
Introduction

As a result of the United Nations Decade of Education for Sustainable Development (ESD), which started in 2005, various efforts have been made in the fields of development education, environmental education, and so on. The ESD Research Center of Rikkyo University has been working to develop a course on ESD in the University's general curriculum and to research into how to cultivate facilitators and coordinators who play an important role in ESD. In the midst of these efforts, the Center has published a variety of educational materials and handbooks for educators.

There have been various educational materials that deal with global issues such as poverty, the environment, trades, and international cooperation. They include "If the World Were a Village of 100 People: The Workshop Version" and "New Trading Game" (both by the Development Education Association and Resource Center), which have been used in education for many years. However, as a person who has been dealing with global issues in university classes, I sometimes feel that there is a "limit." In ESD, educators are required to, based on "locality," find solutions to local issues and connect local issues with global issues. However, there is no one further from "locality" than university students and many students cannot experience the concept of "locality" at all as a result of their developmental environments.

In the midst of it, I thought that an approach is needed for the "individuals," who are becoming more isolated in globalization, to become aware of their beings in their societies and discover connection between them and local and global issues. Accordingly, I decided to create an educational material, in which they position global issues and, where necessary, work on those issues in relation to their future jobs and lives.

This book is edited as an ESD educational material for the youth who are in their adolescence, that is high school, technical college, and university students, and who are seriously thinking about their futures. I wholeheartedly hope that this educational material will be widely utilized and that more young people will develop an interest in global issues in thinking about their own futures.

January 2010 Haruhiko Tanaka

ESD for the Young

From “Myself” to the World

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The purpose of this book and how to use it

The purpose and characteristics of this book:

1. This book aims to have participants realize the connection between themselves and society/the world by clarifying “their own” positions.
2. Participants will pursue themselves on two axes, the axis of time “from the past to the future” and the axis of space “from ‘here’ to the world.”
3. This book also functions as a career educational material in that it has participants think about their future ways of living.
4. This book can be an introductory educational material preceding traditional environmental education and development education that explore global and local issues. In other words, this book mainly intends to clarify who participants really are and how they are related to society, without preaching direct participation in society or the world.

Content:

This book consists of eleven Exercises. They are organized in a way that allows participants to be able to identify “themselves” by moving “from themselves to the local area/the world” and “from the past to the present.” However, as Exercises are independent of each other, it is possible to utilize only one Exercise or combine some in accordance with specific needs.

1. Mono-logue on things [self-introduction]

Human interaction starts with self-introduction. However, it is quite difficult to talk about one's self in a succinct manner. This Exercise has participants introduce themselves by explaining the three “things (Mono in Japanese)” that they care about.

2. What am I ? : ‘Myself’ in the network [chart of social relationships]

In this Exercise, participants position themselves in relation to others in a so-called chart of social relationships, in which their current positions are visibly expressed. This is a basis of all the Exercises.

3. Map of the original landscape: My childhood [map-making]

Participants create a map of childhood play areas. This Exercise is about their original landscapes, and identifies their past selves. As with Exercise 2, this is also a basis of all the Exercises.

4. Global bingo: Seeking a certain kind of person [bingo game]

This is a bingo game, in which participants look for people who are connected to foreign countries or have knowledge about them, such as “a person whose friend lives in a foreign country” and “a person who knows a South American song.” Participants

will realize that there are more people in their class or group who are connected to the world than they expected. As participants end up introducing each other in this Exercise, it can also be used as an ice-breaker at the beginning of a meeting or a class.

5. The world expands through a cell phone: Connection with the world through an item [quiz]

This Exercise enables participants to discover how an item they use in everyday life is connected to the world. Through a cell phone, an item that most everyone uses now, participants investigate where the parts and materials come from. While Exercise 4 is about connection to the world through people, Exercise 5 illustrates one's connection to the world through an item.

6. Lehman Brothers went bankrupt! [webbing]

This Exercise seeks to inform participants of how an event that occurred in a small corner of the world such as “the Iraq war” and “the bankruptcy of Lehman Brothers” influences their lives. It aims to have participants understand the relationships between their lives and events around the world, as well as the effect of mass media reports.

7. Chinatown scheme in Miyoshi Town: Living in multicultural society [role-play]

Through an event that has come up in a shopping area in the virtual town of “Miyoshi Town,” participants think about multicultural society. By engaging in a role-play, they speak as stakeholders. They also learn the impact of a remark, a way of discussion, and so on.

8. Our local development [role-play]

We usually live in a community without giving much thought to it. However, in reality, in a community, residents have various lives and various thoughts. By listening to such residents' voices, participants discover the community's issues and accordingly engage in better local development. This Exercise enables participants to rethink about the communities they live in and think about the relationship between themselves and their communities.

9. What if the Earth's temperature rises by two degrees?: Thinking about our common future [result-predicting chart]

It is expected that the Earth is going to become warmer throughout the 21st century. If the Earth's temperature rises by two degrees, how will it influence our lives? Also, what kind of issues will it raise for the world? Through the issue of global warming,

participants think about our common future.

10. When I turn 30 [ranking]

In this Exercise, “a salaried worker,” “a homemaker,” “a conductor of a private railroad company,” “public servant,” and others speak about their lives from after high school to the present. By referencing such lives, participants think about what kind of job they will engage in and what they will care about when turning 30.

11. My near future [timeline]

After considering “your possible future” and “your desired future,” participants think about how to bring themselves closer to “your desired future.” This Exercise concludes the entire series.

Exercise

1

Mono-logue on things

Participants introduce themselves by introducing the things that they care about

Required time

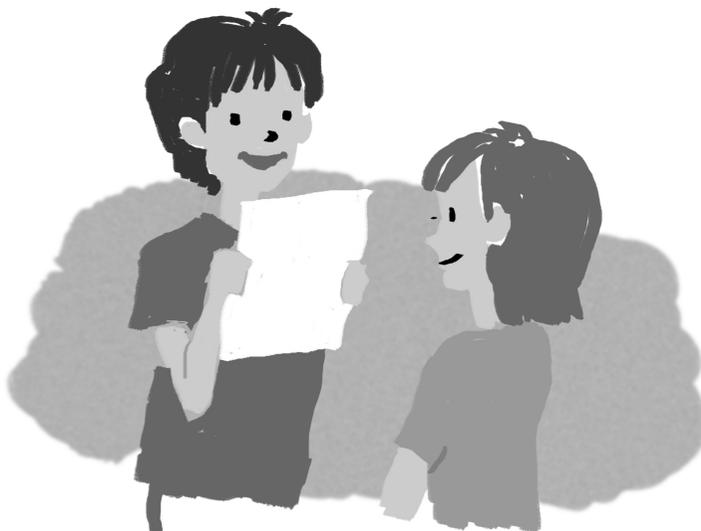
10-15 minutes

Procedure

1. Have the participants come up with ten things (*mono*) that they care about in their daily lives and write them down in a notebook, etc. The things are limited to concrete physical things (excluding friends, dreams, etc.). Examples include a CD, a cell phone, a picture, a book, a bag, and a camera.
2. Have the participants narrow them down to the three most precious things.
3. Make pairs and have the participants introduce the three things to their partners.
4. Have some of the participants present what their partners care about.

Notes

- The main point of this Exercise is to have participants come up with concrete things, but there may be some who come up with abstract things. In that case, such participants may introduce the abstract things without much concern.
- In this Exercise, young people who are not good at introducing themselves can easily talk about themselves through things. This allows participants to get to know each other more.



Exercise

2

What am I?: 'Myself' in the network

By making a chart of social relationships centering on "myself," "I" can visibly understand "my" position. It is a map of "where I am."

Required time

20-30 minutes

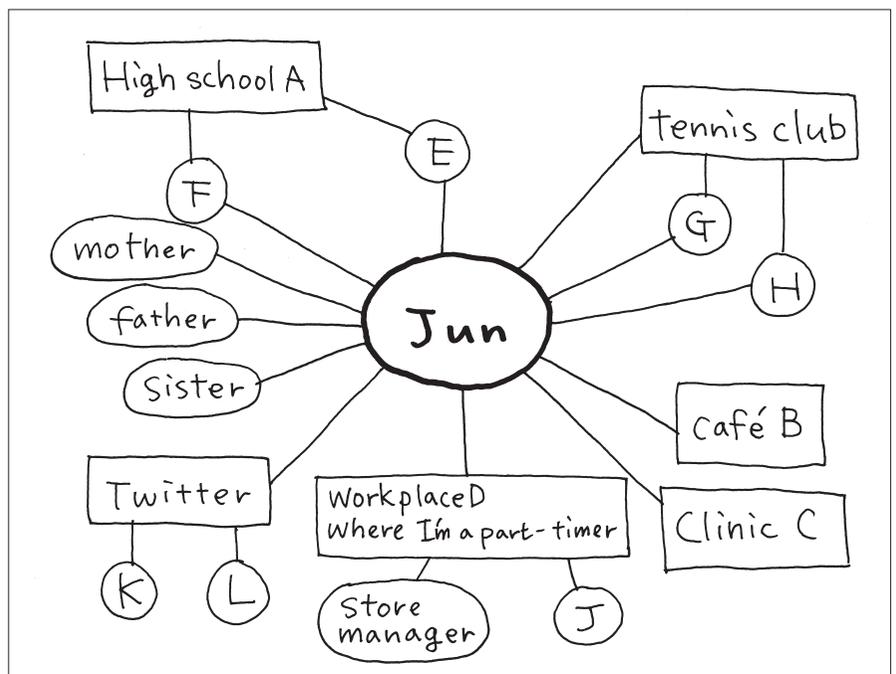
Procedure

1. Have the participants write down their own names in the center of a page of notebook or A4 white copy paper and draw a circle around it.
2. Have the participants place their significant people (family, friends, etc.) and groups (class, school, club, company, hospital, city hall, restaurant, shop, NPO, etc.) around the circle. Have them place the names of people and groups that are mentally closer to them closer to the center circle.
3. Form groups of three to five and have the participants speak in groups about their impressions concerning their charts.

Notes

- As this is the fundamental Exercise that identifies where "I" am, implement it at the beginning of the entire series.
- Participants are not required to show their charts in the group discussions. It is also alright for them to just speak about their impressions of their charts.

Chart 2-1: An example of a map of social relationships



Map of the original landscape: My childhood

By making a map of their childhood play areas, participants identify “their past selves” and “their childhoods.”

