



Newspapers In Education

The Seattle Times

Inspiring Students To Learn

Youth Culture in Asia



THE

HENRY M. JACKSON

SCHOOL OF INTERNATIONAL
STUDIES

UNIVERSITY OF WASHINGTON • SEATTLE

A Newspapers In Education program for grades 6 – 8



EDUCATORS

SOCIAL STUDIES

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Newspapers In Education

The Seattle Times

Inspiring Students To Learn

NIE Program Evaluation

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Please complete and return this form to NIE at the address listed below.

PROGRAM NAME: Youth Culture in Asia

GRADE LEVEL TAUGHT: _____

NAME (OPTIONAL): _____

Program/Educational Objectives

1. Did you feel the educational materials for this program:

- ☐ Exceeded expectations
- ☐ Met expectations
- ☐ Did not meet expectations

Comments: _____

2. Did you feel the learning materials met state standards/aligned with your curricula?

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know

Comments: _____

3. Do you feel this program challenged your students and developed their skills?

- ☐ Strongly Agree
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- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't Know

Comments: _____

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- ☐ Newspaper
- ☐ In-paper curricula (NIE articles)
- ☐ Lesson Plan
- ☐ Teacher/Student Guide
- ☐ Other: _____

Newspaper Use

1. Did the use of the newspaper enhance your students' learning experience?

- ☐ Strongly Agree
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- ☐ Strongly Disagree
- ☐ Don't Know

Comments: _____

2. Do you feel that the newspaper-based activities in the in-paper NIE articles helped support the learning objectives of the program?

- ☐ Strongly Agree
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- ☐ Strongly Disagree
- ☐ Don't Know

Comments: _____

3. How often did you use the newspaper with this program?

- ☐ Daily
- ☐ Three times a week
- ☐ Twice a week
- ☐ Once a week
- ☐ Other: _____

Return completed evaluation form...

By mail:

NIE
The Seattle Times
P.O. Box 70
Seattle, WA 98111

Or by fax:

206/515-5615

Thank you.



Youth Culture in Asia

About the Youth Culture in Asia Project

Youth Culture in Asia is a collaborative project between the Newspapers In Education program of The Seattle Times and the University of Washington Henry M. Jackson School of International Studies outreach centers. The project consists of a five-article series, a teaching guide, and a workshop for middle-school educators. Each article in the **Youth Culture in Asia** series focuses on an Asian nation and addresses an issue of particular interest or concern for youth in that country. Designed with middle-school readers in mind, the series takes students on a tour of four Asian nations; each stop allows a glimpse of youth at work, at play or at school. Article topics include an overview of youth in Asia, child labor in India, pastimes in Indonesia, communication technology in Central Asia, and education in Japan. The teaching guide ties the series together with a focus on children's rights as outlined in the United Nations Declaration of the Rights of the Child.

Author of the Teaching Guide

The author of the teaching guide to **Youth Culture in Asia** is Patricia Burleson. Ms. Burleson has recently retired from the classroom after more than 30 years of teaching in Washington public schools. She is the director of Japanese Connections, a grant-funded project that provides study tours to Japan for teachers and students from the Anacortes and Lopez Island School Districts. She is a long-time instructor of Asian studies seminars as part of the National Consortium for Teaching about Asia, based at the East Asia Resource Center in the University of Washington. Ms. Burleson has published many articles on teaching about Asia in the journal, "Education about Asia." She is the 2003 recipient of the Elgin Heinz Outstanding Teacher Award from the U.S.-Japan Foundation. The World Affairs Council named her World Educator the same year for her outstanding accomplishments in global education. Ms. Burleson currently resides on Lopez Island.

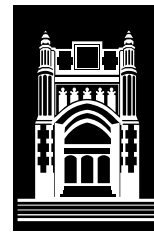
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- The Ellison Center of Russian, East European, and Central Asian Studies;
- The Center for International Studies;
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Youth Culture in Asia

Washington State Essential Academic Learning Requirements

The following lessons meet these Essential Academic Learning Requirements (EALRs) for the state of Washington. For more information about the standards, visit: www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx

1. Social Studies

- a. Inquiry and Information Skills: Students will identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources (EALR 1.1.3b); produce and interpret outlines, charts, graphs, maps, tables, timelines and decision making grids that explain problems and/or construct solutions. (EALR 1.1.3e)
- b. Discussion Skills: Students will articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others. (EALR 2.1.2a)
- c. Critical Thinking Skills: Students will identify multiple perspectives (EALR 3.1.4a); recognize stereotypes, clichés, bias, and propaganda techniques (EALR 3.1.4b); reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective. (EALR 3.1.4f)

2. Communication

- a. Communicating Clearly and Effectively: Students will use logic, arguments or appeals to persuade others; vary speech to create effect and aid communication. (EALR 2.3)

- b. Working With Others: Students will use language to influence others (EALR 3.1); work cooperatively as a member of a group. (EALR 3.2)
- c. Analyze Mass Communication: Students will identify and evaluate complex techniques used in mass communication; analyze and explain the effectiveness of such methods; and analyze and interpret the influence of media sources. (EALR 4.3)

3. Reading

- a. Students will expand comprehension by analyzing, interpreting and synthesizing information and ideas in literary and informational text. (EALR 2.3)
- b. Students will think critically and analyze author's use of language, style, purpose and perspective in informational and literary text. (EALR 2.4)
- c. Students will read to learn new information. (EALR 3.1)

4. Writing

- a. Students will write for a variety of purposes (to summarize, to create, to entertain, to inform, etc.). (EALR 2.2)
- b. Students will write in a variety of forms. (EALR 2.3)



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Youth Culture in Asia

Lesson One: The Rights of Children and Youth

FOCUS ON ASIA

Pair with "Childhood and Youth Culture Overview"
(The article will run in *The Seattle Times* on 2/13/07.)

Understanding how children around the world live their daily lives is a way to generate the beginnings of global awareness among our students. However, the pressure to prepare students to pass local and national assessments and meet standards can dominate what teachers do in their classrooms to the extent that it can feel like there is not enough time to develop global citizenship.

The series of Seattle Times articles supported by this curriculum guide provides provocative content that will interest students and leave them wanting to know more about the world. The curriculum guide will demonstrate ways to capitalize on that curiosity about the world through strategies for reading informational text and opportunities for expository and narrative writing. Some of the articles are written as expository pieces and others are written in narrative form, but all contain facts and details about the lives of children in other places in our world. The use of meaningful content, thought-provoking discussions, strategies for successful reading comprehension, and skills for communicating ideas through writing are all tools for active global citizenship.

In this introductory lesson, students will practice reading comprehension strategies, explore the concept of children's rights, and develop questions they hope to have answered in subsequent lessons of this unit.

