

Explore Japan 2011



A Cultural and Educational Experience for
Grade 10 High School Students
In the Capital Region and Red Deer
Held on November 1 and 2, 2011

Prepared by the Explore Japan 2011 Steering Committee
Edmonton Japanese Community Association – Culture Programs Committee
Institute for Innovation in Second Language Education at Edmonton Public Schools
Alberta Education
Alberta Japanese Language Teacher's Association

November 21, 2011

This is a report of the Explore Japan 2011 Program held on November 1 and 2, 2011.

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, Teachers Association, Japan Foundation, Alberta Education, iisle, and University) 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

The 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.

A survey was held in January 2011 to the high schools asking if any school was willing to attend a similar program in 2011/2012 school year and, if so, how many students were expected to attend and when was the good days to have the program. The result of survey indicated that 9 – 10 high schools with over 300 students would join the program in early November 2011.

In the spring of 2011, a decision was made to have the Explore Japan 2011 on November 1 and 2, 2011. Ayumi Nagatomi from the Alberta Education (Sponsored by the Japan Foundation) and Sanae Ohki from the Edmonton Japanese Community Association (EJCA) made a preliminary plan and confirmed funding supports.

3. Steering Committee

The Steering committee members were selected and the first meeting was held on June 27, 2011.

Sanae Ohki (Co-Chair) Edmonton Japanese Community Association, Culture Programs Chair

Yoshimi Hirata (Co-chair) Alberta Education (Sponsored by the Japan Foundation)

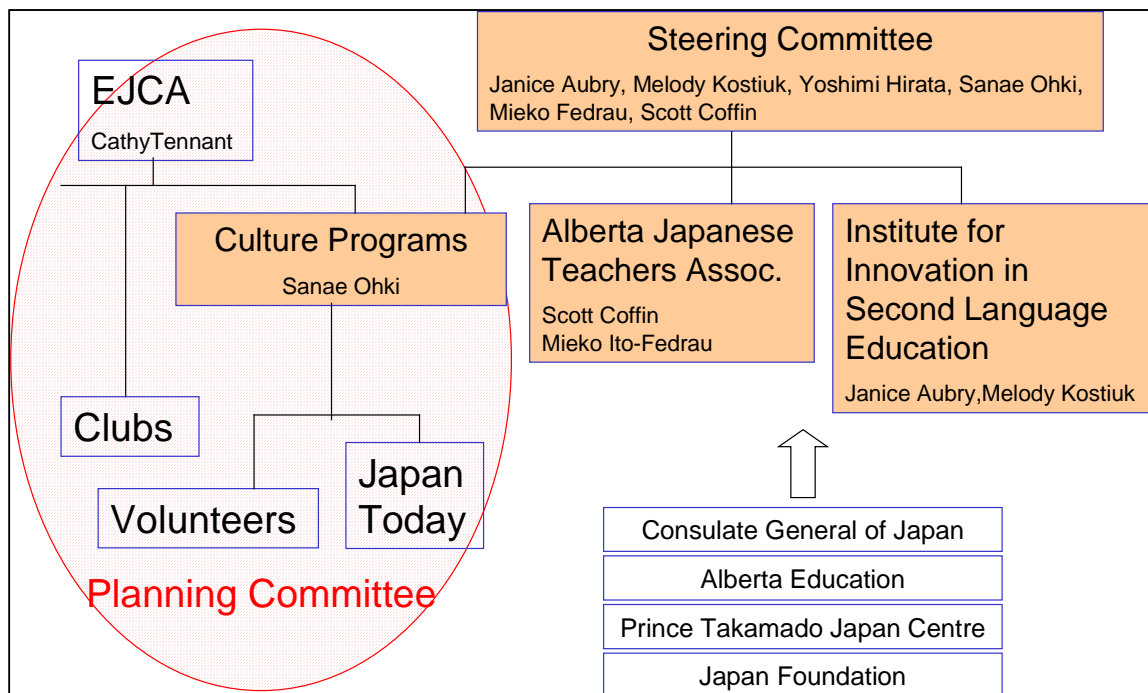
Janice Aubry Institute for Innovation in Second Language Education at Edmonton Public Schools, Supervisor

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

Scott Coffin Alberta Japanese Teachers Association, Bellerose Composite High School

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 Language Teachers Association (AJTA)
6. University of Alberta (Prince Takamado Japan Centre for Teaching and Research)

7. The Japan Foundation

6. Date/time: Tuesday, November 1, 9:30 – 3:30, and Wednesday, November 2, 8:30 – 2:30

7. Invitation of the Consul General Fukuda and the Minister of Education

Formal invitations for the event were sent to the Consul General Fukuda and to the Minister of Education. The Consul General Fukuda attended the event on November 1. Though Mr. Thomas A. Lukaszuk, the Minister of Education, could not attend the event, he sent us a letter that expressed his appreciation to our effort and encouragement for multi-language education.