Required time

20-40 minutes

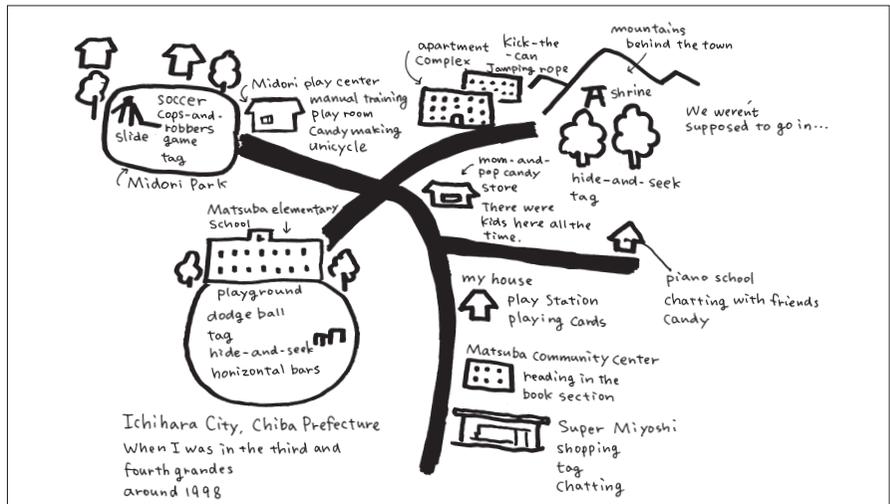
Procedure

1. Prepare a double-page notebook spread or A3 white paper.
2. Have the participants draw a map of the area of their childhood (from the third to the sixth grade) play areas with their houses in the center and elementary schools elsewhere. Next, have them write down their play areas (park, shopping area, square, mountain and river, street, den, secret base), playmates, and plays.
3. If there is some time left, have them write down “popular songs from the time,” “TV programs I used to watch a lot,” “comic books I used to read a lot,” “favorite TV celebrities from the time,” “the immediate incidents,” “the subjects I was good at/ poor at,” and so on.
4. Form groups of three to five and have the participants show and explain their maps in their groups.

Notes

- Children usually play within a 1-2 kilometer radius centering on their houses, which they consider to be their own places.
- When participants went to a private elementary school, their living areas do not correspond to their play areas. In that case, have them create an activity map of their lives back then.
- It is recommended that this Exercise follow Exercise 2 on a chart of current social relationships.

Figure 3-1: An example of a map of the original landscape



Commentary 1: Growth and development in adolescence

The transition period from child to adult is called the “adolescence period” in developmental psychology. The youth that this book targets are high school, technical college, and university students who are in the latter half of their adolescence period. On the other hand, the first half of the adolescence can be called “the puberty,” which is experienced at earliest in the upper elementary grades and mostly in the junior high school period. Exercises 1-3 aim to position “I” as a child and the current “I” in the latter half of the adolescence period.

The child period (called “childhood” in psychology), which generally corresponds to the elementary school period, is a human being’s most stable period. People are mentally and physically stable as a “child.” In this period, they have their own “original landscapes,” which are the areas they went to with their families and played in with their friends. In most cases, these areas are narrow and located within a 1-2 kilometer radius centering on their houses. Participants work on their own areas by drawing a map of play areas in Exercise 3.

The original landscapes that everyone feels nostalgic for are broken up by going to junior high school and going through bodily changes. Girls experience their first period and boys their first ejaculation, entering the stormy part of the adolescence period. Here, the “self-image of a child” collapses. In addition to the sudden increase in height, secondary sexual characteristics such as hair growth, voice breaking, and breasts develop, and boys and girls start to worry about their bodies in the first place. They worry about everything by comparing their bodies with others’, thinking that their bodily changes are too early, too late, too big, too small . . .

Friendships also change accordingly. During childhood, boys and girls can make friends based on physical factors such as living in

the neighborhood and being in the same class. However, during the adolescence period, boys and girls start to select friends based on hobbies, favorite TV celebrities, or chemistry, and the number of friends decreases compared with before. Their initial worries, which pertain to their bodies, gradually change to more advanced and complicated ones, which pertain to friends, grades, career options, and even ways of living. The youth targeted by the Exercises is the age group experiencing such worries.

The adolescence period when a new self (identity) is obtained comes between childhood and adulthood. It is the period when the collapsed self-image of a child is reestablished as the self-image of an adult. This period allows for various “trials and errors.” By engaging in various studies and activities, people explore their potentials and construct their future images. In order to do that, it is necessary to gradually identify what they can and cannot do by getting in touch with real society and experienced seniors (Figure 3-2).

One’s self during this period is constantly unstable unlike during the child period, so people sometimes lose themselves. Exercise 2 enables participants to make “the self” visible in social relationships. As they do not live their lives in as narrow of an area as during their childhood period, it is necessary to position the self in social relationships. Exercise 3 on a map of play areas is about the “past self,” while Exercise 2 on a chart of social relationships is about the “current self.” The subsequent Exercises also aim to position participants in various relationships with the world. It is hoped that, in the end, they will be able to pursue their own ways of living by looking at their futures and the world.

Figure 3-2: Growth in the adolescence: From child to adult



Global bingo: Seeking a certain kind of person

This is a bingo game, in which participants look for people who are connected to foreign countries or have knowledge about them. Participants will realize that there are more people who are connected to the world than they expected.

Required time

10-20 minutes

Procedure

1. Pass "Bingo: Foreign countries around me" around, one sheet for each participant.
2. Have the participants find other participants who fit the categories and write down their names there, not the answers to the questions in the categories.
3. When five categories are filled in in a vertical, horizontal, or diagonal line, it is a "bingo."
4. Set a time limit, and end the game when time is up. Check the answers of the participants who come in first, second, and third.
5. If there is some time left, pick out some categories and have the participants who fit the categories answer the questions.

Notes

- Be careful not to have the participants write down the answers to the questions in the categories. Have them write down the names of the participants who fit the categories.
- As this Exercise reveals the participant's backgrounds, it also serves as an ice-breaker.



Bingo: Foreign countries around me

Find participants who fit the following categories and have them write down their names into the parentheses.

Your name ()

<p>I have a relative who lives in a foreign country.</p> <p>()</p>	<p>I know a Russian folk tale.</p> <p>()</p>	<p>I know a TV celebrity who is a Korean resident in Japan.</p> <p>()</p>	<p>I know the name of a South American song.</p> <p>()</p>	<p>I have had an Indian dish excluding curry.</p> <p>()</p>
<p>I have had a Southeast Asian dish.</p> <p>()</p>	<p>I have communicated with a foreigner through the Internet.</p> <p>()</p>	<p>I know an American singer.</p> <p>()</p>	<p>I know a wildlife animal living only in Oceania.</p> <p>()</p>	<p>I have been to an Asian country.</p> <p>()</p>
<p>I have a friend who is a Chinese student.</p> <p>()</p>	<p>I have a friend who is currently abroad.</p> <p>()</p>		<p>I have had an African dish.</p> <p>()</p>	<p>I have had a South Korean dish excluding kimchee.</p> <p>()</p>
<p>I have a family member who lives in a foreign country.</p> <p>()</p>	<p>I know a World Heritage site in Europe.</p> <p>()</p>	<p>I know the name of a South American soccer player.</p> <p>()</p>	<p>I have exchanged letters with a foreigner.</p> <p>()</p>	<p>I know a person who became a naturalized citizen of Japan.</p> <p>()</p>
<p>I know the name of a Central Asian country.</p> <p>()</p>	<p>I have a friend who is a foreigner living in Japan.</p> <p>()</p>	<p>I have seen an African in person.</p> <p>()</p>	<p>I have been to North America.</p> <p>()</p>	<p>I have met an Arabian.</p> <p>()</p>

Exercise

5

The world expands through a cell phone: Connection with the world through an item

Through a cell phone, an item that most everyone uses now, participants discover how an item they are using in everyday life is connected to the world, by exploring where the parts and materials come from. This Exercise aims to have the participants realize that their lives are connected to countries around the world without their knowing.

Required time

30-50 minutes

Preparation

‘The anatomy of a cell phone’ (Figure 5-2) – one for each participant

A world map (blank map) – one for each participant

Procedure

1. The moderator reminds the participants how large the number of parts used in a cell phone is and what kinds of parts they are by showing ‘the anatomy of a cell phone.’
2. First, the participants individually look at the anatomy, color the countries where the raw materials are procured on the world map, write down ‘the names of the raw materials’ and ‘the names of the parts,’ and connect them to Japan (See Figure 5-3.).
3. Then, the participants continue with this Exercise by consulting in groups or two to three people around them.
4. Clarify what comes from where by asking the participants what they have realized through the Exercise.

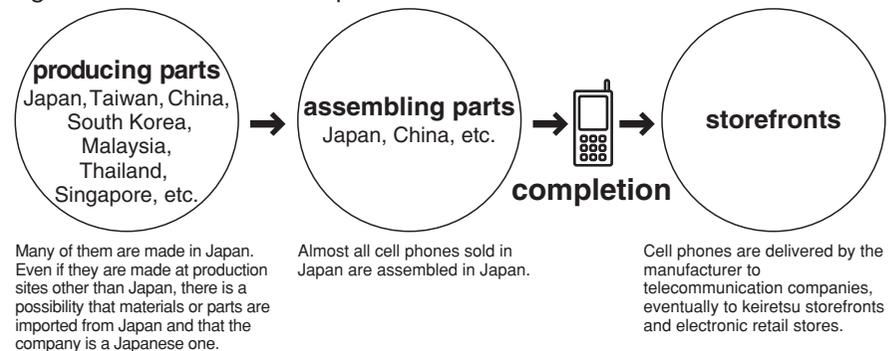
Notes

- Ask if the exporting countries of the raw materials are the same as the country where the cell phones are used.
- Ask which area exports more raw materials than the other areas.
- It is recommended that the moderator conduct ‘battles for raw materials’ and ‘work-and the environment-related issues at production sites’ by referencing “The Life of a Cell Phone” (Development Education Association and Resource Center).

References

“The Life of a Cell Phone: Understanding the Connection Between Me and the World Through a Cell Phone,” Development Education Association and Resource Center, 2007. (This Exercise is based on ‘Exercise IV: The world map of raw materials’ in the book.)

