - Perhaps, the table should be moved to the centre.
    - It would be better if you could increase the number of volunteers, however I think only 2 could try in the limited space.
  - 10) Tea Ceremony
    - Hand out the sweets while viewing the Ikebana demo please.
    - Nice quite moment. More verbal explanation needed during the ceremony?
  - 11) Calligraphy
    - Explanation of types of strokes.
    - Provide some initial Hiragana Sample.
  - 12) Karate
    - Good physical activity.
    - Very well led.
  - 13) Taiko Workshops
    - Students enjoyed this the most. Great way for students to really feel like they've taking part in Japanese Culture.
    - More drums?
- (v) Were the pre-event communications and a teacher's handbook sufficient?
- I explained everything in it before the trip!

- Useful, although a lot to go through.
- (vi) Was the pre-event student's handbook useful?
- Informative and helpful.
  - Maybe some comprehension questions.
- (vii) What aspect of Japanese culture would you like your students to know more about?
- I'd like to see more real life applications like talking to people who have worked at various jobs in Japan. Also a little history would be nice too. Samurai, Ninja, Shoguns, etc...
  - Travel in Japan, differences in the various regions of Japan, how to make food such as Okonomiyaki or Takoyaki, sumo wrestling, cultural differences between Japanese and Canadians, cultural expectations when interacting with Japanese people.
- (viii) Other comments and/or suggestions?
- Thank you so very much to everyone who helped to organize this event! It was amazing and interesting for students! Thanks also to all the volunteers who donated their time and expertise! We love it!
  - Thank you for this opportunity. All of my students enjoyed the event. Thank you again.

## 22. Feedbacks from Presenters, Assistants, and guides (excerpts from feedback forms)

- (i) What questions you received from students/teachers? Frequently asked questions were:
1. **Guide:** Do Japanese still wear twelve-layered ceremonial kimono on special occasion such as a wedding ceremony? Do you like Anime and Manga? Which part of Japan did you come from? What did you do while you were in Japan?
  2. **Kimono:** How much is a Yukata.
  3. **Calligraphy:** Where can I buy calligraphy equipments? Which is a right side of Hanshi? I would like to try Kanji that were not on the list.
  4. **Modern Japan:** How long I had lived in Japan and if I could speak Japanese before going to study in Japan. What was being done with the rubble from the Great East Japan Earthquake.
  5. **Karate:** Do you do many tournaments? What is full contact karate? What is that move for? Why do you make noise when you breathe?
  6. **Tea ceremony/Flower arrangement:** Pastries were very popular – where can I buy them, who made them, what are the ingredients of pastries, and what is the name. How long does it take to master Flower arrangement and tea ceremony? When (at what occasion) do you have tea ceremony? How often do you have tea ceremony? How to make tea powder, where tea plants grow. Can you do a tea ceremony at home? Why we have to be quiet during the tea ceremony?
  7. **Taiko:** If there is a Website where students can see how to play Taiko.
  8. **Origami:** How to make tops, Pikachu and Suriken.

(ii) Feedback to the students/teachers from presenters, assistants, and guides

1. **Guide:** Students were well behaved and showed strong interest in all of the presentations. I was deeply impressed! They listened to my direction very well. Students were enthusiastic. Some students bowed when they said “Arigato Gozaimasu” and “ Sayonara”. Students tried to use Japanese as much as possible within limited knowledge. This was very good. Teachers spoke Japanese very well.
2. **Kimono:** Students were well behaved.
3. **Calligraphy:** Students concentrated in practice and well behaved. Some students tried to speak Japanese they knew.
4. **Modern Japan:** They seemed to enjoy the presentations but I did not hear very much direct feedback.
5. **Karate:** Thank you for reinforcing Japanese cultural values for the students.
6. **Tea ceremony/Flower arrangement:** Students behaved well and they were quiet at the session, so I can explain the demo well.
7. **Taiko:** Students enjoyed/played Taiko better where the teachers participated Taiko, too.