Objectives

1. Students will access information about the United Nations document Declaration of the Rights of the Child (also referred to as the "Children's Bill of Rights") and use this as a guide to evaluate the lives of children in our world.
2. Students will demonstrate an understanding of the introductory article, "Childhood and Youth Culture Overview."
3. Students will create questions that will guide their reading and understanding of the remaining articles in the series about the lives of children and youth.

Focus Questions

1. What rights do children have? How might diverse living conditions and values around the world support or violate these rights?
2. What does it mean to say "with rights come responsibilities"? What responsibilities do children have?

Materials

- Copies of the Declaration of the Rights of the Child ("Children's Bill of Rights"), developed in 1959 by the United Nations: see unhchr.ch/html/menu3/b/25.htm. It is possible to project the Web page for a class viewing, but also helpful for students to have copies of the document to use throughout the unit.
- World Map



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Activities

Before Reading the "Children's Bill of Rights"

Activate prior knowledge by asking students what they think should be universal rights for children. Make a list as a class. Then discuss how the list might be categorized or classified. Arrange the ideas in a chart or other organizational graphic.

During Reading

1. Present the "Children's Bill of Rights" as developed in 1959 by the United Nations. Either distribute copies or project the Web site. Choose a reading strategy to discuss and use in leading students through a first reading of the document. A good strategy for this document might be "Thinking Aloud." See the Teacher Background piece, "Reading Strategies," on page 8.
2. After a first reading directed by the teacher, students can work in small groups to read it again. This time, they should look for connections to the list they brainstormed about universal rights for children. Students should make notes about similarities and differences between the U.N. document and their list.

After Reading

1. Discuss the differences and similarities students found between their list and the U.N. document. Is this document relevant to today's world? What makes you say that? Refer to specific examples in the document. Discuss: Do children all over the world have these same rights? What makes you say that? Are these rights honored? What have you seen or read about that makes you say that?
2. Have students read "Childhood and Youth Culture Overview." During reading, list some of the issues that children in our world deal with.

3. After reading, have students work in small groups to formulate questions they might find answered in the rest of the articles. They should make predictions about how the rights of children and youth might be addressed in future articles.

Assessment

1. Discuss with students the connection between rights and responsibilities.
2. Assignment: Our democratic form of government recognizes that with rights come responsibilities. Refer to the document from the U.N. "Children's Bill of Rights." Choose several rights addressed in the document and write an expository piece about what responsibilities you think children should take to complement those rights.
3. This expository writing assignment lends itself to teaching the basic structure of the "Five Paragraph Essay": an introduction, one paragraph for each point, and a conclusion.

Extension Ideas

1. On maps of Asia, have students find and label the places mentioned in the introductory article. Students can use this map to add details from the other articles in this unit.
2. Using population statistics from the introductory article, have students input data into a spreadsheet and create charts and graphs.



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Other Resources

For more information on the Office of the United Nations High Commissioner of Human Rights, which posts the "Children's Bill of Rights," see the UNHCHR Office homepage: unhcr.ch/html/hchr.htm. Some students may not be familiar with what the U.N. is, who it represents, and what it does. See the official U.N. Web site for general information: un.org/english.

The 1989 Convention of the Rights of the Child of the U.N. General Assembly, an extensive agreement on children's rights, can be found at this link: unhcr.ch/html/menu2/6/crc/treaties/crc.htm.

The list of other International Human Rights Instruments, including the Universal Declaration of Human Rights, can be found at this link: unhcr.ch/html/intlinst.htm. Under the heading, "Rights of the Child," there are other documents relating to the rights of children caught in armed conflict, the sale of children, child prostitution and child pornography, foster placement and adoption nationally and internationally.

The Committee on the Rights of the Child monitors the implementation of U.N. decisions and regulations regarding children's rights. For more information, see: ohchr.org/english/bodies/crc/index.htm.

Teaching Background for Lesson One

Reading Strategies

There are many reading strategies that will help students comprehend what they read. The following reading strategies are presented because they are directly related to the type of content found in the articles accompanying this particular unit.

Before Reading

Preparing for reading can be done in several ways and is an essential step for setting the stage for successful reading comprehension. It also serves to motivate curiosity about the topic and generate a sense of "needing to know" that can improve comprehension. Here are two suggested strategies for preparing students to successfully read nonfiction material:

1. Activate prior knowledge.

Ask students to read the title of the article and the questions for discussion at the end. Have students brainstorm a list of ideas and facts they already know about the topic, either individually, in small groups, or on the board together. Then organize the list into a Web outline, chart or other appropriate graphic organizer.

2. Set the purpose for reading.

This strategy is most effective for students who are strong readers and who may need less guidance to develop comprehension skills. Have students read the article title and questions for discussion. Set the purpose for reading, such as: Read to determine the author's position or feeling about the topic; Read to determine the author's purpose for writing this article; Read to compare to your own life; Read to compare to the article that was previously studied; or Read to find answers to a particular question or set of questions.



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During Reading

Successful readers monitor their understanding while they read. But for some students this skill needs to be developed. Have students practice some specific strategies to improve their comprehension. Below are some suggestions for guiding the reading of nonfiction material.

- 1. Read aloud while students listen and follow before they read on their own.**
For particularly challenging material, it is effective to read the article aloud while students follow along before they read and respond on their own. The teacher can use this time to discuss new vocabulary words and bring attention to specific details that will be important in the follow-up activities. After the first reading, explain a strategy for students to use while reading on their own or in a small group.
- 2. Direct students to ask questions.**
Ask students to write questions they wonder about as they read the text. Questions may be answered in a later section of the article, or students may ask them during debriefing. Students can ask questions about events, vocabulary, or unclear passages in the text.
- 3. Suggest students create graphic organizers.**
Students can complete charts, Web organizers with main ideas and supporting details, flow charts, or other appropriate graphic organizers while they read. This works particularly well when reading in small groups. It gives students a chance to talk about what they are reading and analyze how to represent the important content in an organizational structure.

After Reading

There are many activities that can follow the reading of informational text. To make reading meaningful when grappling with rich content, students need to debrief their comprehension of the content first, interpret meaning, connect what they have read to other learning or ideas, and then take some kind of significant action in response to their comprehension. Below are some strategies to help students make sense of what they have read.

- 1. Engage in debriefing activities.**
Review and discuss activities done during reading. Identify key words. As a group, revisit the questions at the end of the article and discuss responses or write out answers to these questions individually.
- 2. Interpret meaning.**
Discuss the author's purpose for writing the article. Determine what the author wanted the reader to understand and what conclusions the author reached. Evaluate the writing style and effectiveness of the content and discuss the appropriateness of the style the author used to communicate his/her purpose. Identify the emotion words the author used that may have led the reader to a particular conclusion.
- 3. Connect to other learning.**
Discuss: Does the article give a complete picture of the issue, event or ideas it addresses? Are there other ways to interpret the events described? Are there other reasons this situation exists? Is this true for all children in this geographic location? What are examples of other stories?