Figure 5-1: The life of a cell phone

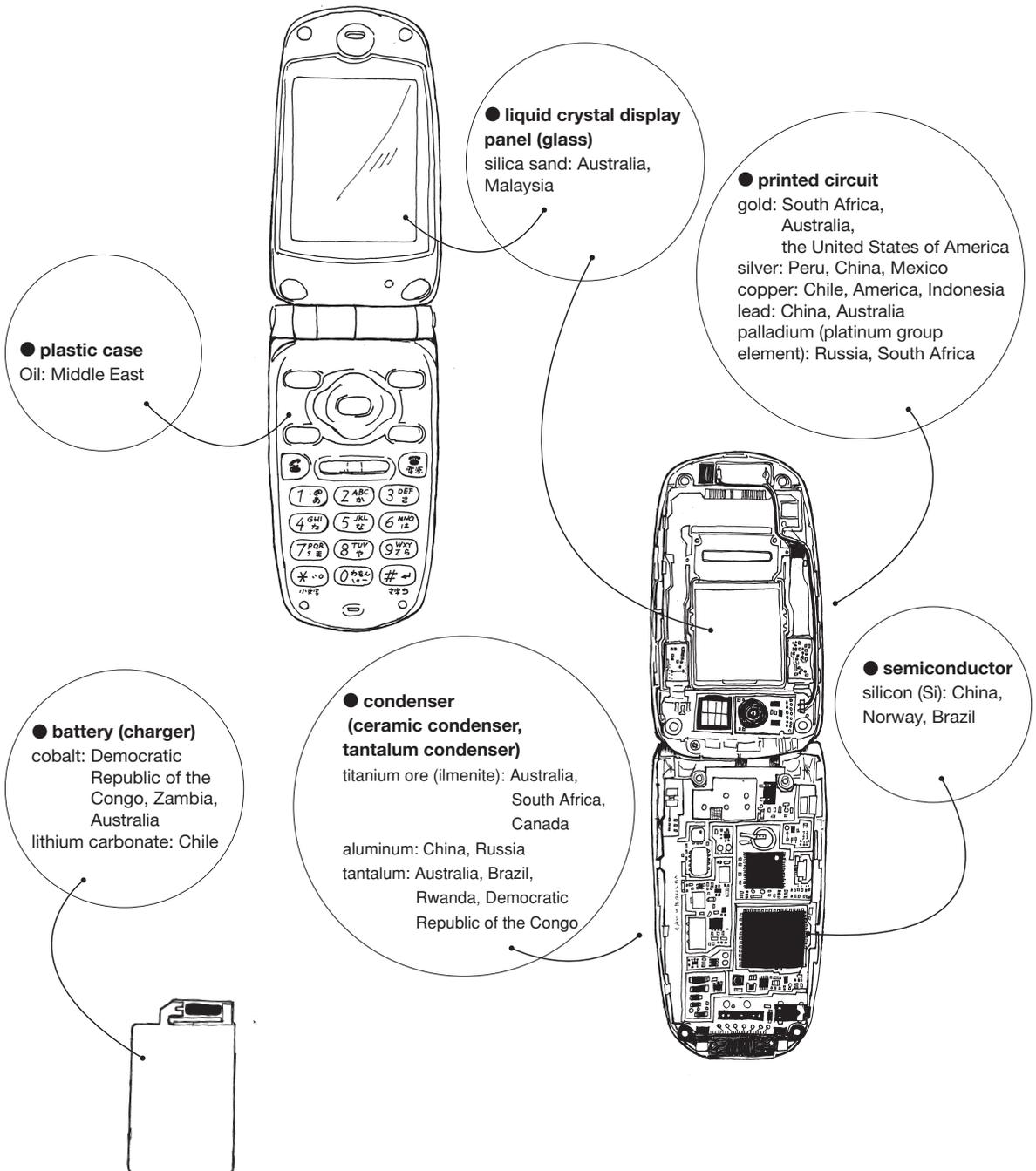


References: “White Paper on Shopping in the World” (Commons), “IT Contamination” (Iwanami Shoten)

Figure 5-2

The anatomy of a cell phone

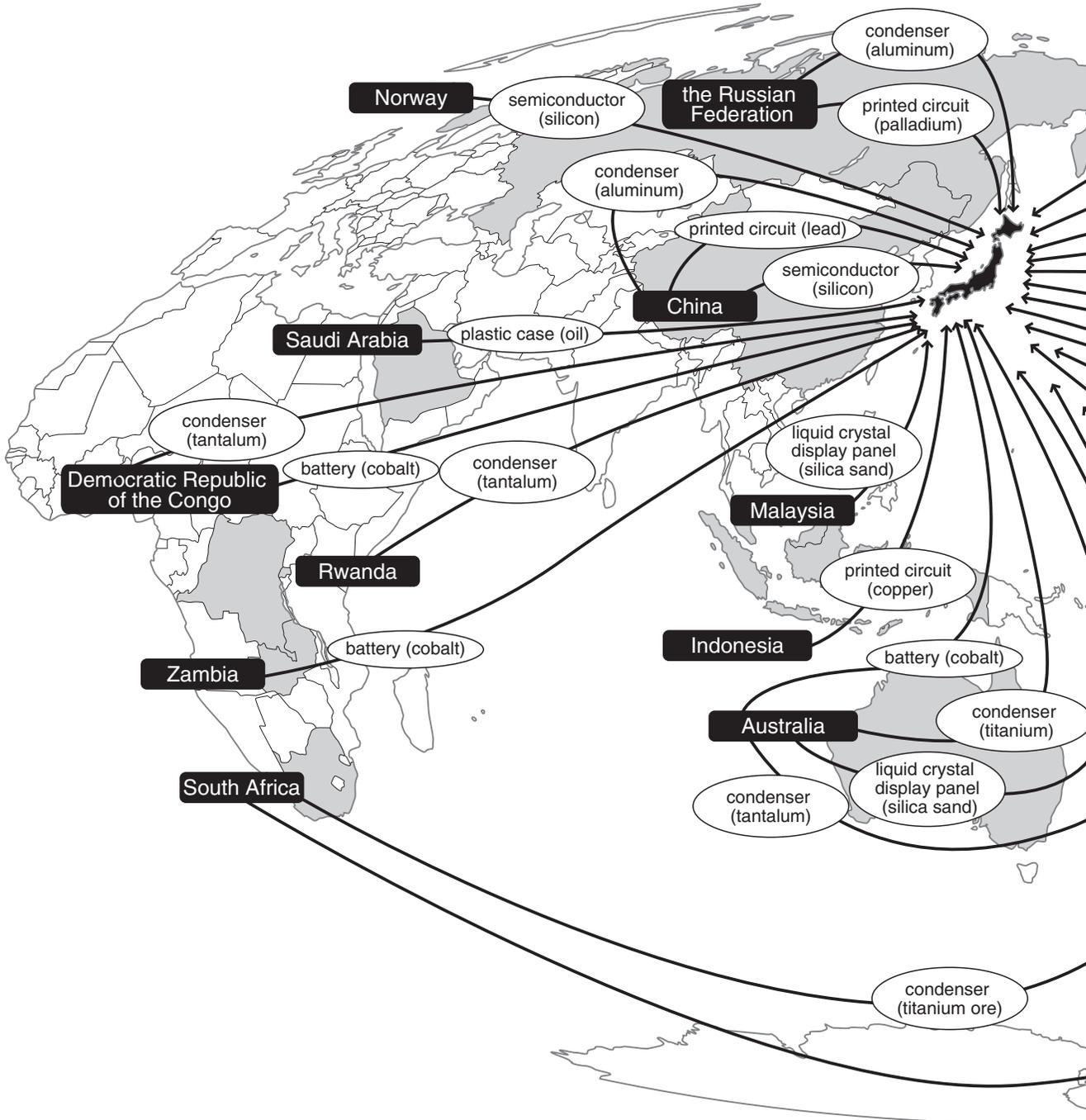
If you open the plastic case, you see a green plate called a printed circuit, on which tiny electronic parts such as a semiconductor, a condenser, a resistor, and an inductor are densely equipped. One cell phone has about 700 electronic parts. (Source: "White Paper on Shopping in the World" [Commons])

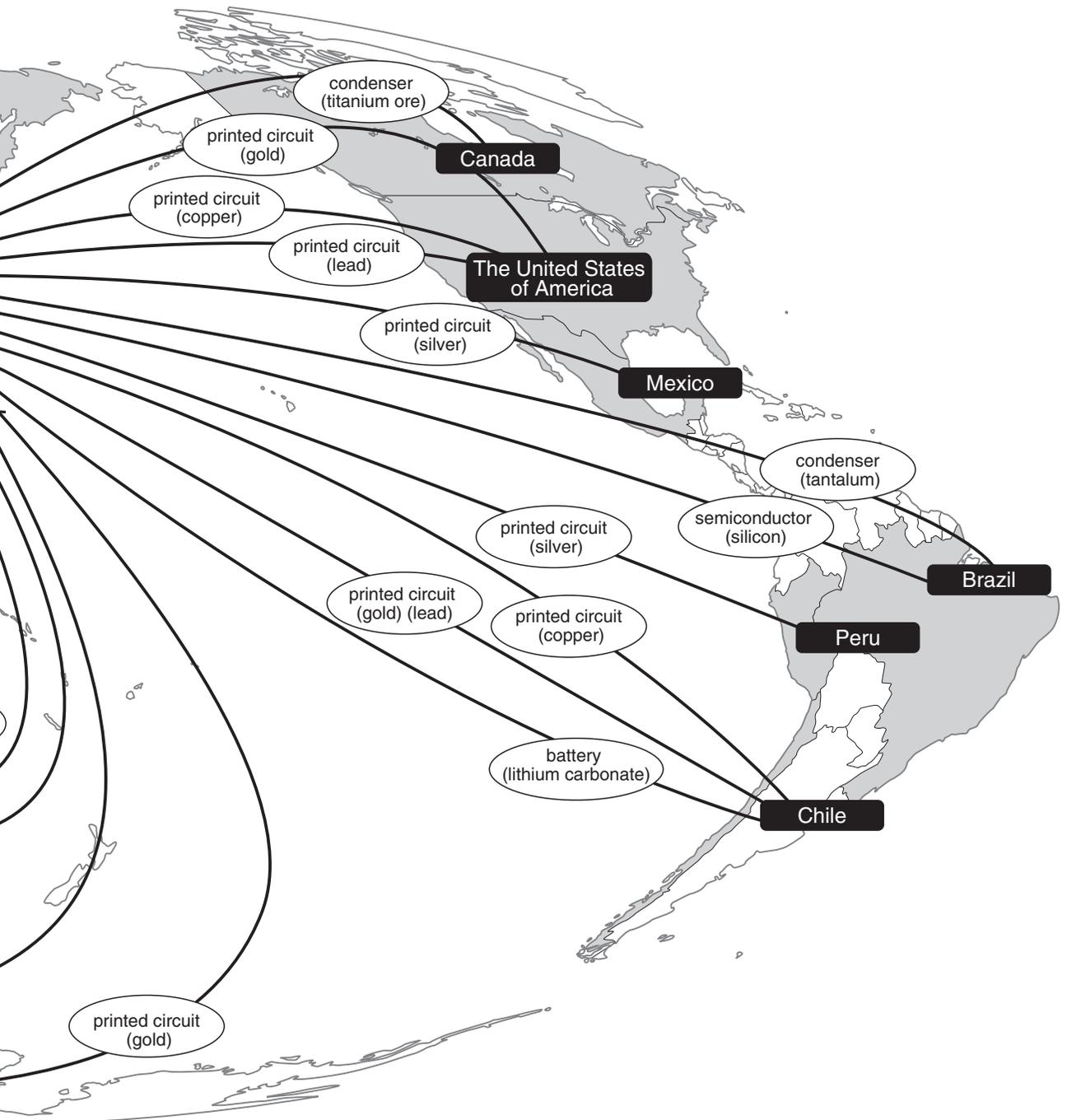


Source: "Mineral Commodity Summaries 2006" (USGS), "White Paper on Shopping in the World" (Commons)

Figure 5-3

A world map on the raw materials





(Note) The names of the countries on this map are accurate as of July 1998. This map does not show the national borders precisely.

Exercise

6

Lehman Brothers went bankrupt!

This Exercise is to inform participants of how an event that occurred in a small corner of the world influences their lives. It aims to have them understand the relationship between our lives and world events and also recognize the effect of mass media reports.

Required time

20-40 minutes

Preparation

A big sheet of paper – One sheet for each group

Magic marker – one magic marker for each group

Procedure

1. Form groups of four to six
2. Have the participants write down with the magic marker “Lehman Brothers went bankrupt” in the center and draw a square around it.
3. Have all the participants write down their names on the edges of the sheet they are closest to.
4. Have the participants write down one event after another that happened as a result of the bankruptcy of Lehman Brothers. Have them write down relevant events around the square in the center, come up with as many events as possible, and connect them.
5. Have the participants connect the relevant events and their immediate events. Have them connect their names and the events.
6. When all the group members are finished connecting the events, have them share their impressions, referencing the chart on the sheet.
7. Have each group present what they have discussed.