8. News Release to Media

A news release was sent to Edmonton Journal, CTV, CBC, Global TV, Metro Edmonton, and Omni TV. No media visited the event. No media covered the event.

9. Student registration form

One of difficulties experienced at the Explore Japan 2010 was the Freedom of Information and Protection of Privacy (FOIP) record of students. It was time-consuming efforts to obtain FOIP approval to use pictures for reporting and for Web posting. This year, student registration form included FOIP indication. Students who did not approve the use of their pictures were identified by a red strip on their nametags.

10. Schools, students, teachers, and chaperone registered

Date	Students	School	City	Teacher	Teacher/Chaperone/ Student
Nov. 1	78	Harry Ainlay High School	Edmonton	Mieko Ito-Fedrau	-
	26	St. Thomas Aquinas Catholic High School	Spruce Grove	Daniel Ito	Duane Hagen
	31	Lindsay Thurber Comprehensive High School	Red Deer	Narumichi Abe	-
	24	Notre Dame High School	Red Deer	Miriam Irons	Paul Couillard
	159	Subtotal of November 1			
Nov. 2	27	Jasper Place High School 1	Edmonton		Grant Blum
	21	Jasper Place High School 2		Emma Crossley	
	23	Louis St. Laurent School	Edmonton	Chayne Barnaby	Grace Hsieh Melissa Younker
	20	Bellerose Composite High School	St. Albert	Scott Coffin	Leah Norland
	40	W. P. Wagner School	Edmonton	Hajime Sakaguchi	-
	22	Spruce Grove Composite High School	Spruce Grove	Corbin Musselman	-
	153	Subtotal of November 2			
312 Total Students					

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 was over in own homerooms.

b. In the hall with all students together

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

- Keynote speech by Anne Commons,

Associate Professor, Japanese Language and Literature

Department of East Asian Studies,

University of Alberta

- Japanese Drum (Taiko) presentation by Kita no Taiko



Welcome



Keynote Speech



Taiko Demo

(ii) After the lunch session – Kimono Show and Japanese Dance by Wakaba-kai

After lunch, all students got together in the hall and watched a Kimono Show of 10 different types of kimono. Then, traditional Japanese dances were performed by the Wakaba-Kai Dance Group, EJCA. Students were asked to observe specific movements in the dance that indicated specific meanings.



c. In the classrooms and the hall

(i) Modern Japan (40 minutes, room #9) by Eyobe Melketsadik

A third year Grant MacEwan University student who was in Japan for one year as an exchange student told his experience in Japan using slide pictures and video clips. 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.



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

Presentation by Keiko Allport and Keiko Marumo, assisted by Noriko Nagata. The room was prepared in the tearoom settings with flower arrangements. Before students entered the room, they were introduced to tea ceremony by admiring a flower arrangement prepared in front of the room. After observing demonstrations of flower arrangements and a tea ceremony, students enjoyed Japanese sweets and tea.



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

Presentation by Mineko Koto and Mai Setoguchi, 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 20 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 Hideko Kucharski assisted by Satoko Nemoto and Yukiko Asai.

Origami presentation by Yukiko Nagakura assisted by Yumi Kiyokawa.

Half of the students wore Yukata (casual summer Kimono) while the other half did Origami. After 15-20 minutes, they switched.

There were 15 boy's yukata and 18 girl's yukata. A presenter and assistants showed them how to wear yukata. One corner was set with Japanese shoji screens and cherry blossom trees for photo shooting. Students took individual and group pictures.

Traditional Japanese music was played as background sound.

At the origami workshop, students took a close look at samples first, then, they made their own origami.



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

Taiko presentation by Brenda Madsen, Carley Okamura, Carol Brandly, Naomi

Kinoshita, Ryan Dumas, and Zavian Sildra. Karate presentation by John Priegert and Karyn Robinson.