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To compare information in the article with other perspectives about the issues and events mentioned, students should find ways to access people with first-hand experience. Internet resources are helpful (some are referenced in the accompanying material). It is possible that students in your school have lived in the area mentioned in the article. There may be community resources that can connect students with people from the region who could share their first-hand experience with the issues.

4. Take action

To make reading and comprehension of informational text meaningful, students should take some form of action. They can inform others in their school or community about the events they read about; find a safe pen pal exchange program to share their lives with students in another country; research actions being taken by other organizations to alleviate a difficult situation; or write letters to social service organizations, local and national government representatives, or local newspapers to make others aware. See Lesson Six: What's Next?

Additional Teaching Strategies

Excerpts follow of teaching and learning strategies from the Office of the Superintendent of Public Instruction (OSPI) Web site:

www.k12.wa.us/Assessment/WASL/reading/modules/TeacherSupport/GlossaryofTeachingTerms.pdf.

- **Learning Log** is a “writing to learn” strategy that encourages students to interact with and think about the material they are learning. Learning Logs often take the form of spiral or loose-leaf notebooks, but may be included in a portfolio system also. Learning Logs are the place for student to record their thoughts, answer questions, give opinions, and write down responses to reading.
- **Whip Around** refers to an active sharing strategy where the teacher gives each student in the class a chance to share a prediction, make a comment, or volunteer an insight. A Whip Around means just that, the teacher calls on one student after another and allows only a brief comment by each student.
- **Context Clues** refers to the words, phrases and sentences surrounding an unfamiliar vocabulary word that help the student arrive at a possible definition. Context Clues may be right next to the unfamiliar word, or they may be in different paragraphs surrounding the word.
- **Technical Vocabulary** refers to those words that are specific to a content area, and are crucial to understanding that content. For example: a right angle is a math content word, and chlorophyll is a science content word. Students need direct instruction on the meaning of these words and their importance to the content in order to successfully read for comprehension in that content area.



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- **General Vocabulary** refers to words that may be determined through the use of context clues and are not critical to understanding a specific content area, but are critical to understanding the main idea, events, characters, themes, etc., of a text.
- **Think Aloud** is exactly what it says — the teacher will model content by literally speaking out loud the thought processes that occur while reading or thinking. Students can then be taught to “think aloud” their own thoughts and ideas to clarify, confirm and expand their thinking.
- **Discussion Web** is a graphic organizer that asks students to generate ideas, thoughts, facts, etc., in order to be more prepared to read and discuss.
- **GIST statement** is a summary of the main idea with supporting detail of a paragraph or section of a text. Generally, students will brainstorm a GIST after they have read and discussed a passage, and GIST statements are usually short and concise — under 25 words, if possible.
- **Gallery Walk** is a way for students to have an audience for their work. Teachers will display the work on the wall, while students browse from piece to piece, much like in a museum. Student may be asked to just walk and look, or they may be required to make written comments and evaluations of the posted work.
- **Think, Pair, Share** is a cooperative learning strategy where students first think about a topic, pair with another student to discuss their ideas, and then share with the whole class.
- **Quick Write** means students quickly write down everything they know about a topic. Teachers may want to give a certain amount of time, and they may instruct students to write without thought to punctuation and other mechanics. Quick Write may be followed by Quick Draw and Quick Share.



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Lesson Two: Child Labor vs. The “Children’s Bill of Rights”

FOCUS ON INDIA

Pair with the article “Children’s Work in India.”

(The article will run in The Seattle Times on 2/27/07.)

The article about Raju, the boy who lives in India and has to work to feed himself and his brother, represents the life of millions of children in India today. Although it is such a common way of living, in order to prevent stereotyping it is important that students understand there are millions of other children in India whose life circumstances have not forced them into this kind of existence.

It is also important to know that India is not the only place in the world where children have to make choices about working. The simple solution to child labor would be to enforce child labor laws, as represented in the “Children’s Bill of Rights.” But that is not as easy as it sounds.

In this lesson, students first analyze census data that will help place child labor in the context of a larger picture of life in India. They will look at the issues and choices that confront children who live in situations in which they are left to fend for themselves. Then students will view photos of life in India and learn to analyze the photos using critical thinking skills.

Objectives

1. Students will broaden their understanding of the lives of youth in India through exploring images and drawing conclusions in order to counter stereotyping.
2. Students will grapple with the complex issue of child labor, such as the conflict between the need to eat and the right to an education.

Materials

- Internet access

Activities

Before Reading “Children’s Work in India”

Access students’ prior knowledge by reviewing thoughts about the previous lesson with students. What do they think is important about the “Children’s Bill of Rights”? What do they know about life in India? Discuss the meaning of stereotyping. How might some of what they think they know about India be considered stereotyping?

During Reading

Ask students to form a picture in their minds as they read the article. What does it look like where Raju lives?

What does Raju see when he walks to work? What kind of clothing is he dressed in? Where do you think he lives? Are there other children around? What are they doing? What do they look like? What do the buildings around him look like?

After Reading

1. In small groups, have students discuss what they saw in their minds as they read the article. If time allows, students can do a drawing or sketch. Discuss what media images students are familiar with which helped them create the images they formed while reading.



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2. Project population data from the Web site of the Indian Registrar General and Census Commissioner so that the class can view it together and discuss; see censusindia.net. On the menu on the right side of the page, click on "2001 Census Results — Index." On the next page, click on "A Series: General Population Tables." Spend a few minutes explaining the data, including what census numbers mean and how some of the data is disaggregated for this report. Allow time for students to make observations and ask questions about some of the data on various sections of the report. What can you tell about Indian society from looking at the census index alone?

Then connect back to the article: The article says that there are "12.6 million children in India under the age of 14 who are defined by the world as child laborers. Many activists in India claim the number of child laborers is much higher than the official government census; they estimate 40 to 60 million children in India work for a living." Why would the official number be so different from the number suggested by child activists? How can a demographic be counted differently by different sources? Do all statistics reflect a point of view or can some be considered objective? Why?

3. Explain that if the article about child labor in India is put in the context of population figures and other demographic data, we are able to develop a picture of multiple lifestyles in India. The child labor issue is crucial, but without a context, it can lead to stereotypes about all Indian children. Discuss: What might life be like for the millions of children who do not work?
4. Have students do some exploring to find other ways children in India live. Refer back to the pictures students created in step two. Ask students to find other ways of life in India through photos.

One resource is A Virtual Village: virtualvillage.wesleyan.edu/. This Web site, developed by Peter Gottschalk, an Associate Professor at Wesleyan University, and Mathew Schmalz, Assistant Professor at the College of the Holy Cross, explores life in a village in India. Included is a section of photo essays by residents of one village. The residents were given cameras and asked to document a day in their lives. Relevant sections of this site include: "Topics in Village Life," "Interviews" (particularly "Kids Playing"), and "My Life."