Notes

- The moderator may give hints when the groups are having trouble coming up with that many items.
- Have participants realize that world events are strongly influenced by the media.
- Have participants think about the relationship between immediate events and world events.
- Lehman Brothers went bankrupt in September 2008. A more recent event may be chosen, such as Jasmine Revolution, Great Earthquake in Japan and EU crisis in 2011.

Figure 6-1: "Lehman Brothers went bankrupt" (cause-and-effect chart)



Commentary 2: Globalizing society and development education

Exercises 4-6 are intended for participants to recognize the connection between them and the world. "Exercise 4: Global bingo –Seeking a certain type of person" helps them to realize that the people around you are surprisingly connected to the world. In "Exercise 5: The world expands through a cell phone", participants learn that the parts and materials used in a cell phone, an item that most of us cannot live without today, come from all over the world. Meanwhile, "Exercise 6: Lehman Brothers went bankrupt!" aims to have participants think about how an event that occurred in a small corner of the world influences their lives. Now that we live in a globalized world, it is impossible for us to escape from its influences. Therefore, in this series of Exercises, participants come to understand such a situation and consider what actions we should take from now on.

These Exercises have been produced through the learning activities called development education. Development education was originally an educational learning campaign intended to address the economic divide between industrial countries and developing countries and the various problems caused thereby. Today, it aims to cultivate people who can understand diverse global issues and take actions toward solving them.

In the world of development education, there exist many educational materials, with which people can give thought to the connection between them and the world and understand various global issues and come up with solutions. For example, "The Life of a Cell Phone" (Development Education Association and Resource Center, 2007), the basis of Exercise 5, provides ten Exercises. They include an Exercise that enables participant to understand various issues in procuring raw materials used in cell phones and producing them, such as "battles for raw materials"

and "work- and the environment-related issues at production sites." There are conflicts in Africa over tantalum, which is a rare metal and one of the raw materials of a cell phone, and labor disputes in Thailand where factories producing cell phones are located. At the end of the Exercise, participants work on "the ideal cell phone" and "what we can do," which makes them think about what they can do eventually.

Additionally, listed below are other educational materials on development education that it is worth using. You can download some of these materials from the website of the ESDRC:

"A Story About Palm Oil: What Means 'Earth-Friendly'?" Development Education Association and Resource Center, 2001.

"Feeling the World by Participatory Learning: Practical Handbook of Development Education" Development Education Association and Resource Center, 2003.

"Talk for Peace! Let's Talk More: What We Can Do for Building Peace" Development Education Association and Resource Center, 2003.

"If the World Were a Village of 1000 People: The Workshop Version" Development Education Association and Resource Center, 2003.

"The Other Side of the Coffee Cup: Trades Create Poverty?" Development Education Association and Resource Center, 2005.

"Poverty and Development: Empowerment Toward Affluence" Development Education Association and Resource Center, 2005.

"Think Before 'Aid': Understanding Participatory Development and PLA" Development Education Association and Resource Center, 2006.

References/websites

- Development Education Association and Resource Center (Ed.) "Development Education" Akashi Shoten.
- Tanaka, Haruhiko "International Education and Development Education: Exploring the Near Future of 'Aid'" Akashi Shoten, 2008.
- Yamanishi, Yuji, et al. (Eds.) "Depicting Future Development Education Locally" Shinhyoron, 2008.
- Tanaka, Haruhiko (Ed.) "Development Education: For a Sustainable World" Gakubunsha, 2008.
- Development Education Association and Resource Center: <http://www.dear.or.jp>
- ESDRC: <http://www.rikkyo.ac.jp/research/laboratory/ESD/products/product2.html>

Chinatown scheme in Miyoshi Town: Living in multicultural society

A scheme came up to make Miyoshi Town a Chinatown. Amid discussion both for and against it among citizens, participants think about how to solve the problem through role-play. This leads them to consider the process of creating multicultural society. They also learn a way of discussion.

Required time

50-90 minutes

Preparation

Role card – one deck for each group

Worksheet 7-1 – for all participants

Worksheet 7-2 – for all participants

Procedure

1. Form groups of six. The remaining people survey the discussion as observers. Have each group make a circle and sit down.
2. Pass Worksheet 7-1 around and explain the role-play by reading the content aloud.
3. Pass a deck of role cards around the groups. Give the participants time to read about the roles they will play. [about 5 minutes]
4. Start the role-play. The speaking order is written on the card.
5. After each person has spoken once, have them discuss freely. Have each group come up with a solution. [20-40 minutes]
6. When time is up, pass Worksheet 7-2 around and have the participants fill it in. [about 10 minutes]
7. Have each group reflect on the discussion process based on Worksheet 7-2. [10-20 minutes]
8. Have each group present the results of their discussions. [5-10 minutes]

Notes

1. If there is a group of five, leave out “F: Suzuki (editor of “Town Miyoshi”)”. In that case, Yasui (A) reads the Suzuki card aloud at the end of the first round by saying, “We’ve got this opinion from Mr. Suzuki of ‘Town Miyoshi’ ”.
2. One key point in reflection is the discussion process. Have the groups discuss who spoke more, which remark was influential, and how much they each got to speak (Q4-Q6 of Worksheet 7-2).
3. Another key point in reflection is consensus-building. Have the participants discuss if they have reached a conclusion and, if not, discuss why (Q7-Q8 of Worksheet 7-2).
4. As the time allowed for discussion is limited, some groups may not be able to reach a conclusion. In this Exercise, however, it is more important to reflect on the discussion process rather than to come to a conclusion.

“Chinatown scheme in Miyoshi Town”

A scheme came up to make an area in Miyoshi Town, which is located in a core city of F Prefecture, a ‘Chinatown.’ There are discussions both for and against the scheme among local residents.

Upon request of the Business Promotion Section of the city hall, it is decided that a meeting should be held by stakeholders in order to address the issue. You are one of the participants.

What do you think about this issue? Find a solution through discussion.

Characters:

- A. Yasui [section manager of the business promotion section at the city hall of Miyoshi Town, 42 years old]
- B. Cho [Chinese resident who promotes the “Chinatown scheme,” 38 years old]
- C. Yamaguchi [chair of Miyoshi North Exit Merchants' Association, 65 years old]
- D. Ou [owner of Shanghai Restaurant, 60 years old]
- E. Yoko [PTA board member of a local elementary student, 32 years old]
- F. Suzuki [editor of “Town Miyoshi,” 35 years old]

Others: observers



Yasui

Section manager of the business promotion section at the city hall of Miyoshi Town, 42 years old

[Please speak first. After each participant has spoken, please moderate the discussion so as to build a consensus.]

Thank you for taking time out of your busy schedules to come today. My name is Yasui, section manager of the business promotion section at the city hall. Today's meeting is not a formal meeting and is being held to hear the opinions of stakeholders in the "Chinatown scheme," which has come up recently and targets the area centering on Miyoshi station.

As you are aware, Miyoshi station is a terminal station because it is a transfer station for three railway lines. Accordingly, the number of passengers is large and there is a station building, and shopping areas have been developed at the North and South exits. However, nearly six months ago, a gourmet magazine published a three-page article entitled "Miyoshi station North Exit Chinatown scheme." Furthermore, following an evening long TV program featuring a Chinese restaurant and a Chinese food store in the town, the number of people who have come to visit the town is increasing. The city hall has received inquiries on the subject and we are at a loss.

The reason why we are at a loss is that there is no street lined with Chinese restaurants, like in the Chinatowns in Yokohama and Kobe. In our town, the Chinese restaurants are located just sporadically. In addition, local residents do not consider the town to be a "Chinatown" and so are unsure of how to respond when a visitor asks where it is. I have heard that some tourists come all the way here, find that the Chinatown doesn't exist, get disappointed, and leave.

The city hall has also received some complaints from local residents and visitors, as well as interview requests from the mass media, and has started discussing how to respond to them. Accordingly, today's meeting aims to get stakeholders together and pick your brains a little regarding how we as local residents should respond to this issue. I hope everyone here will suggest a future direction of this issue.

Let me introduce the participants today. The first person is Mr.Cho, who promotes the Chinatown scheme. The next person is Mr.Yamaguchi, chair of the North Exit merchants' association. The next person is Ms.Yoko Endo, a local resident. Yoko is a PTA board member of a local elementary school. Next is Ms.Ou, who has been running a Chinese restaurant at the North Exit for many years. The last is Mr.Suzuki, editor of the magazine that features this town.

First of all, we have Mr.Cho give an explanation of the background.

Role card

B

Cho

A Chinese resident who promotes “the Chinatown scheme,” 38 years old

[Please read the following aloud second, following Yasui of the city hall. After that, please speak freely.]

Hello, my name is Cho, and I run a Chinese food store at the North Exit. I'm pleased to be here today.

It's been eight years since I started the Chinese food store at the North Exit of Miyoshi station. Chinese people, especially those from Fujian, have been living in this town for a long time, and it was with their help that I started the business.

At first, it was a small business because I was just supplying food for Chinese restaurants. But later, I began dealing in general Chinese merchandise, newspapers, and videos. This was because there are a number of Chinese students in this town who have recently started living in Japan and are not good at Japanese. So, I was asked if I could sell Chinese newspapers and videos. As my store is a food store and many customers come and go, it became a place of information exchange and interaction for Chinese newcomers.

When I was speaking with some of them, our talk evolved into whether or not we could make this town into a small Chinatown. As Yokohama and Kobe are quite far away, Chinese people would be delighted if there was a Chinatown in this town. And, I thought, if customers were to come from the outside, like in Yokohama and Kobe, this town would develop.

True, there is no street lined with Chinese restaurants. Thus, we made a map of China-related stores for a network-oriented Chinatown. In the process, the mass media heard about it and produced the article.

There is nothing special at the North Exit shopping, and it has been dying off with customers leaving for the supermarket on the outskirts of the town. If we can revitalize this local shopping area with the “sales pitch” of Chinatown, I trust it'll benefit all.



Yamaguchi

**Chair of Miyoshi North Exit Merchants' Association,
65 years old**

[Please read the following aloud third, following Cho. After that, please speak freely.]

My name is Yamaguchi, the chair of the North Exit Merchants' Association. The scheme is a real pain in the neck. I run a bookstore at the entrance of the North Exit shopping area, and am sometimes asked by customers, "I heard there was a Chinatown here. Where is it?" When I answer, "There is not such a thing here," they give me a strange look . . . you can't call it a Chinatown just because there're about ten stores dealing in Chinese food and goods.

My father started the bookstore. It's been almost 40 years since its launch. It is only within last ten years or so that stores run by Chinese nationals have increased. It is true that a big supermarket was opened on the outskirts of the town and as a result customers have decreased at this North Exit shopping area because there are fewer parking lots. Plus, a series of stores closed down because they didn't have successors. Chinese people buy such stores and start new businesses. In this sense, I'm happy that this shopping area didn't end up being a shuttered shopping street.