Two groups took one session together (70 students) in the hall. The first 35 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, 980.00	
	Rental truck for Taiko	\$200.00	
	Lunch	\$536.58	
	Tea Powder, Pastries, Flower	\$189.12	
	Plastic sheets, Paper towel	\$ 73.96	\$5,979.66
	Supplies		\$ 603.79
Funding source	Consulate General for , , , \		\$5,979.66
	Alberta Education for		\$603.79

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

Items provided:

- Facility, furniture, projector/screen, laptop, and room signage
- Students water stations, presenters tea & coffee
- Set up of rooms with furniture

- General custodian services
- Security of facility during the event

EJCA provided:

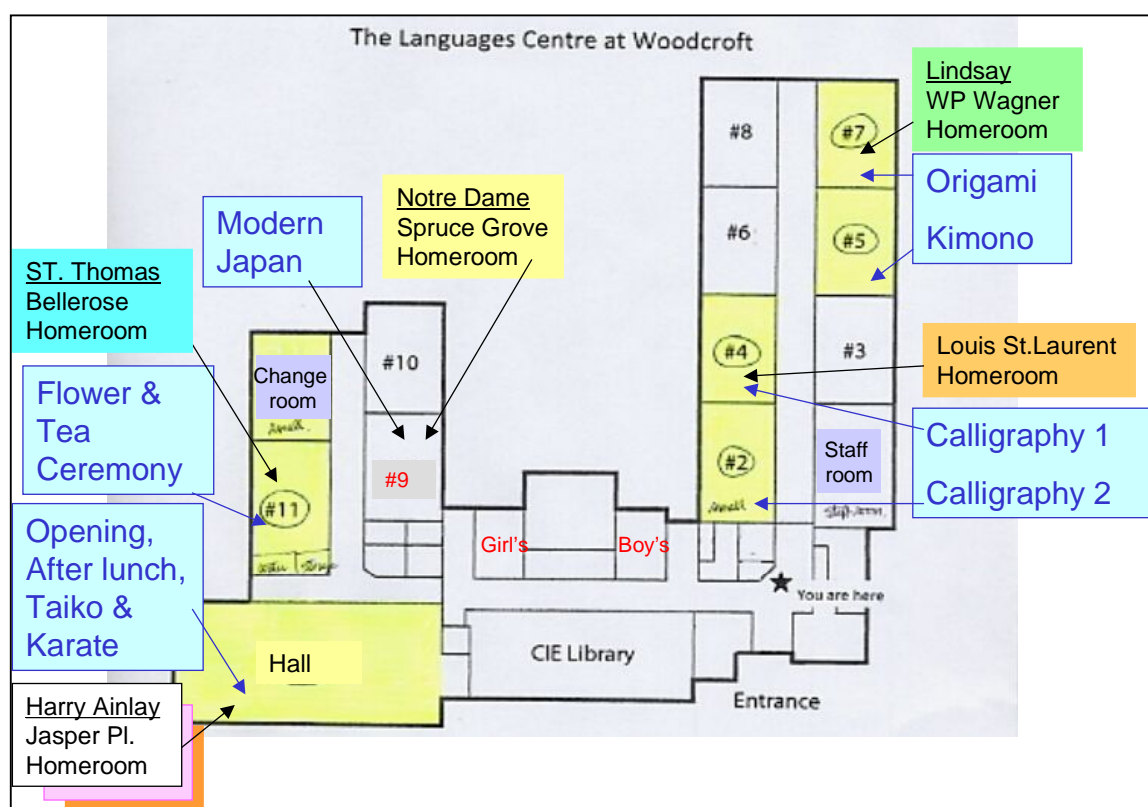
- Tea Ceremony equipments and furniture, calligraphy equipments, calligraphy samples, kimono sets, shoji screens, mirrors, cherry blossom trees, wedding gowns, pictures, music player, and CD, origami samples, and other decorations.
- Transportation of the above equipments between the EJCA Centre and iisle.

Alberta Education provided:

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

14. Facility Information

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



15. Student Handbook

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 2011
- 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. 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 the classrooms of all sessions
- To assist presenters and teachers when needed.

A guide information package was prepared.