In small groups, have students create a group collage of the various ways people live in India. Students should be creative and resourceful in finding images. In addition to selecting images from A Virtual Village, they can search online and in print magazines such as National Geographic.

Once the collages are done and brought to class, choose a couple of photos from those selected by the students to project for the class to analyze (refer to the Teacher Background piece, "Questions to Guide Observations of Photos.") Post collages on the wall or display them on tables. Then, in small groups, students should practice using the observation questions as they make their way around the room to observe each other's collages. Debrief by having each small group share a few observations.

5. Discuss with students: With multiple lifestyles possible in India, how do these children end up working to survive? Brainstorm some possible scenarios that would lead to child labor. (There are many reasons, but the situation usually results in the same dilemma: If a child and his or her family do not have enough money to feed themselves, the children must leave school and work so that they can eat.) Education is one way to pull people out of poverty. Yet, if these children leave the work force and go to school, how will they eat?



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Assessment

Have students refer back to the Declaration of the Rights of the Child on the U.N. Web site: unhchr.ch/html/menu3/b/25.htm. Discuss: How does a child's right to an education conflict with his or her right to eat? What are examples of other conflicts? What happens when the laws against child labor are enforced? Does that eliminate the child labor problem? What makes you say that? What happens to the businesses that stop using child labor?

Have students work in small groups to create a poster about child labor. Using words, pictures, or diagrams, the posters should:

- define the issue of child labor
- give examples of the kinds of work that children do
- include references to the U.N. Declaration of the Rights of the Child
- suggest solutions to the problem of child labor.

Extension Ideas

1. Students might do some research using clothing students are wearing, or that they find at home. What countries do their clothes come from? How could students find out if those places use child labor?
2. Students could research nonprofit organizations that work to prevent the use of child labor. Discuss with students: What are these nonprofits doing to help resolve the problem? Do you think their efforts might help? What can you do to help?

Resources

The Embassy of India in Washington DC issued a position statement about child labor:

indianembassy.org/policy/Child_Labor/childlabor_2000.htm.

And an article from October 2006, in an Indian newspaper, explains the difficulties and contradictions in implementing India's child labor laws:

timesofindia.indiatimes.com/articleshow/2172660.cms.

Global Investigation of Child Labor: Case Studies from India, Uganda and the United States (SPICE, \$64.95, includes 26 images on transparencies) is a curriculum unit that uses three case studies to illustrate the complexities of child labor. The unit addresses the causes and contributing factors of child labor and describes the types of interventions that have been considered. See spice.stanford.edu/catalog/global_investigation_of_child_labor_case_studies_from_india_uganda_and_the_united_states/.



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Teacher Background for Lesson Two

Questions to Guide Observation of Photos

The questions below are somewhat based on a video from the Chicago Art Institute, "What do You See?" They are rooted in the process of critical thinking from Richard Paul (see criticalthinking.org), which Paul defines: "Critical thinking is the art of taking control of one's thinking. As such it means continually bringing thinking to the conscious level, followed by assessing it for quality, identifying its flaws, then reconstructing it."

As students view photos, ask:

- What do you see?
- What else? (Guide observations so that students look beyond the main focus of the photo, to what is behind and to the sides.)
- What else? (Repeat several times.)
- What might be just to the right of the scene in the photo? To the left? In front of it?
- What is going on here?
- What do you see that makes you know that?
- Is there another way to look at this photo?
- What else might be going on? (Repeat several times.)
- How are people interacting with each other?
- What do you see that lets you know that?
- How are people interacting with their environment?
- What do you see that lets you know that?
- Is this a recent photo or an older photo?

- What do you see that lets you know that?
- What motivated the photographer to take this photo?
- What seems to be the photographer's intention?
- What do you see that lets you know that?
- What does this photo tell us about people? Lifestyles? Social class? Poverty and wealth?
- What do you see that lets you know that?
- What questions do you need answered before you can make meaning of this photo?
- What meanings can you draw from the photo with the information you see?

Answers are not wrong — they are students' impressions — but you may need to follow up with clarifying questions:

- What more could you say?
- Does this make sense in terms of what else is going on in the photo?
- Do others think that is so?
- Does everyone see that?
- Does anyone see anything different?



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Lesson Three: Asking the Children

FOCUS ON INDONESIA

Pair with "Keeping in Touch in Java"

(The article will run in The Seattle Times on 3/6/07.)

While a number of children and youth all over the world face hardships and difficulties, most of them also participate in play and camaraderie with friends and family. No matter what the situation, how do children and youth feel about their lives? What are their hopes, ambitions, and concerns? UNICEF took on the task of finding out. UNICEF interviewed thousands of children and youth from 72 countries and asked about children's fears, their sense of well being and safety, their values and their knowledge of their own rights as children. The data is organized and displayed on the UNICEF Web site: unicef.org/polls/index.html.

In this lesson, students will explore what children and youth from Indonesia think about their lives, compared to what children and youth from other countries think about theirs.

Objectives

1. Students will use survey data to reach some conclusions about how children and youth in different parts of the world view their lives.
2. Using a survey similar to the one found on the UNICEF Web site, students will survey their peers and compare their findings with the findings about youth in Indonesia and other parts of the world.

Focus Questions

1. In what ways are all children and youth alike? How do their values, fears and goals differ from the students'?
2. How valuable is poll data, and how can it be interpreted?

Materials

- Internet access
- World map from previous lessons

Activities

Before Reading "Keeping in Touch in Java"

1. Access prior knowledge: Ask students what they know about Indonesia and note its location on a world map. Note the location of the island of Java. Ask students to make predictions about how children and youth live in a city on Java. Discuss: What might they do for entertainment? Do they work at a young age like some youth do in India? What makes you think that? What do they worry about? What is important to them? List the predictions.
2. Review the U.N. "Children's Bill of Rights" discussed in previous lessons: unhchr.ch/html/menu3/b/25.htm.

During Reading

Read in small groups, or together as a class, to gather information that might validate or contradict some of the predictions the group made. Discuss: Do you think there are other ways of life on Java? Do you think all youth have the same birthday celebration traditions? What makes you think that? What questions about youth in Indonesia does this article make you wonder about? Do you see any ways the "Children's Bill of Rights" might not be followed here? Give examples.



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After Reading

1. Debrief the questions addressed during reading.
2. Introduce the UNICEF Web site and the poll data that is found there. Look at several sections together and have students form comparative observation statements. For example, one might observe: In Indonesia, 34 percent of the youth polled believed that it is the government's responsibility to provide a free education, but in China only 1 percent of the youth polled thought the government should provide free education.

There is so much data on this Web site that it might be best to ask students to focus on particular sections for their observations. However, students would benefit from time to explore other sections of particular interest to them.