Despite this, "the Chinatown scheme" is too sudden. Although I've occasionally heard about it, I didn't take it seriously, considering it to be a rumor. Then, all of a sudden, the gourmet magazine featured it. After that, TV stations came, visitors came . . . it's a real pain in the neck.

In fact, on our side too, we do have various plans to revitalize this shopping area. I consulted the section manager Yasui, and this year we just put into action our three-year plan, in which we'd tidy up the station square at the North Exit by land readjustment and line the sidewalks of the shopping area with pedestrian-friendly and nice-looking flagstones. At a meeting of our merchants' association the other day, we've recently talked about reproducing in the future "a Showa era town" in the retro environment by taking advantage of old stores.

I hope that the Chinatown scheme will fade soon because such a town does not exist. Ms. Ou, who has been living in this town for many years, also said it was a pain in the neck.



Ou

Owner of Shanghai Restaurant, 60 years old

[Please read the following aloud fourth, following Yamaguchi. After that, please speak freely.]

My name is Ou, and I run a small Chinese restaurant called “Shanghai Restaurant” in this town. My mother opened the restaurant about 50 years ago in this town, prior to the Yamaguchi bookstore. My mother came from mainland China during World War II and ended up settling in this town. My father died right after the War, and my mother earned a sparse living as a food peddler for the time being.

I went to an elementary school in this town. When I was small, I was called names because of my ethnicity. My family name is pronounced as “Wang” in Chinese, so schoolmates called me “Wang Wang,” the sound of dog barks in Japanese, mimicking a dog . . . when I went home crying, my mother would say, “We live in a country not our own. We must live quietly and not stand out.” But, when I was in the fifth grade, I was good at P.E. and was the only one, who could do a backflip in class. Even the other boys in class couldn't do it. Kids are interesting. Just because I could do a backflip, my classmates changed the way they looked at me . . . also, I became confident . . .

Around that time, my mother opened a small Chinese restaurant with help from someone from her hometown. After several years, the merchants' association approved our membership. In this town, there is also a Korean BBQ restaurant and a Vietnamese restaurant, and those who have been doing business for a long time are members of the merchants' association. Now, they live as members of this town without discrimination.

Despite all this, “the Chinatown scheme” came up, and so I was really surprised. It seems that it is mainly being promoted by Chinese newcomers, and they started advertising it without consulting local Japanese residents . . . the restaurants run by newcomers aren't members of the merchants' association, and I'm really worried that there might be emotional conflict between the Japanese and the Chinese in this town as there has been in the past. We've spent as many as 50 years making our best efforts to live in harmony with this town and the Japanese. These efforts have been paid off, and we now live in harmony with our neighbors, without feeling conscious of our ethnicity. My children rarely have negative experiences. My true feeling as a person who has been living in this town for a long time is that I don't want to see any conflict after all these years.



Yoko

PTA board member of a local elementary school, 32 years old

[Please read the following aloud fifth, following Ou. After that, please speak freely.]

My name is Yoko Endo, a PTA board member at Miyoshi North Elementary School. My husband is a salaried worker, and spends about one hour commuting. I work a part-time job about twice a week, and spend most of my time at home because my youngest child is still in kindergarten. It's been 12 years since I got married and started living in an apartment in this town.

My first impression of this town was "bleak." Unlike the shopping area at the South Exit, the one at the North Exit is deserted and there're many shuttered stores, so it was eerie when I was walking at night. Around that time, I would go to the station building and the South Exit more often for shopping. However, over the past few years, Chinese merchants have been filling up the vacant stores, and I feel that the street has gotten brighter. In particular, Chinese stores are open until late at night, which makes it safer to walk alone at night.

The other day, we made a safety map of school routes for kids. In the process, we visited stores in the shopping area and asked them to help kids when they're in danger. There's a Chinese PTA board member whose child goes to our elementary school, and through that person, board members visited stores one by one, asking for assistance. Many of the Chinese people of the stores understand Japanese pretty well, and most of them kindly agreed to our request. To tell the truth, before, it was a little frightening to me to talk directly to Chinese people, but it turns out they're nice...

I agree to "the Chinatown scheme." It'll lead to a revitalization of our town, and, first and foremost, it'll feel safer without the vacant stores. For me, who has children, safety is my top priority. Also, with a lack of many characteristic stores at the North Exit shopping area, I think China-related stores really stand out and may attract customers from the outside even. It seems to me, as an outsider, that the people of the old stores are reluctant to do something new. It doesn't need to be a Chinatown, but if we don't do something new, I think the future of this shopping area won't be bright.

Role card

F

Suzuki

Editor of “Town Miyoshi,” 35 years old

[Please read the following aloud last, following Yoko Endo. After that, please speak freely.]

My name is Suzuki, editor of the information magazine “Town Miyoshi.” We publish the town magazine, and it is inserted in the Sunday editions of newspapers. Although I say “we,” we have only three staff members, including myself.

Before speaking about the Chinatown scheme, I'd like to speak a little about the business situation around Miyoshi station. At Miyoshi station, the South Exit is the main entrance with the bus terminals and thus is busy. Since the shopping area is larger, customers tend to flow from the station building to that area.

In comparison, there are no bus stops at the North Exit, and the shopping area is directly connected to the station. As someone just said, there're a number of stores closing down, making the area feel deserted. In the midst of this, Chinese people bought the vacant stores and started new businesses. They include not only Chinese restaurants but also a general store, a boutique, and a massage place. Thanks to them, it seems that the area has been revitalized to some extent of late.

Among all this, the Chinatown scheme came up. However, as the originator Cho says, it's not a street lined with Chinese stores. It's a network of sporadically located stores. Therefore, it's different from the Chinatowns in Yokohama and Kobe. Also, even though we say “Chinese people,” there're people like Ou who has been living in this town for as many as 50 years, while there are people who came two or three years ago and started business.

Upon interviewing various people, I felt that the gap between the generations is larger than that existing between Japanese people and foreigners. As the long-established businesses that have supported the shopping area for years have old stores, some of them seem to be considering developing the town with the “Showa” taste. However, it appears that those of that generation don't have many new ideas and also aren't too enthusiastic about making changes. There have been various ideas even thus far, but most of them haven't been realized. Also, there are many owners who have given up on “finding successors for their businesses.”

On the other hand, younger generations, whether Japanese or Chinese, seem to be feeling that they have to do something new. Even if some of them don't agree to the Chinatown scheme, they tend to welcome such new ideas. However, young owners don't carry a lot of weight with the association and so their power seems to be lacking.

Since Miyoshi station is a terminal with a lot of people coming and going, it has been home to many foreigners for a long time. There is a Korean homemade food restaurant at the North Exit and Vietnamese, Thai, and Indian restaurants at the South Exit. There are also French and Italian restaurants.

I have paid great attention to the Chinatown scheme. When we feature Chinese stores, there is a good response from our readers. It doesn't need to be named as a Chinatown, but I hope that our town will develop and be revitalized by taking advantage of positive aspects of the North Exit shopping area.

Miyoshi Town Chinatown scheme/ worksheet

Name:

Q1: What was your role?

Q2: At first, did your position agree or disagree to “the Chinatown scheme” ?

Q3: Following the meeting, has your opinion changed?

Q4: Who spoke most in the discussion?

Worksheet -2

Q5: What was the most influential remark in the discussion? Who made the remark?

Q6: Did you speak positively in the discussion? [not for observers]

Q7: Was there a conclusion found during the discussion? Do you think that the conclusion is reasonable? Otherwise, why didn't the group reach a conclusion?

Q8: What was your impression through the discussion?

Our town development

Participants experience a resident-participatory “local development workshop” held in a fictional city through role-play. They discover the issues the city faces from various angles through the real voices of residents and learn that each of them is one of the residents, who form the city.

Required time

50-70 minutes

Preparation

A deck of role cards – one deck for each group

A big sheet of paper – one sheet for each group

Magic markers (black and red) –one or two sets of magic markers of the two colors for each group

Procedure

1. If possible, form groups of six. (It does not need to be six, but a group of five to eight is appropriate.)

2. Briefly explain the setting of the role-play. [2 minutes]

The setting of the role-play

Organizer: Local development promotion committee member of XX City

Participants: Citizens of XX City

Purpose: To make a citizens' plan for a local development policy

*The moderator facilitates the role-play by playing the role of a local development promotional committee member of the City

3. Pass a deck of role cards around and have the participants read the card. There are 12 role cards in the deck and so pass a deck around after selecting cards according to the number of the participants. [3 minutes]

4. Start the role-play. [40-50 minutes]

(1) The moderator reads aloud the following:

“Thank you for coming to this local development workshop for XX City today. My name is YY and I am a local development committee member for XX City. We organized this workshop because we wanted to hear the real voices of our citizens in order to make XX City a better city.

Today, we'd like everyone here to share the worries of your daily lives and what you're concerned about regarding the City and provide unique ideas to make the City a better place. We'll be sure to submit your opinions to the mayor as policy proposals.

First of all, please introduce yourselves to the group. If you don't mind, we'd like the most senior person to start.”

(2) After introducing themselves, have the participants share “their worries” and “what they are concerned about regarding the City and the people.”

(3) Have the participants write down “the City's problems to be addressed” in the center of the big sheet, draw a square around it, and write down around the

-
- square the City's problems that come up during the time of sharing.
- (4) In addition, have the participants write down problems associated with the problems written down in (3), with the black marker.
 - (5) Write down solutions that come up during the discussion with the red marker.
 - (6) When time is up, have each group make a presentation.
5. Ask the participants for their impressions. [at least 5 minutes]

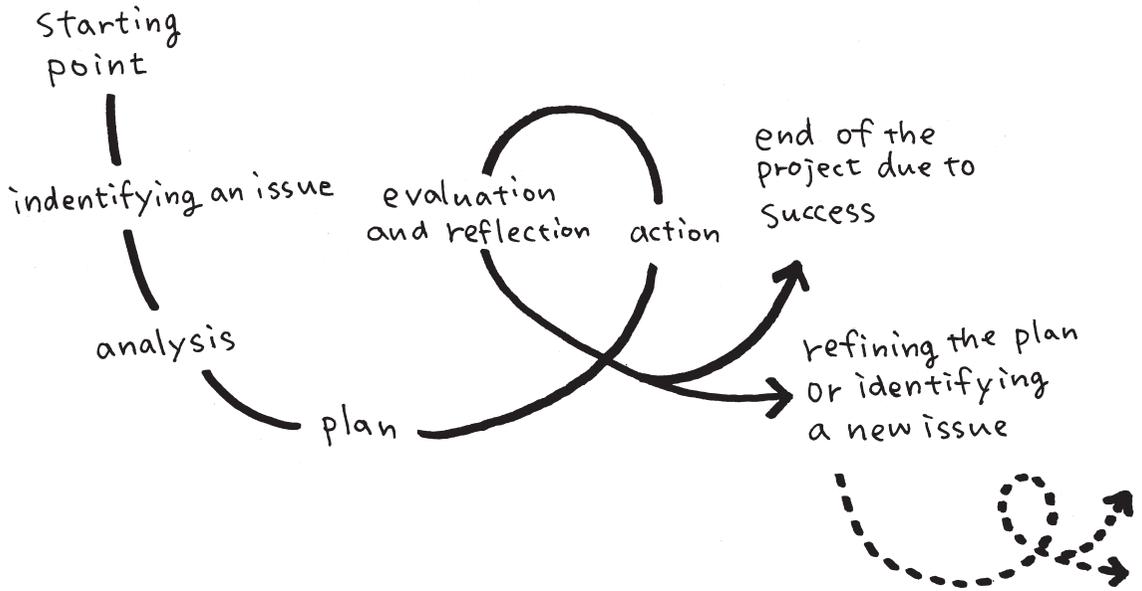
Notes

1. Participants do not have to read aloud all of the information written on their cards but should read aloud items in the self-introduction of the role card such as name, gender, age, and affiliation when introducing themselves.
2. The discussion will run more smoothly if a discussion facilitator is assigned in each group.
3. As the role-play continues until all the groups finish making presentations on their discussions, the moderator continues to play the role of the local development promotion committee member through the end of the presentations while moderating the role-play.
4. The characters on the role cards are created through interviews with real persons by asking about "what you do," "the people, the things, and the incidents you are concerned about in the City," and "your enthusiasm for and interest in local development."