Guides: Cathy Tenant, Kanako Sakai, Miho Okishiro, Sanae Ohki, Takashi Ohki, Yoshimi Hirata

18. Gift bags to schools

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

- Feedback forms for teachers and students

Consulate General of Japan in Calgary:

- “ Niponika”

The Japan Foundation:

- Information Package for teaching Japanese
- Pens of “Erin’s Challenge”
- Plastic Sleeves of “Erin’s Challenge”

- Flyers of “Japanese in Anime & Manga” and “Erin’s Challenge”

EJCA:

- Origami
- Character erasers and beads decoration sheets
- Karate Club information sheet
- EJCA Bazaar Poster

19. Schedule by School

November 1, 2011

	Harry Ainlay 1	Harry Ainlay 2	Harry Ainlay 3	Lindsay Thurber	St. Thomas	Notre Dame
9:20 - 9:30	Homeroom Hall	Homeroom Hall	Homeroom Hall	Homeroom Room 7	Homeroom Room 11	Homeroom Room 9
9:30 - 10:15	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall
10:20 - 11:00	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
11:05 - 11:45			Calligraphy Room 2	Kimono Room 5 Origami Room 7	Flower Tea Room 11	Modern Japan Room 9
11:45 - 12:10	Lunch Hall	Lunch Hall	Lunch Hall	Lunch Room 7	Lunch Room 11	Lunch Room 9
12:10 - 12:30	Odori Hall	Odori Hall	Odori Hall	Odori Hall	Odori Hall	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			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		

Note: The Lindsay Thurber High School arrived late and missed the Keynote Speech.

November 2, 2011

	Jasper Place 1	Jasper Place 2	Louis St. Laurent	WP Wagner	Bellerose	Spruce Grove
8:20 - 8:30	Homeroom Hall	Homeroom Hall	Homeroom Room 4	Homeroom Room 7	Homeroom Room 11	Homeroom Room 9
8:30 - 9:15	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall	Opening Hall
9:20 - 10:00	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
10:05 - 10:45			Calligraphy Room 2	Kimono Room 5 Origami Room 7	Flower Tea Room 11	Modern Japan Room 9
10:50 - 11:30	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
11:35 - 12:15	Flower/Tea room 11	Modern Japan room 9			Kimono Room 5 Origami Room 7	Calligraphy Room 2
12:15 - 12:40	Lunch Hall	Lunch Hall	Lunch Room 4	Lunch Room 7	Lunch Room 11	Lunch Room 9
12:40 - 1:00	Odori Hall	Odori Hall	Odori Hall	Odori Hall	Odori Hall	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	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		

Note: Bellerose High School needed to leave the facility at 2:00. The last Karate and Taiko session was shortened for Bellerose High School.

20. Activity timeline

The following schedule was used for the preparation of the event.

Action	Start	End	Responsible	Jan-June	July	Aug	Sep	Oct	Nov
Survey attending schools	15-Jan-11	28-Feb-11	Ayumi	■					
Steering Committee meeting 1	27-Jun-11	27-Jun-11	Sanae		★				
Confirm the overall plan	27-Jun-11	27-Jun-11	Steering		★				
Identify resource & budget	1-Jun-11	31-Aug-11	Sanae, Yoshimi	■					
Confirm funding sources	1-Jun-11	31-Aug-11	Sanae	■					
Planning Committee meeting 1	13-Sep-11	13-Sep-11	Sanae				★		
Develop and send Students Registration form including FOIP message for pictures	17-Aug-11	16-Sep-11	Yoshimi				■		
Teachers to send back students registration form to Yoshimi	1-Oct-11	21-Oct-11	Yoshimi, teachers					■	
Prepare planning form for presentation	13-Sep-11	30-Sep-11	Presenters				■		
Develop presentation material	13-Sep-11	14-Oct-11	Presenters				■		
Purchase/prepare materials	July	14-Oct-11	Sanae, Presenters	■					
Steering Committee meeting 2	21-Sep-11	21-Sep-11	Sanae					■	
Modify presentation as required		25-Oct-11	Presenters					■	
Receive final students' registrations		15-Oct-11	Yoshimi, teachers					■	
Prepare nametags for students/teachers and presenters	18-Oct-11	28-Oct-11	Yoshimi, Sanae					■	
Develop details of schedule	10-Oct-11	28-Oct-11	Sanae					■	
Develop students/teachers feedback forms	1-Oct-11	22-Oct-11	Yoshimi					■	
Develop presenters feedback form	17-Oct-11	22-Oct-11	Sanae					■	
Practice presentation	1-Oct-11	22-Oct-11	Presenters					■	
Make teachers handbook	7-Oct-11	21-Oct-11	Sanae					■	
Make student handbooks	1-Oct-11	21-Oct-11	Sanae, presenters				★	■	
Review students handbook	23-Oct-11	21-Oct-11	Mieko, Scott					■	
Have class discussion using handbooks	24-Oct-11	28-Oct-11	Teachers					■	
Prepare gift bags	24-Oct-11	31-Oct-11	Yoshimi					■	
Transport items and set ups	31-Oct-11	31-Oct-11	EJCA, iisle, Presenters					★	
Explore Japan	1-Nov-11	1-Nov-11						★	
Explore Japan	2-Nov-11	2-Nov-11						★	
Collect and summarize presenters feedback	3-Nov-11	11-Nov-11	Sanae						■
Collect and summarize Students and Teachers feedback	14-Nov-11	21-Nov-11	Yoshimi						■
Debriefing meeting for review and plan for 2012, Steering Meeting 3	21-Nov-11	21-Nov-11	Sanae						★
Create reports	15-Nov-11	30-Nov-11	Sanae, Yoshimi						■