3. Discuss with students: What assumptions can be drawn from some of this data? How might you test your assumptions and find out if you are accurate? Where could you find information to confirm your assumptions?
4. Assign six small groups to design a survey based on one of the six topics in the UNICEF survey:
 - Feelings of well-being and outlook on life
 - Children and their rights
 - Information, knowledge and life skills
 - Threats to the well-being of children
 - Participation, communication and decision-making
 - Values, aspirations and expectations

The small groups will survey their peers and collect their responses to the questions. Have groups enter the data into a spreadsheet and create graphs and charts similar to those found on the Web site. Do a comparison of the results and discuss the similarities and differences.

Alternatively, ask small groups collectively to choose just one section of the UNICEF survey to focus on for peer collections, or have them select several questions from several different sections to survey. A shorter survey will be easier to manage and take less time.

Assessment

Have students choose one area from the poll data they collected and compare to the data on the UNICEF Web page, noting three areas of either similar or drastically different results. Students will then write an expository essay explaining why they think the data is very different or similar. They will then support their position with evidence (facts and references to what they have read or seen) relevant to the questions.

Extension Ideas

1. Polls and data can be easily skewed to make a point or lead the viewer to a pre-determined conclusion. For this reason, it is always important to study the process and reasons behind a poll. Ask students to research the UNICEF poll Web site to find out how UNICEF organized the poll, who it collected data from, why it chose to do this poll, and what its objectives were. Have students consider these questions: Do you think UNICEF met its objectives? What makes you think that? Do you think their data is reliable or biased? What do you know that makes you say that?
2. The section on the UNICEF Web site titled "Global Findings" outlines the conclusions the UNICEF pollsters reached as a result of their findings: see unicef.org/polls/intro/global.htm.

Ask students to study the conclusions. Discuss or write about: Do you agree with the conclusions? What makes you say that? Are there some that you don't agree with? Which ones, and why don't you agree? How would you change the conclusions you disagree with? What evidence supports your changes?



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Lesson Four: Global Communication

FOCUS ON CENTRAL ASIA

Pair with "New and Old Connections in Central Asia"

(The article will run in The Seattle Times on 3/13/07.)

Technology — including the Internet, cell phones, text messaging — has become the primary form of communication among today's youth; its influence on their lives and the globalization of their world will only continue to expand. The growth in technology and potential for future generations to avoid the cross-cultural misunderstandings common today will lead to unprecedented levels of communication around the world.

Once our youth work through barriers to global communication, such as language, access to technology, and lack of cultural understanding, the Internet and future modes of communication could become powerful tools for global change. Children who grow up with connections to others around the world have the potential to understand and respect multiple perspectives, to develop common goals, and to create solutions for global issues such as human rights, global warming and, of course, the rights of children.

In this lesson, students will explore how international communication is possible through the use of technology.

Objectives

1. Students will examine the barriers to using technology for international communication, and then use what they learn to suggest ways to overcome those barriers.
2. Students will apply the concepts discussed to a fictional narrative story about how an online group discussion could be used to create international solutions to global issues.

Focus Questions

1. What role does communication technology play in the lives of children and youth today, and what role might it play in the future?
2. What are the barriers to communication internationally, and how might they be overcome?
3. How might the U.N. documents about the rights of children (previously discussed) support the right of access to technology and international communication?

Materials

- Internet access

Activities

Before reading the article

1. Activate prior knowledge. Have the class brainstorm a list of the different ways they use Internet, text messaging and cell phones in their lives. Then discuss the barriers to using communication technology that they experience (such as filters on school district Web access and restrictions on e-mail use in school). List the barriers on the board.
2. Refer back to the U.N. documents about the rights of children and youth. Discuss: Can access to technology for the purpose of international communication be considered a right? What makes you say yes or no? What responsibilities come with this so-called right?
3. Set the purpose for reading. Have students read the article about Central Asia to think about the barriers that must be overcome so that international communication is possible.



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During Reading

4. In small groups, have students read the article together, allowing volunteers to take turns reading. As they read and listen, have students think about the role technology is playing in the various countries mentioned.
5. After group reading, students should go back through the article and underline sections that address what could be barriers to the use of technology for the purpose for international communication in Central Asia.

After Reading

1. When all groups are finished, have them take turns adding barriers from the article to the list they developed before reading.
2. Discuss the barriers mentioned in the article that might be considered contrary to the rights of the child as outlined in the U.N. documents.
3. Discuss how some of these barriers might be overcome.
4. In the classroom, the computer lab, or as homework, have students explore the School Day 24 Web page to see examples of online cross-cultural discussions among students in Asia and other parts of the world: see news.bbc.co.uk/2/hi/in_depth/world/2006/generation_next/school_day_24/default.stm.
5. Tie the Web exploration back to the study of Central Asia. Introduce information from an article on the "independence generation" of Central Asian nations; see "Central Asia's Independence Generation" at news.bbc.co.uk/2/hi/asia-pacific/6207924.stm. Discuss with students issues facing the Independence Generation: If these students participated in a project like School Day 24, what issues might they want to talk about? What issues of importance to your generation would you like to discuss with students from the Independence Generation?

Assessment

Using the ideas generated from reading the article and from class discussions, students will write a fictional narrative: Imagine that you have started a Web site where youth from around the world are invited to join your efforts to solve an international problem such as child labor, global warming, or any other issue you choose. Write a story about how and why you chose the issue, and how you started the Web site. Introduce other youth who have joined, and explain some of the solutions that were suggested, the barriers you had to overcome to make this communication successful, and the various solutions that were recommended. End by explaining a solution that your international group of youth decided to implement.

Extension Ideas

Students might enjoy connecting via e-mail with classrooms or students in Central Asia.

The Web site of the Ellison Center for Russian, East European and Central Asian Studies in the University of Washington gives information and resources for helping students and classrooms connect via e-mail to classrooms around the world: see jsis.washington.edu/ellison/outreach_keypals.shtml.

Resources

The U.S. Department of Education offers suggestions for teachers who are interested in helping their students make global connections. The Web site discusses why such connections are important and provides links to many organizations that facilitate the process: see ed.gov/teachers/how/tech/international/guide.html.

An excellent source for setting up international communication in the classroom is Creative Connections, a nonprofit organization that offers a variety of forums for exchange: see creativeconnections.org.



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Lesson Five: Reforming Education

FOCUS ON JAPAN

Pair with "School and Exams in Japan"

(The article will run in The Seattle Times on 3/20/07.)

Description

The article about Japan focuses on what education is like for Japanese students. The issue of education is considered one of the fundamental rights of children and youth in the U.N. documents addressed in previous lessons, and as we have seen in other articles, it's a right that is not always easy to acquire or protect. Unlike some of the children and youth in the previous articles, Japanese young people live in an industrialized nation with a low unemployment rate, and almost all Japanese children have access to an excellent education system.