(iii) List any communication/suggestion to the Steering Committee

1. **Guide:** Students should be able to talk to a guide more as this would be an excellent opportunity for students to talk to Japanese person. I wish I talked to them more.
2. **Guide:** The time schedules attached to the back of nametags were very useful! On the snowy day, we were flexible to accommodate the schools that arrived late or left early. For future, some kind of contingency plans may be useful. As there were more helping hands for transportation and set up of equipments this year, Monday’s preparation and Wednesday’s re-packing went well.
3. **Guide:** The Opening session did not finished on time. Because of this the first session did not have enough time at Origami. I would suggest having extra time in between the opening session and the first class.
4. **Guide:** In general, schedule was tight. One option to have more time is let students select topics to attend. (This may cause too much trouble for organize it).
5. **Kimono:** Please notify schools so that students can be with light weighted shirts for Yukata wearing. Larger size Yukata is required.
6. **Calligraphy:** The day 2 started at 8 am and ended at 4 pm. This schedule makes difficult for instructors and assistants who have school age children. Can a schedule shortened and have three days? Would like to have more time for one session. The overall programs were very well organized.
7. **Modern Japan:** I would recommend increasing the length of sessions or separating the future Modern Japan Presentation and JET presentation as both deserve more time to interact with the students. I would have an entire session with the JET and representatives from Study Abroad from the University of Alberta and Grant MacEwan University take part

in the second presentation and discuss the opportunities in detail with the students. A pointer would have been nice to have in the room.

8. **Karate:** Very well organized. Let's do it again the same way.
9. **Tea ceremony/flower arrangement:** Would like to have a rectangular table for serving tea for guests. It will be nice if cardboard boxes were moved out from the preparation room in advance.
10. **Taiko:** Taiko workshop is 45 minutes. Within 45 minutes, all 50 – 60 students have turns and played. I wonder if students enjoyed it with limited play time. After the opening demo, Taiko workshop followed. The preparation time was tight.

#### 23. Feed back from *iisle* (Facility)

1. Because of the fire regulations, jackets and backpacks need to be hung on hooks at the hallways.
2. For the use of large display screens, MS PowerPoint presentation materials need to be stored in hard drives. *iisle* requested for Explore Japan 2013 to have files sent in advance so that their technical staff would store the images before the event.
3. *iisle* suggests an invitation of the Second Languages and Intercultural Council, president, Wai-Ling Lennon. Wai-Ling visited the event this year for a short period but did not have chance to observe sessions.
4. Inclusion of the University as a sponsor is good to have input from a post secondary education facility.

#### 24. Proposal for 2013

The Steering Committee had a debriefing meeting on November 27, 2012. With feedbacks provided by students and teachers as well as the committee's reflections, the Steering Committee proposed the following for 2013:

1. The dates will be Tuesday, November 5, and Wednesday, November 6, 2013.
2. Conduct a preliminary survey to all schools in January/February 2013 for planning purpose.
3. The facility is the same.

#### 25. Documents/Reports

View of the following documents are available upon a request to Sanae Ohki, [sanaeohki@shaw.ca](mailto:sanaeohki@shaw.ca), some viewing restriction may apply.

- Planning document prepared for funding request to the Consulate-General of Japan in Calgary, written in Japanese, dated August 18, 2012
- Meeting minutes of the Steering Committee meetings and the Planning Committee meeting
- Teachers handbook and Students handbook

- Presentation materials used at various meetings
- Formal invitations
- Media release
- Student registration form
- Students and teachers feedback forms
- Presenter, assistant, and guides feedback form
- Students and teacher feedback responses and a summary report
- Presenter, assistant, and guides feedback responses
- Guide information sheet
- Report of the event to the Consulate-General of Japan in Calgary, written in Japanese, dated November 9, 2012

\*\*\*\*\*



Main Entrance



Hallway

Institute for Innovation in Second Language Education at Edmonton Public Schools