21. Summary of feedback

Students' feedback (264 responses from 9 schools)

a) Overall satisfaction:

Very satisfied	(198)
Somewhat satisfied	(47)
Somewhat dissatisfied	(1)
Very dissatisfied	(0)
No answer	(18)

b) Each session/event/workshop received "Very satisfied/Somewhat satisfied from 93 per cent of students".

Teachers' feedback (9 teachers)

- a) All teachers are "Very satisfied" with the experience.
- b) Most of the teachers marked "Excellent" as to how meaningful it was for their own Japanese-language program.

22. Voices from teachers and students (excerpts from feedback forms)

- Guide helped
- Very organized (Check in)
- Quick and efficient (Check in)
- The people there were very kind and welcoming.
- People were very helpful
- Opening session-
 - It inspired me
 - Succinct and to the point
- I am so excited about going to Japan
- Convinced me to want to go to Japan
- PowerPoint was very cool (Modern Japan)
- I saw a new side of Japan
- Very informative
- Was very engaging and interesting
- Want Japanese food session
- Very fun
- Great experience
- Could more informative about expense and style (Kimono Fashion show)
- Inspires and fuels my desire to learn Japanese
- Tea and sweet treats were amazing
- Peaceful and calm (tea ceremony)
- Learned defend myself (Karate)
- Wearing Kimono was one of my dream and now come true
- Helped to give us energy and was a nice start (Taiko Demo)
- Learned how there was mathematics included in flower arrangement
- ありがとうございます
- とてもたのしかったです
- ありがとうございます
- Overall the program was very interesting and engaging one thing that I really like about this program is that it really brought my whole Japanese class together. This is a very fun program and a very great opportunity to learn more about the culture.

Suggestions by teachers:

- Would like students to learn more of JET
- Is there going to be anything for The 20 and 30 levels? (2)
- Possible to have the event 2 times a year?
- Could have the science technology information?
- Information on exchange project at a variety of levels

Suggestions by Students:

- (Safer place to put personal belongings)
- Very rushed, need to extend time with the sessions
- Needed little more time snack time
- Food session
- Would like to have more Kanji characters (calligraphy)
- Maybe more detailed explanation and lesson on how to put on our own Kimono.
- Want to learn traditional Japan, History, Anime, manga and pop culture
 - Everyday life
 - Karate
 - Modern Japan
 - Technology
 - Japanese school Fashion
 - Samurai fighting technique
- More about the temples and Shinto or Buddhism.
- The fashion and normal food of Japan would also be cool.
- A bento for lunch would be good, even if a fee was attached because want to learn culture
- More interaction instead of just watching (Flower arrangement)

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

1. What questions you received from students/teachers? Frequently asked questions were:

- How to make origami arts in display and who made these? I would like to try these ones.
- Where can I buy Yukata and how much?
- How often do you wear Kimono in Japan, can you wear formal Kimono by yourself?
- Do you take off socks when put on Geta?
- What's the difference between karate and taekwondo?
- Have you ever used karate to defend yourself?
- How many years did you study karate? Why does it take so long to get a blue belt in karate? In taekwondo it only takes a year!
- Is there a good karate club in Spruce Grove? In Edmonton?