In recent years, there has been much discussion among political and education leaders about the need for educational reform in Japan. Some educators believe that students need more opportunity for creative problem-solving, while others in government are discussing the need for students to take more pride in their country. What does reform mean in Japan? How do education reforms in Japan compare to those in the United States, and in Washington state?

In this lesson, students are asked to challenge the stereotyped vision of the Japanese student who spends most of his or her time studying in school, attending cram school in the evenings, and poring over books late into the night. There are exceptions to that model. The resources provided in this lesson are only some of the many resources that can be used to give a more complete picture of education in Japan.

Objectives

1. Students will conduct research and discuss their findings about education and education reform in Japan.
2. Students will then compare the Japanese goals for education reform to those of the United States.

Focus Questions

1. Are there alternatives to the stereotype of the Japanese student who has to prepare for "examination hell"?
2. What kinds of education reforms are Japanese leaders considering? How do education reforms in Japan and the U.S. compare?
3. What do students think should be "reformed" about our current education system?

Materials

- A selection of articles you choose about education in Japan, printed from web-japan.org. Click on "society" and follow the "education" link to retrieve articles.
- Articles about education reform: see "Japan Fact Sheet: Education Foundation for Growth and Prosperity" at web-japan.org/factsheet/education/index.html and "Japanese Education," reproduced at the end of this lesson. The latter is an excellent article about the history of Japanese education and contemporary educational issues.
- Statistics about Japanese education: see web-japan.org/stat/category_16.html.



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Activities

Before reading

1. Activate prior knowledge by asking students what they have heard or read about schools and students in Japan. List their responses.
2. Discuss the use of emotion words to communicate an attitude or belief in a piece of writing. Give students a simple sentence, have them add a few emotion words, and note how the meaning changes. Example: The students are in school for seven hours every day. The malnourished students are contained in the strict, stuffy school for seven long hours every single day. Practice with others.

During Reading

Ask students to read through the article for the first time individually or do so as a class, just for a general reading. Discuss first responses. For the second reading, students should read on their own or in small groups and note where the author used emotion words.

After Reading

1. Debrief by asking students where they found emotion words. Re-read passages without the emotion words. Discuss: How does the impact of the content change without these words? What do you think the author's purpose was in using emotion words?
2. Many children and youth in Japan feel a lot of stress and pressure about school and the examinations. Is there more to their lives than studying? What else might Japanese students do when they are not studying? What are their interests?

In the classroom, computer lab or as homework, have students explore the lives of Japanese students on the Kid's Web Japan site: web-japan.org/kidsweb/index.html.

Click on "kids' life" to find out what goes on in schools besides studying for exams.

Discuss: Does this information paint a different picture of education in Japan? Give examples. What organization promotes this site? What point(s) of view might it support?

Print several of the articles from the Web pages listed in the Materials section. Read several articles or sections aloud, or assign articles to small groups of students to study and share with the class. Discuss what impressions they get of Japanese education from this information. How is this information different from the article? How is it similar?

3. As the article points out, education reform in Japan and the United States is currently a difficult and frequently debated issue. Ask students what they know about school reform in the U.S. Have them interview teachers and parents and gather information about how they view the issue of school reform. Students should read articles about the No Child Left Behind policy at ed.gov/nclb/landing.jhtml?src=pb; click on "overview" on the left side bar, then click on "introduction" and choose some of the articles to read.

Have students visit the official Washington state education Web page at www.k12.wa.us, and click on "curriculum and instruction" to figure out how the federal and state governments are trying to reform education. Have students pull out a few key issues.



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4. When reading about education reforms in the Japanese media, it sometimes seems that Japan is looking to the U.S. for an education system that offers more creativity and less focus on exams. And when reading about U.S. education reforms, it seems that policymakers are looking to the Japanese system for more testing and accountability. What about students? What kinds of reforms do students see as necessary? Will more testing guarantee a better education for them here in the U.S.? Do they think Japanese students will get a better education if they have more opportunities for creative problem-solving?

Have students discuss what they would do if they were in charge of education reform. Refer them back to the U.N. "Children's Bill of Rights" (unhchr.ch/html/menu3/b/25.htm) to review the statements about education, and challenge students to work in small groups to develop an education reform recommendation.

Assessment

Have students create an organizational graphic, chart or diagram that compares what they have read about education reform in the United States, education reform in Japan, and their group's suggestions for education reform. This activity could be followed with a compare/contrast writing assignment.

Extension Ideas

1. Education in Japan, Korea and China is heavily influenced by the Confucian tradition. Confucius placed a great deal of emphasis on learning, and yet his own techniques for teaching did not involve exams. Hundreds of years after Confucius died, the civil service examination system was implemented in China. The exams required memorization of the Chinese classics and Confucian Analects (the teachings of Confucius). Success on these exams made any man (but no women) eligible for entry into civil service, where he worked his way up the hierarchical government bureaucracy as a respected scholar-official.

Have students research the current education systems in China and Korea, and note the similarities to Japan's system as outlined in the article.

2. As a class, read the following passages from the Analects and discuss how these Confucian values might influence education as it is currently seen in China, Japan and Korea.

Confucius said: "By nature, men are pretty much alike; it is learning and practice that set them apart." [XVII:2]

Confucius said: "In education, there are no class distinctions." [XV:38]

Confucius said: "Those who are born wise are the highest type of people; those who become wise through learning come next; those who learn by overcoming dullness come after that. Those who are dull but still won't learn are the lowest type of people." [XVI:9]

Selections of the Analects taken from De Bary, Wm. Theodore, ed. *Sources of Chinese Tradition*. Vol 1. New York: Columbia University Press, 1960.



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Japanese Education

by Lucien Ellington

Source: Ellington, Lucien. "Japanese Education." *Japan Digest* (Sept 2005), www.indiana.edu/~japan/digest5.html.

It is important for teachers and students to develop a broad understanding of Japanese education. Americans who are knowledgeable of teaching and learning in Japan gain insights about a different culture and are better able to clearly think about their own educational system. This Digest is an introductory overview of 1) Japanese educational achievements, 2) Japanese K–12 education, 3) Japanese higher education, 4) contemporary educational issues, and 5) significant U.S.-Japan comparative education topics.

Japanese Educational Achievements. Japan's greatest educational achievement is the high-quality basic education most young people receive by the time they complete high school. Although scores have slightly declined in recent years, Japanese students consistently rank among world leaders in international mathematics tests. Recent statistics indicate that well over 95 percent of Japanese are literate, which is particularly impressive since the Japanese language is one of the world's most difficult languages to read and write. Currently over 95 percent of Japanese high school students graduate compared to 89 percent of American students. Some Japanese education specialists estimate that the average Japanese high school graduate has attained about the same level of education as the average American after two years of college. Comparable percentages of Japanese and American high school graduates now go on to some type of post-secondary institution.