Application

1. Participants go out to a city, identify a local issue, and plan a solution to it. One method that may be utilized is action research (Figure 8-1).
2. Form groups of a few people. Have each group walk around the local area with an area map and identify "good points" and "points to be improved."
3. Have each group draw a map of the local area on a big sheet. Then, have them write down the "good points" in red and "points to be improved" in blue on the spots that apply.
4. Have each group identify the most critical issue to be addressed in the area by looking at the map they created.
5. Have each group consider a cause and the range of the identified issue. They might want to further interview relevant people and research into relevant literature.
6. When the issue is fully analyzed, have each group discuss a plan to solve the issue.
7. Have each group take action based on the solution discussed in 6. It is a success if the action improves the current situation. If not, the group creates a new plan, or finishes dealing with the issue and identifies another issue.

Figure 8-1: The process of action research



Source: Hart, Children's Participation, 1997.

References:

- Local Development Educational Material Making Committee (Ed.) "Our Local Development" Development Education Association and Resource Center, 2007.
(This Exercise is based on 'the local development role-play' in the book.)
- Hart, Roger A. "Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care" Routledge, 1997.



Yuka Hanamoto

female, 50 years old, a homemaker taking care of Mother

*Self-introduction

I'm a homemaker who takes care of Mother. Since I've been living in this town since childhood, I'm fond of it. Although I hear the word "local development" frequently, honestly, I don't know what it entails, because this town is already a good one. I'm looking forward to today's workshop.

*Current concerns

Since I'm busy with homemaking and taking care of Mother every day, I feel I need to take a break once in a while. But, I'm trying not to use day-care services as much as possible, because care is an issue for the family. All the other family members are busy, so, in reality, I'm the only one, who takes care of Mother.

*Items, people, etc. you are concerned about as a local issue

I'm concerned about young people hanging around convenience stores. They may have various reasons to hang around, but I feel "they should behave," though I can't say that because they're scary. Their parents and schools may be responsible for such behavior.



Naoya Isozaki

male, 32 years old, salon owner in shopping area

*Self-introduction

I own a salon in the XX station shopping area. While I live in a different city and so am not a citizen of this town, I've attended several events of the shopping area. I also participated in a cleaning activity in the area. The fact is that I believe everyone thinks local development is necessary. In my opinion, developing a town means taking care of the town and making it a town where residents will continue living comfortably. I'm looking forward to today's workshop.

*Current concerns

In fact, not a few foreign customers come to my salon. Some of them speak almost no Japanese at all and so I communicate with them with gestures. If they speak Japanese a little more, I think not only will we enjoy conversation, but they'll live more comfortably as well.

*Items, people, etc. you are concerned about as a local issue

Last year, a store stamp collecting event was held in the shopping area and a lot of children participated. Still, I feel the number of children is decreasing year by year. I think this is due to the decline in the birthrate, which I assume will affect not only my business but also various aspects of society.



Naomi Morikawa

female, 21 years old, student of nursing technical college

***Self-introduction**

I go to nursing technical college. I moved to this town two years ago for my studies. My place is close to the station and so convenient. But, since I grew up being surrounded by nature, I don't feel comfortable that much because of the presence of weird solicitors and many karaoke and pachinko parlors. Local development is going on here and there. As I'm an outsider, I'd like locals to contribute more to it.

***Current concerns**

I'm a member of a volunteering group for a care facility, and it is hard for us to find a meeting place. I wish there were more places where local residents could easily get together.

***Items, people, etc. you are concerned about as a local issue**

I'm concerned if the disabled and the senior can really walk in that busy area around the station at their own pace and enjoy the town.



Satoru Suzuki

male, 48 years old, elementary school teacher

***Self-introduction**

I'm a teacher at an elementary school in this town. I live not in this town but in a town half an hour away from here by car. As I invited a senior person living close to my elementary school for the general learning class, I have an attachment to this town. I'm hoping I'll contribute to local revitalization as a school teacher. I'm looking forward to this workshop.

***Current concerns**

Recently, a shopping mall and a high-rise apartment have been built near our school, the land price has risen, and people who have been living here for a long time seem to be leaving the town because of the inheritance issue. So, school kids come to school from several areas.

***Items, people, etc. you are concerned about as a local issue**

It'd be great if school would continue to function as a place to connect to the community. Recently, my school also organized an athletic meet in collaboration with the community. We had a game for local residents, and the small kids, who participated in it, are now looking forward to going to my school. In addition, we rent out our gym to corporations. In this way, also in local development, I believe that it is most desirable that school is the center of the community.



Ume Fukuda female, 80 years old, living alone on pension

***Self-introduction**

I live in an apartment complex by myself. Since we have buses coming by the complex, can now get food through mail-order, and my daughter and grandchild get me most of the daily necessities, I don't have too many troubles. I'm looking forward to today's workshop.

***Current concerns**

I want a place in the complex where people can gather around, like a café, so that seniors will be able to get together and enjoy talking, in my opinion. I'm not a member of the senior citizens' club because it's boring. What I notice at elderly and care facilities is that some people treat seniors like children. I heard from my friend that they call us by first name in occasions where they are supposed to address us formally by saying "Mr." or "Ms." As seniors are adults and so have dignity, I'd like facility staff to treat us as equals.

***Items, people, etc. you are concerned about as a local issue**

I'm concerned about Ms. Tanaka, my next door neighbor, who stubbornly avoids services for seniors, even though they're available. I used to ask her to go together to a public bath, but the bathhouse is out of business now. She tends to stay home after her husband died and it seems that it cannot be helped.



Tomoya Kawada

9 years old, 3rd grader

***Self-introduction**

My family consists of Dad, Mom, and me. I play soccer with sixth graders at a park nearby. I want to be a soccer player. I'm looking forward to today's workshop.

***Current concerns**

I wish there were more places where we could play soccer. Junior high school students sometimes play soccer at the park, and I'm too scared to say, "I want to use the goal post next." The only places nearby where there is a goal post are the school ground and the park.

***Items, people, etc. you are concerned about as a local issue**

I wish I could walk on streets more comfortably. Once, I was hit by a bicycle head-on when walking on a sidewalk. So, when I'm riding on a bicycle, I go on the left side of the road. But, a car is parked on the road sometimes, and in that case, I have to go to the middle of the road to go on. I'm scared if a car is coming from behind. I feel like bicycles are treated as something getting in the way on both sidewalks and roads. I wish there were lanes for bicycles.



Umu Soek-Hun

female, 20 years old, foreign resident

***Self-introduction**

I came to Japan from Cambodia 15 years ago. I've lived in this town since. I've never thought about the town deeply, but since a lot of foreign citizens live in this town, it will be desirable that they are involved in local development. I'm looking forward to today's workshop.

***Current concerns**

We foreign residents are sometimes told by Japanese living in the neighborhood that we "don't have morals," regarding, for example, the way of putting garbage bags. Although Japanese put up a sign to explain it, I've never seen them explain it in an appropriate manner. While some Japanese are friendly, others don't seem to be interested in being so, and I feel sorry for that.

***Items, people, etc. you are concerned about as a local issue**

I'm concerned if foreign children living in this town go to school. If they don't receive education at school, the gap between them and Japanese counterparts will widen and they will be told that "it cannot be helped because they are foreign citizens."



Koji Takahashi

male, 58 years old, homeless man

***Self-introduction**

I stay at night inside a station. I'm so-called a "homeless" man. Even I don't like the way I am. I used to have a family, but had to leave them when my company went under and I stopped bring salary home. I left home without saying any words to my wife.

***Current concerns**

I live on the earnings I get from collecting empty cans two or three times a week at night and cashing them in, but I'm turning 60 soon. It's hard to move around. My social security book was stolen while I was sleeping, with the pocket ripped by a knife. My body smells and I want to wash it, but I don't have money for that.

***Items, people, etc. you are concerned about as a local issue**

People feel scared by seeing me, but, actually, I feel more scared by them. The other day, my acquaintances were attacked by some young men with stones. What did we really do to deserve it?



Masami Toda

female, 15 years old, junior high school student receiving welfare

*Self-introduction

I'm in the ninth grade and am studying for the high school entrance exam. Since my parents got divorced when I was in the third grade, I live in an apartment complex with Mom. Although Mom works during the daytime as a part-timer, we receive welfare because the salary is not enough. I don't know well about the town, but I know well about people living in my complex, and greet some of them. I'm looking forward to today's workshop.

*Current concerns

I'm concerned about my life after junior high school. Mom tells me that the situation allows me only to go to a public high school. Honestly, I'd like to go to a higher-level high school to eventually go to college. But, if I fail, it'll be a problem, and I don't even know if I can afford to go to college. If you're from a rich family, you can go to a cram school, but I only study at home.

*Items, people, etc. you are concerned about as a local issue

There is one student who receives welfare in my class like me and is being bullied. I wish I could do something, but don't want to be bullied because of that.... Also, I wonder what people living in my apartment complex think about my family.



Tomoyuki Iwatsu

male, 36 years old, businessman and environmental NPO activist

*Self-introduction

I'm 36-year-old businessman, engaging in environmental NPO activities in my free time. My family consists of me, my wife, and two daughters, and I enjoy both my public and private lives every day. My hobby is playing with my children in nature. I'm looking forward to today's workshop.

*Current concerns

The train transportation here is convenient. Also, there's a big park near my house. So, I'm satisfied with the surroundings.

*Items, people, etc. you are concerned about as a local issue

As a person involved in environmental NPO activities, I'm concerned about various items, including the presence of too many convenience stores open around the clock whose lights during the night time are too bright and also degeneration of the moral to reduce garbage because it is free to dispose of household waste. But, this isn't limited to my neighborhood and so I think it's hard for the residents to become conscious about the issue. Also, since the local development is led by the local government and only citizens who are interested in it participate, I'm sorry that the activities don't seem to be productive. As I'm busy with my environmental activities right now, I don't feel like participating in it. However, I'd like to establish and run an NPO working on local development in the future.