- Would like to have the Explore Japan more often.
- How long is the "apprentice" period with Kita no Taiko?
- How much do the drums cost?
- Where can I buy Calligraphy brushes and ink?
- (Modern Japan) Questions about the exchange program and opportunities in Japan.
- (Modern Japan) Questions about daily life costs of living in Japan
- (Modern Japan) Questions about the different clips that I showed them from the movie.
- (Modern Japan) Some teachers told me that they themselves hadn't seen a lot of the things I included in my presentation and it was very exciting for them and their students.
- (Modern Japan) Some teachers asked if the presenter would come to their other Japanese classes to give the presentation again.
- Where can you buy green tea in Edmonton?
- Where can you do Ikebana in Edmonton?
- How a tea ceremony last for hours?
- "The tea ceremony was very relaxing. You can tell why it is so enjoyable."
- "I really liked the taste of the green tea!"
- Wanted to try Flower arrangement during the session.

2. Feedback to the students/teachers from presenters, assistants, and guides

- All presenters mentioned that students behaved very well and they were keen to the topics.
- Teachers from all schools were so kind and so nice! Their assistance to the presenter was appreciated.
- The preparation the teachers did in terms of the expectations on the students' behaviour was appreciated.
- (Taiko) The students were more enthusiastic where teachers also tried and enjoyed Taiko. We will encourage teachers to join the activities through the day where applicable.
- (Taiko) Quite a number of students and a few teachers thanked us for the workshop.
- (Kimono) Some teachers helped to put Kimono on. That was very appreciated.
- (Kimono) It would be great if students have more chance to speak Japanese during sessions.
- (Kimono) It was a little difficult to put Kimono on when students had heavy sweaters.
- (Guide) Students followed the guide very well between classes and responded quickly to requests (e.g. line up against the wall, keep their voices down)
- (Guide) The students on day 2 were extremely enthusiastic, participated eagerly and had questions for many of the presenters.
- (Calligraphy) There were a small number of students who drew pictures instead of characters.
- (Modern Japan) Some students messaged my youtube account as follows:
 1. Hey, I was at the explore Japan today and I just wanted to thank you for your presentation because yours in particular made me want to go to Japan even more

especially when you talked about this museum so thank you so much!

2. I used to think it would be too expensive to go to Japan, so thank you for touching on all the options there are out there, such as scholarships and study abroad programs! I also really liked the videos you showed, and the Fuji walking stick! Thanks again!
3. List any communication/suggestion to the Steering Committee
 - The programs were very well organized.
 - Not sure this is the place to mention this, but I had never seen/heard a description of the dance (Odori) before and I thought that was really interesting (meaning, what the various moves the dancers were making means).
 - (Taiko) Getting volunteers for 2 days was difficult and just good/bad luck that we were able to get enough.
 - The Planning meeting held in September for presenters and assistants was useful.
 - Thank you for the excellent lunches and beverages.
 - (Calligraphy) I wanted to have more samples. Some students preferred to have more challenge.
 - (Karate) Everything was very well organized. This really helped in keeping everyone on schedule. Thanks for all the work that was done to make that so.
 - (Modern Japan) Maybe more time for students to ask questions they may have.
 - (Modern Japan) A presentation specifically focused on what they can do with studying Japanese in the future or studying abroad sessions.
 - (Origami) Everything went well. It may be useful to have more time allocated for Origami.
 - (Kimono) It would be great if students can speak Japanese more during the sessions.
 - Add introduction of Japanese Pop Culture (Anime, history of Manga)
 - Have a room with Tatami (Japanese floor) set up.
 - Have Kendo Demonstration at "after lunch" session.
 - Need more young manpower for set up and tear down/loading.
4. Was the amount you received as a presenter/assistant proper? There were lots of volunteer times by you particularly during the preparation period.
 - All except one responded that the amounts were proper. One mentioned that if you were key presenters of sessions, additional honorarium might be appreciated.

24. Proposal for 2012

The Steering Committee met on November 21, 2011. With feedbacks provided by students and teachers as well as the committee's reflections, the Steering Committee proposed the following for 2012:

1. The dates will be Tuesday, November 6, and Wednesday, November 7, 2012.

2. Conduct a preliminary survey to all schools in January 2012 for planning purpose.
3. The facility is the same.
4. Add Japanese style Bento for lunch. It will be a cost to the school and/or students. Teachers will collect fees.
5. The student registration process will require two weeks at high schools.

25. Documents/Reports

View of the following documents are available upon a request to Sanae Ohki, 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 12, 2011
- 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
- Students and teacher feedback responses and a summary report
- Guide information sheet
- Report of the event to the Consulate-General of Japan in Calgary, written in Japanese.



Main Entrance



Hallway

Institute for Innovation in Second Language Education at Edmonton Public Schools