Japanese K–12 Education. Even though the Japanese adopted the American 6-3-3 model during the U.S. Occupation after World War II, elementary and secondary education is more centralized than in the United States. Control over curriculum rests largely

with the national Ministry of Education, Culture, Sports, Science and Technology (Monbukagakusho) and education is compulsory through the ninth grade. Municipalities and private sources fund kindergartens, but national, prefectural and local governments pay almost equal shares of educational costs for students in grades one through nine. Almost 90 percent of students attend public schools through the ninth grade, but over 29 percent of students go to private high schools. The percentage of national funding for high schools is quite low, with prefectures and municipalities assuming most of the costs for public high schools. High salaries, relatively high prestige, and low birth rates make teaching jobs quite difficult to obtain in Japan while in the United States there are teacher shortages in certain fields. Although more Japanese schools are acquiring specialists such as special education teachers and counselors, American schools have many more special subjects and support personnel than is the case in Japan. Japanese schools have only two or three administrators, one of whom has some teaching responsibilities.

Japanese students spend at least six weeks longer in school each year than their American counterparts, although Japan's school year was recently shortened when all required half-day Saturday public school attendance ended in 2002.

While the Japanese K–12 curriculum is actually quite similar in many respects to the curriculum of U.S. schools, there are important differences. Because Japanese teachers at all levels are better prepared in mathematics than their American counterparts, instruction in that subject is more sophisticated in Japan. Japanese language instruction receives more attention in Japanese schools than English instruction in the United States because of the difficulty of learning written Japanese. Virtually every Japanese student takes English language courses from the seventh grade through the final year of high school.

Since many Japan Digest readers are social studies teachers, a few words about those subjects are



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included here. First- and second-grade students study social studies in an integrated science/social studies course. In grades 3-12, there are separate civics, geography, Japanese and world history, sociology and politics-economics courses. University-bound students may elect to take more or less social studies electives depending upon their career interests.

All Japanese texts are written and produced in the private sector; however, the texts must be approved by the Ministry of Education. Textbook content, length and classroom utilization in Japan is quite different than in the United States. The content of Japanese textbooks is based upon the national curriculum, while most American texts tend to cover a wider array of topics. Japanese textbooks typically contain about half the pages of their American counterparts. Consequently, unlike many American teachers, almost all Japanese teachers finish their textbooks in an academic year.

The Japanese believe schools should teach not only academic skills but good character traits as well. While a small amount of hours every year is devoted to moral education in the national curriculum, there is substantial anecdotal evidence that teachers do not take the instructional time too seriously and often use it for other purposes. Still, Japanese teachers endeavor to inculcate good character traits in students through the hidden curriculum. For example, all Japanese students and teachers clean school buildings every week. Japanese students are constantly exhorted by teachers to practice widely admired societal traits such as putting forth intense effort on any task and responding to greetings from teachers in a lively manner.

Many American public high schools are comprehensive. While there are a few comprehensive high schools in Japan, they are not popular. Between 75 and 80 percent of all Japanese students enroll in university preparation tracks. Most university-bound students attend separate academic high schools while students who definitely do not plan on higher education attend separate commercial or industrial high schools. In the United States, students enter secondary schools based on either school district assignment or personal choice. In

Japan almost all students are admitted to high school based upon entrance examination performance. Since entering a high-ranked high school increases a student's chance of university admission or of obtaining a good job after high school graduation, over half of Japanese junior high students attend private cram schools, or *juku*, to supplement their examination preparations. Until recently examination performance was the major criterion for university entrance as well. However many private colleges and universities have replaced entrance examinations with other methods for determining admission, including interviews. Although mid- and high-level universities still rely primarily on entrance examination scores, increasing numbers of college-bound students do not spend enormous amounts of hours studying for university examinations as was the case until just a few years ago.

Japanese Higher Education. Japan, with almost three million men and women enrolled in over 700 universities and four-year colleges, has the second largest higher educational system in the developed world. In Japan, public universities usually enjoy more prestige than their private counterparts, and only about 27 percent of all university-bound students manage to gain admission to public universities. Even so, Japanese universities are considered to be the weakest component in the nation's educational system. Many Japanese students have traditionally considered their university time to be more social than academic and, usually, professors demand relatively little of their charges. Until recently, graduate education in Japan was underdeveloped compared to Europe and the United States. However, in response to increased demands for graduate education because of globalization, Japanese graduate enrollments have increased by approximately one third since the mid-1990s.

Contemporary Educational Issues. In the past decade, a variety of factors have contributed both to changes in Japanese schools and to increasing controversy about education. Japanese annual birth rates have been decreasing for almost two decades, and Japan's current population of almost 128 million is expected to decline. Almost half of all Japanese women with children in school now



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work outside the home at some point during their children's schooling. Although low compared to the U.S., Japan's divorce rates have been rising recently. While Japanese teachers now enjoy considerably smaller classes than at any time in the past, they face increasing discipline problems resulting in part from children who do not get adequate parental attention. Also Japan's economy has experienced a 15-year malaise, and many people believe that an inflexible educational system is in part responsible for the country's economic problems.

In 2002, the Ministry of Education began to implement educational reforms that officials labeled the most significant since the end of World War II. In an attempt to stimulate students to be independent and self-directed learners, one third of the content of the national curriculum was eliminated. Japanese students in grades 3 – 9 are now required to take Integrated Studies classes in which they and their teachers jointly plan projects, field trips and other "hands-on" activities. Students in Integrated Studies learn about their local environment, history and economy. They also engage in regular interactions with foreigners, and in learning conversational English. There are no Integrated Studies textbooks, and teachers are not allowed to give tests on what students have learned. Although many elementary school teachers and students seem to enjoy Integrated Studies, the reform is quite controversial among both the public and junior high school educators. They perceive Integrated Studies as "dumbing down" the national curriculum, and they are concerned that the reform will result in less-educated students and lower high school entrance examination performance. In response to this controversy, the Ministry of Education has recently announced plans to reevaluate Integrated Studies.

Japanese higher education is also currently going through significant changes. During the early part of the 21st century, the Japanese government initiated policies intended to expand educational opportunities in professions such as business and law. In 2004, the Japanese government declared the national universities to be "independent administrative entities," with the goal of creating more autonomous universities offering less

duplication of programs while having more financial discretion. It is expected that some national universities will attain international reputations as research centers. It is quite likely that the recent reforms will also result in downsizing of some public universities and expansion of other public institutions of higher learning. Because of projected smaller enrollments in a few years due to continuing birth rate declines, many of Japan's private universities are potential "endangered species."