Mariko Yamaguchi female, 40 years old, homemaker

***Self-introduction**

I moved to this town one month ago because of my husband's transfer. Since I'm still very busy organizing my home, I don't know about the town much. We introduced ourselves to the neighbors living next door and in front of us, but haven't talked with them since. I'm looking forward to today's workshop.

***Current concerns**

My current concern is that I don't have the chance to communicate with locals. My child's got friends at school and my husband has colleagues, but I'm a stay-at-home Mom. Younger homemakers seem to be making friends at a park and such, but, in the case of someone like me whose child is already a junior high school student, how can I make friends?

***Items, people, etc. you are concerned about as a local issue**

I don't know this town well yet. There're some intersections I find dangerous and some parks I find dirty, but I guess there're somehow reasons for, backgrounds of, and histories of them. I don't know anything and so can't say anything. In addition, I feel that the ratio of seniors is quite high in this town. I saw senior men and women who are crippled and also struggling having a lot of shopping bags, on my way back from shopping. Although I wanted to help them, it is still scary for me to talk to a local.



Takumi Nonaka male, 20 years old, college student majoring in architecture

***Self-introduction**

I was born and raised in this town. I love this town with nature here and there. I'm looking forward to today's workshop.

***Current concerns**

There's nothing in particular.

***Items, people, etc. you are concerned about as a local issue**

I think the government and NPOs should lead locals to get involved more actively in local development. While the local government has a limited amount of money as well as other issues, local development is not to build new buildings but, in the first place, to discover new aspects of the town.

Also, while there is abundant nature, it isn't managed well, which is waste of resources. If I engage in local development, I'd like the town to be abundant with nature and relaxing.

I think universities should be involved in the local development. If my university tells me to join a workshop of the local development, I think I'll join.

What if the Earth's temperature rises by two degrees?: Thinking about our common future

It is predicted that the Earth is moving toward global warming in the 21st century. If the Earth's temperature rises by two degrees, will our lives change? Also, what kind of problems will happen? Let's think about our common future through the issue of global warming.

Required time

40-60 minutes

Preparation

A big sheet of paper – one sheet for each group

Magic marker – one or two magic markers for each group

Procedure

1. Form groups of four to six
2. Have the participants use the sheet vertically and write down with the magic marker "What if the Earth's temperature rises by two degrees?" on the top and draw a square around it.
3. The facilitator speaks: "Through the 100 years in the 20th century, the Earth's average temperature rose by 0.74. According to the IPCC (Intergovernmental Panel on Climate Change), it is predicted that the Earth's average temperature will rise by 1.8 to 4.0 in 2100. So, I'd like you to think about what will happen to our environment and lives if the Earth's temperature rises by two degrees."
4. Have the participants write down "good effects" on the left side of the sheet, "bad effects" on the right side, and ambiguous effects in the middle. Have them write down predicted effects under each category and connect them with lines. Have them written down sub effects of each effect and connect them with lines. Tell them to use their imagination and come up with as many effects as possible.
5. When time is up, have each group present their results.
6. Lastly, the moderator briefly explains global warming (See the column on p. 42.).

Notes

1. This Exercise is intended to make a "result-predicting chart." Such a chart is used to predict a result before a phenomenon or event happens.
2. The Earth's average temperature has been changing for a long time, and there were warming periods and cooling periods in the long term. However, global warming, the phenomenon that emerged in the latter half of the 20th century, is said to derive from the increase in greenhouse gases due to various human activities. This Exercise is intended to predict (good and bad) effects that will emerge in our lives if the Earth's average temperature rises in advance.
3. The prediction of the temperature rise in 2100 is nothing but simulation and never certain. Strong skepticism about global warming exists, which provokes controversy at international conferences and so on.
4. However, if global warming continues, there will be the following concerns: 1. Disadvantaged people suffer more; 2. when global warming goes beyond a certain point, it cannot be reversed by anthropogenic efforts; and 3. the more delayed the measures are, the more massive the costs become. Therefore, the maximum efforts

are needed.

5. See the column (p. 42) for the discussions and measures made at international conferences.

Application

1. When you organize a systematic workshop for understanding the global warming issue, the following three Exercises are recommended:
 - I. 'Causes of global warming (cause-and-effect chart)' – Have the participants write down 'global warming' in the center of a big sheet and draw a square around it. Have them come up with as many causes as possible and connect them with lines on a cause-and-effect basis.
 - II. 'What if the Earth's temperature rises by two degrees? (result-predicting chart)' – this Exercise
 - III. 'Things you can do to address the global warming issue (planning)' – Have the participants think about what they can do to address the global warming issue. Have them write down 'short-term (within 1 year),' 'mid-term (2-5 years),' and 'long-term (more than 6 years)' on the horizontal axis and 'individual,' 'school/workplace,' 'the local government/community,' 'country,' and 'the international community' on the vertical axis (Figure 9-2). Tell them to write down possible solutions in each cell.

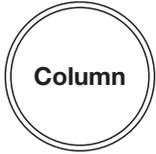
Figure 9-1. What if the Earth's temperature rises by two degrees?
(result-predicting chart)



Figure 9-2

Things you can do to address the global warming issue

	short-term (within 1 year)	mid-term (2-5 years)	long-term (more than 6 years)
individual			
school/workplace			
community/the local government			
country			
the international community			



Global warming

1. Is the Earth warming?

– From an IPCC report

The fourth report on global warming published in 2007 by the IPCC (Intergovernmental Panel on Climate Change) points out the following:

- In the 20th century, the Earth's average temperature rose by 0.74.
- The temperature rise in the latter half of the 20th century is attributed mainly to the increase in greenhouse gases. The greenhouse gases include carbon dioxide (CO₂), methane (CH₄), and nitrous oxide (N₂O).
- If we do not take any measures for global warming, the temperature would rise by 1.8 to 4.0 by 2100.

2. What does global warming cause?

The IPCC report points out the following:

- Damages by tidal wave and flooding due to sea level rise
- Permafrost melting in Siberia, etc.
- Increase in the risk of bursting of glacial lakes
- Unstable raining in Africa
- Increase in the risk of drought, heavy rain, and flooding
- Crisis of extinction of 20-30% of flora and fauna
- Negative impact on food, fiber, and forest resources
- Negative impact on coastal and low-lying areas
- Negative impact on industry, housing, and society
- Impact on health

3. Skepticism about the prediction of global warming

There is skepticism about global warming. Its main ideas are as follows:

- Global warming in the past or in the future is not caused by the anthropogenic factor or is influenced very little by it.
- Global warming is not caused by the anthropogenic increase in carbon dioxide.
- The simulation and prediction by the climate model and such are not appropriate and accordingly the prediction is uncertain.

These ideas are the skepticism about the reports published by the IPCC in the past, and the IPCC argues against them.

4. The framework and the current situation of the measures for global warming

- The Kyoto Protocol is an international approach to global warming. It was agreed at the 3rd Session of the Conference of the Parties (COP3) to the United Nations Framework Convention on Climate Change held in Kyoto City in 1997, based on the Framework Convention on Climate Change.
- The Kyoto Protocol aims to reduce at least 5% of the total emissions of the six greenhouse gases of all the developed countries compared with the 1990 level in the period from 2008 to 2012.
- The reduction targets by country are 8% for 15 EU countries, 7% for the U.S.A., and 6% for Japan.

- The Kyoto Protocol was ratified in 2005. However, the U.S. had withdrawn from it.

- In FY 2007, Japan's emissions marked 9% beyond the target value. Therefore, Japan will have to reduce total 15% of CO₂ by 2012 in order to achieve the target.

- The country-by-country emissions of carbon dioxide in FY2008 are 20.5% for the U.S.A., 18.5% for China, 6.1% for Russia, 4.4% for Japan, and 4.1% for India in the order of highest to lowest. The problem is that the U.S.A. and China, the two largest emitters, are not part of the Kyoto Protocol.

- The COP15 was held in Copenhagen in 2009 in order to discuss a post-Kyoto framework. In spite of the participation by nations' leaders, they could not agree on a reduction target with concrete numerical values due to opposition from developing countries, including China.

6. What if we do not take measures for global warming?

If we do not take any measures for global warming and it continues, it has been pointed out that the following events happen:

- 1. Disadvantaged people suffer more.
- 2. When global warming goes beyond a certain point, it cannot be reversed by anthropogenic efforts.
- 3. The more delayed the measures are, the more massive the costs become.

Commentary 3: Sustainable society and ESD

Exercises 7-9 are intended to have participants think about the relationship between them and the community or global issues and what actions they should take in the future. In Exercise 7, through the role-play, participants learn how to address an issue (conflict over a Chinatown scheme) that emerges in the process of Japan shifting toward multicultural society. Exercise 8 (Our local development) aims to find a common issue for better local development by listening to various people living in the community. When you are a high school or university student, you must be the most detached from your "community." In that case, you might want to rethink about the community you live in and think about your future in relation to your community.

Meanwhile, Exercise 9 is to have participants think about global warming, a global-scale issue. If global warming continues at this rate and the Earth's average temperature rises by two degrees, what will happen to our lives? Participants consider it while making a result-predicting chart. And finally, all participants think about what individuals, schools, communities, countries, and the international community can and must do in order to stop global warming.

If you continue to live in the 21st-century world, you cannot avoid the critical issues of multicultural society and global warming. What is sustainable society? In order to achieve sustainable society, what do we need to do? The educational learning activities that consider such questions are ESD (Education for Sustainable Development). The implementation of ESD is also an international challenge, and the United Nations designates the period from 2005 to 2014 as "the Decade of Education for Sustainable Development."

ESD is promoted in various sectors,

including the school, community, college, NPO, and governmental ones. As for the school sector, UNESCO schools practice ESD under the name of sustainable development education. In addition, the Ministry of the Environment has been subsidizing¹⁴ publicly-selected communities nationwide since FY2007 as the United Nations ESD 10-year promotional project. Furthermore, more than 20 universities and higher educational institutions implement ESD in their curricula. The Education for Sustainable Development Research Center of Rikkyo University is one such entity.

ESD aims to create sustainable society and, in most cases, is conducted in the developed form of conventional environmental education or development education. In ESD, learners understand global-scale issues and make efforts at various levels toward their solutions. In this sense, it can be said that ESD is citizenship education in this global era.

- Websites of relevant institutions

The Ministry of the Environment/environmental education
<http://www.env.go.jp/policy/edu>
UNESCO School
<http://www.unesco-school.jp/>
Japan Council on the UN Decade of Education for Sustainable Development (ESD-J)
<http://www.esd-j.org/>
The Education for Sustainable Development Research Center of Rikkyo University
<http://www.rikkyo.ac.jp/research/laboratory/ESD/>

Exercise
10

When I turn 30

By referencing the lives of 30-year-olds with various backgrounds, participants think about what kind of work they will be engaging in and what the most important value in life is when turning 30.