The way certain Japanese textbooks depict World War II has twice been the subject of international controversy in the new century. In 2001, the Ministry of Education approved a new junior high school textbook, written and edited by a group of nationalist academics, that omitted topics such as the Japanese army's mistreatment of women in battle zones and areas under Japanese rule and the Nanjing Massacre (Masalski 2001). In Spring 2005, the Ministry approved a new edition of the same textbook. In both instances, despite the fact that less than 1 percent of all Japanese students use the book in schools, there were widespread Chinese and Korean protests. In 2005, the situation negatively affected overall Chinese-Japanese relations, as boycotts of Japanese goods occurred and some Japanese-owned property was destroyed in China.

Significant Comparative Education Topics. Despite the problems addressed in this Digest, American policymakers and educators will find Japan's educational system, and in particular its K–12 schools, worthy of serious study. Scholars of Japanese education are particularly interested in the following questions: Why are Japanese elementary teachers so much more successful than their American counterparts in teaching math? How have Japanese educators managed to sustain successful peer collaboration for decades? How is moral education handled in Japan, and can American textbooks be improved through a closer examination of slimmer and more focused Japanese texts? In an era of increasing globalization, it is imperative that American educators study other nations' schools. Japan offers rich food for thought for all those who wish to improve the teaching profession.



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Lesson Six: What Next?

FOCUS ON ASIA

Concluding Activity

Learning about global issues can leave children and youth feeling as if there is little hope, that the world is full of problems and there is little they can do about it. It is important to follow the study of global issues with action. Taking action empowers young people and gives them hope for the future.

Service learning projects are an excellent way to teach young people that they can make a difference. The most important element of an effective service learning project is for students to lead and participate in the project. The teacher acts as advisor, not as a leader. The teacher chooses a team of student leaders who will facilitate the project. They run class meetings to choose a project, assign committees to accomplish various tasks, supervise committee work so that everyone makes progress, and recruit parent chaperones if the group decides to work on their project outside of school hours (by holding a car wash fundraiser on Saturday morning, for example).

Students' pride in doing something to make the world a better place will encourage them to continue serving our world in other ways as they become adults. Use the resources below to get started on a service learning project that will help students make a difference.

Resources

For a definition of service learning and sample projects, see the Web site of Facing the Future: facingthefuture.org/. Facing the Future "develops young people's capacity and commitment to create thriving, sustainable and peaceful local and global communities." Facing the Future defines service learning as "a teaching tool that ties academic curriculum to a service project that

both reinforces and expands students' learning. It is aimed at creating experiential education for young people so that they can connect the learning to their own lives and provide a benefit to the local or global community." (Facing the Future, "What is Service Learning?," stickyteaching.org)

The Facing the Future "Service Learning Project Database" link offers specific directions and how-to information for teachers about guiding students as they develop and complete a service learning project. The site offers examples of projects, tools to get started, and links to ideas and resources.

For more project ideas, see the UNICEF Web site, unicef.org/index2.php. "UNICEF was established on 11 December 1946 by the United Nations to meet the emergency needs of children in post-war Europe and China. Its full name was the United Nations International Children's Emergency Fund. In 1950, its mandate was broadened to address the long-term needs of children and women in developing countries everywhere. UNICEF became a permanent part of the United Nations system in 1953." (UNICEF, unicef.org/about/who/index_faq.html.) The UNICEF Web site is packed with ways it supports the "Convention on the Rights of the Child"; the site explains the organization's various projects and offers ways children and youth can become involved. It's an excellent resource.

High schools interested in a long-term service learning project with Asia will be interested in Pacific Village Institute; see pacificvillage.org. PVI is a nonprofit organization that offers travel programs and collaborative projects with service learning components for students and teachers who want to learn about Asia.



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Resources for Teaching about Asia

Henry M. Jackson School of International Studies Resources for Teaching about Asia

The Asia outreach centers of the Jackson School of International Studies offer professional development programs for educators and lending libraries of curriculum materials and films. For current offerings and a list of materials available for loan, please contact the outreach centers or visit the centers' Web sites:

East Asia Center

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone 206/543-6938
E-mail: eacenter@u.washington.edu
Web site: jsis.washington.edu/eacenter

East Asia Resource Center

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone 206/543-1921
E-mail: earc@u.washington.edu
Web site: jsis.washington.edu/earc

The Ellison Center: Russian, East European and Central Asian Studies

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone 206/543-4852
E-mail: reecas@u.washington.edu
Web Site: jsis.washington.edu/ellison

Center for International Studies

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone: 206/685-2707
E-mail: tleonard@u.washington.edu
Web Site: jsis.washington.edu/isp

South Asia Center

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone 206/543-4800
E-mail: sascuw@u.washington.edu
Web site: jsis.washington.edu/soasia

Southeast Asian Center

Henry M. Jackson School of International Studies
University of Washington
Box 353650
Seattle, Washington 98195-3650
Phone 206/543-9606
E-mail: seac@u.washington.edu
jsis.washington.edu/seac/

Additional Resources for Teaching about Asia

The American Forum for Global Education globaled.org

The American Forum for Global Education produces print and online curriculum materials about all areas of Asia.

Asia for Educators

afe.easia.columbia.edu

Columbia University created "Asia for Educators," an extensive Web site that provides timelines, lesson plans, and online courses in Asian studies.



Youth Culture in Asia

Asian Educational Media Service

www.aems.uiuc.edu

AEMS is a national clearinghouse for information about educational media materials related to Asia. The up-to-date online media database includes price and distributor information for materials in print, as well as holding and lending information for materials in the U.S..

Asia Source

asiasource.org

Asia Source is a database created by the Asia Society of country profiles, news, interviews, book reviews, a database of Asia experts, and teaching materials.

Education about Asia

www.aasianst.org/ea-toc.htm

The Web site of the journal for educators, Education about Asia, provides excellent articles for teaching about Asia in secondary and post-secondary classrooms.

The National Consortium for Teaching about Asia

nctasia.org

The National Consortium for Teaching about Asia (NCTA) offers seminars, study tours, and enrichment activities to K–12 teachers in 46 states.

Pacific Village Institute

pacificvillage.org

Pacific Village Institute is a Seattle- and New-York-based nonprofit organization that offers teacher and student programs with the goal of connecting global citizens through cultural immersion, community service and collaborative projects in the developing countries of Asia.

Seattle Asian Art Museum

seattleartmuseum.org/visit/visitSAAM.asp

The Seattle Asian Art Museum features a collection of artifacts from many historical periods and regions of Asia. Print curriculum materials about a variety of genres and periods in Asian art are available in the Teacher Resource Center at the museum in Volunteer Park.

Stanford Program on International Cross-Cultural Education

spice.stanford.edu

SPICE provides high-quality curriculum materials on international and cross-cultural topics, many concerning Asia. More than 100 supplementary print curriculum units on Africa, Asia and the Pacific, Europe, Latin America, and international issues are available from this Stanford-University-based program.

World Affairs Council

world-affairs.org

The World Affairs Council is a membership-based organization that creates forums for discussion of critical world issues. Curriculum materials about global issues are available for download free of charge.



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