Required time

60-90 minutes

Preparation

Job cards – one deck for each group (ten cards)

Ranking of what I care about – for all participants

Worksheet of when I turn 30 – for all participants

Procedure

1. Form groups of five to six. Write down the following jobs on, for example, a blackboard. Have the participants choose a job they are interested in:

local government employee	homemaker
singer/songwriter	conductor of a private railroad
owner of a movie theater	company
entrepreneur (CEO)	NPO staff
company employee	nursery staff
scholar	

2. The participants read their chosen “job cards” to themselves. Have them introduce themselves as if they engaged in the job on the card.
3. Have the participants ask each other questions about their jobs and lives.
4. Pass the “Ranking of what I care about” sheet around, one for each participant.
5. Have the participants rank what they wish to care about in their future lives.
6. Have the participants show their rankings to each other and share their decisions.
7. Have each group present what they have discussed.
8. Pass the “Worksheet of when I turn 30” sheet around, one for each participant, and have them fill it in.
9. Have some of them present what they have written down.

Notes

- It would take time if the participants spoke about all the contents written on the “job cards” when introducing themselves. Have them extract the essence by demarcating the time, saying, for example, “Each has two minutes.”
- When the answer to the question is not written on the “job card,” the participant answers the question by imagining how the person of the job would answer. e.g.) “Are you satisfied with the current salary?”
- Make “Interview cards,” on which questions are written beforehand for stimulating the question session, in order to prepare for cases where there are few questions.

Ms. A Local government employee

29 years old, female, single
Hometown: Kagoshima Prefecture
Annual salary: 3.8 million yen
Housing: living with parents

Since I was surrounded by boys in childhood, I used to play baseball and soccer a lot. I still love watching and also doing sports.

When I was a high school student on Amami Island, I joined the volleyball club and practiced hard to win the prefectural tournament. Since the club was weak, we could not even advance to the final 16. Even so, I enjoyed it, partly because the team members got along. The subject I was good at in high school was Japanese, because I loved reading. The one I was poor at was history, probably because I had to memorize various events.

Right after high school, I started working for a pharmaceutical company in Osaka. I responded to the job and that came in to my high school and luckily was offered the position. I always wanted to be an office worker and also to live in an urban city, because the life on the Island felt boring. I felt secure because there are a lot of people from Amami in Osaka. Since everything was exotic at first and there were a lot of interesting events, I really enjoyed the urban life. In particular, I enjoyed movies and dramas.

However, I became homesick as early as two years later. I was too busy and felt chased by something all the time, feeling as if I were someone else. Also, human relationships are far shallower than those on the Island, and I didn't have anyone I could be honest with probably because I was living in the company's dorm... I wasn't particularly dissatisfied with my job, but things gradually started not to go as well as I expected. I was in a slump.

I would return to the Island during New Year's holidays and during summer vacation and, one day, the Island, on which I'd thought there'd been nothing, felt really fun. I have relatives and friends, and rediscovered the rich nature... in addition, every time I returned, someone I cared about had passed away. I began to feel that I wanted to be back with the Island's people. So, in the third year, I decided to quit the company and return to the Island. My boss, who had been kind to me since I started working for the company, was really missing me. Since it'd require a lot of time and efforts to explain the reason to my colleagues and seniors, I just said, "I'm going to get married."

Then, I started working for the Amami town hall, where I still work. I was assigned first to the residency section that works on unglamorous work, issuing an extract of family registers. However, I knew most of the persons coming to the section, and felt happy when they said to me, "Keep up the good job."

Two years later, I was assigned to the sightseeing section, which I'm still in. Since then, I've been to Tokyo and Osaka frequently on business trips, in order to have a booth at a product exhibition and a civic festival. These are the times when I feel the convenience and joy of the urban city. Still, I love the life on the Island.

I'm assigned to various sections at the town hall. But, as the hall is small, just being two-storied, and everyone is unified in order to work for the Island and the town, I somehow feel job satisfaction at any section.

My concern is marriage. 80% of my classmates have left the Island. I need to catch a man who doesn't mind living in Amami in his entire life (laughter). Since I left the Island once, I could rediscover how good the Island is. I'd like to continue advertising it.

Mr. B Company employee

30 years old, male, married

Hometown: Hokkaido

Annual salary: 5.5 million yen

Housing: company residence

I chose my high school because my sister also went to the high school. It is because, during my junior high days, I went to the school festival of the high school in order to listen to the brass band's playing and it was really impressive. A band member turned the contrabass, a big stringed instrument, around during the playing and it looked like fun . . . since I myself went to a junior high school well-known for the brass band, I decided to go to the high school.

I didn't study much during my high school days. However, I got a pretty good grade in math because the math teacher was famously strict. I thank that teacher very much now. But, as I got really bad grades in the other subjects, I was pessimistic about my future. In particular, I got the worst grade on Japanese because I rarely read.

With such bad grades, what can I do? I can't become a musician, but could I become a music teacher? That's what I was thinking. I didn't have any dreams when I was in high school, but was vaguely thinking that I might be able to become a pharmacist or architect if I studied hard.

I sat for six to eight university exams and failed in all of them. People around me were quite concerned about me, but I passed as a substitute student the late-stage exam of a university, which was recruiting students for the first time. The university specializes in optics and so has excellent and highly-motivated students coming from all over the country. Influenced by them, I studied the hardest in my life. And I, who had hated studying, even went to the graduate school. When I was a graduate student, I was offered a position upon recommendation by the company I'm still with and accordingly left my hometown Hokkaido and came to Tokyo for work.

My company develops, designs, and sells audiovisual equipment such as TV, and I'm in charge of checking and controlling the qualities of parts and such. I feel a sense of achievement when I complete a task, in which I communicate with colleagues in other departments or other business projects. I'd like to continue challenging new tasks. Since it's been five years since I started working for this company, I hope to contribute to improving the current business projects and the company system at least a little. However, recently, I'm losing strength and sometimes feel that the working hours are too long and the deadlines are too tight.

As for my private life, I got married two years ago with my girlfriend, who I'd been seeing since I graduated from high school. We were high school classmates and belonged to the same club. As she'd lived in Hokkaido until we got married, we'd had a long-distance relationship for three and a half years since I came to Tokyo. When we got married, she left Hokkaido where she had been living for a long time. She may have been feeling sad at first, but found a job quickly and seems to have become used to the Tokyo life to a great extent. Besides, we have dinner with our mutual friend living in the Kanto area nearly once every two months. Also, the three of us are active and go cherry blossom viewing, camping, and skiing. In addition, recently, I enjoy piano lessons, as well as music concerts and musicals.

Mr. C Conductor of a private railway

31 years old, male, single

Hometown: Saitama Prefecture

Annual salary: 4.7 million yen

Housing: living with parents

I was crazy about railway-related stuff during my high school days. I enjoyed the hobby with some friends. I took pictures of trains and put model railways together. However, since there were few friends in class who liked railways, I had a hard time making conversations in the topics I wasn't interested in. The subjects I was good at were geography and Japanese. As I said, I like vehicles and trips and so I enjoyed learning geography. I was poor at science-related subjects, that is, science and math.

As we are required to graduate from at least high school in order to engage in railway practice, I considered working for a railway company right after high school. However, I gave up because, back then, the required uncorrected vision for the application was above 1.0. So, I entered the department of economics of a university after all.

During my university days, I worked part-time at a station and an airport. As you've noticed, I really like vehicle-related stuff. Upon graduation, I started working for a company managing broadcasting towers. I worked for the company for five and a half years, engaging in sales and general affairs. During the period, I got to know that railway companies started mid-career employment of on-site staff. Also, I corrected and improved my vision.

I applied for several railway companies in order to make my long-incubated dream come true, and a railway company in the metropolitan area hired me as a crew member. However, I was a contract employee at first, which made my position unstable. So, I didn't feel settled in. I finally became a conductor trainee after I completed the conductor training course. I became a full-time employee in the third year.

What troubles me as a conductor are people dashing for trains. It's dangerous and also delays the trains. But, if I close the door right in front of the customer, he or she might make a complaint later. Also, it's not that easy to go wake up drunk people sleeping in last trains. Besides, I'm not assigned to the same train every time and so it's quite complicated and tough because I have to announce transfers while looking at the timetable. Now that customers can check transfers on their cell phones, some point out that my announcement is wrong. My greatest joy as a conductor is to finish my daily job without any trouble.

I've never been to foreign countries. I don't like spicy food very much. I often watch TV programs of railway trips around the world, but don't like the drivers and conductors because they seem to be working in a relaxing way, not briskly. Currently, I enjoy looking at model railways at home and going on a trip. But, recently, I've gained some weight due to lack of exercise, and it concerns me.

Despite ups and downs, I'm happy because I landed a job related to railway, which I'd dreamt about since childhood, and am now a conductor. I'd like to try the exam to become a train driver in the future.

Mr. D Singer/songwriter

30 years old, male, single

Hometown: Fukuoka

Annual salary: 2.0 million yen

Housing: apartment

When I was in the eighth grade, my grandfather gave me a guitar. This is how I encountered music. I immediately got crazy about it, and played at my high school festival in a band with my friends. Back then, I vaguely wanted to be a musician but wasn't seriously considering it. In addition to music, I belonged to the rugby club and had been immersed in it until November in my senior year. I didn't secure a satisfactory outcome there, which was very frustrating. Thinking that I didn't want my high school days to end like this, I made up my mind to aim for a national university in Tokyo. I considered going to a local university, too, but really wanted to study music in Tokyo. In addition, the math teacher also encouraged me to do so. I was good at math and poor at English. Consequently, I entered the national university after spending a year at another university.

One day before I left for Tokyo, I found a CD at a music store I happened to drop by. I was really impressed with it and so listened to it numerous times during my university days. I thought, "One CD among tens of thousands of CDs could impress an anonymous high school student to the extent that it changes his life. Being a musician is such a wonderful job. I want to make music to comfort people like this."

My university days were almost all about music. I belonged to the band club and did gigs around 10 times a year. We did about 16 cover versions at one gig and so did about 640 pieces for the four years. Having been exposed to tons of music pieces while I was in university is the basis of my current work. In the junior year, I started job-hunting like my classmates. I was offered a position by a major insurance company, and, right after that, I began to seriously consider my life. Then, I made up my mind to pursue music and declined the offer. We made demo tapes and started to market our band to people outside of the university. When I declined the offer, I told my parents a lie, saying, "I'll sit for the civil-service exam." Now, unexpectedly, my parents are supportive of my music activities.

At first, since we wanted people to get to know our band, we distributed our CDs for free at our gigs. I worked part-time every day. In the second year, a CD of ours caught the attention of the president of a music company. Consequently, we made a debut as an indie band. In the third year, we transferred to a major music company, and made a major debut we'd longed for. Around that time, I started solo music activities in order to put my own music into shape. Even if I call them music activities, I've been communicating with more people than I expected, making a promotional video of me and coming up with a promotional strategy in collaboration with the director and technical staff. I feel like I'm a company employee in that I'm part of the organization. When people write of their impressions of my music on their blogs or come to my gig every time, I feel happy because my dream since my high school days seems to have come true.

Still, since my salary is low, I work part-time as a teacher of a prep school five days a week. The salary will remain the same unless you make a popular success, so there're a lot of musicians who can't put up with the pressure and give up. I'm a little worried when I picture myself getting married and having a family in the future.

Ms. E Scholar

29 years old, female, single

Hometown: Toyama

Annual salary: 4.2 million yen

Housing: apartment

After graduating from a local junior high school, I went to a public school in the prefecture. I didn't have a clear goal and so chose the school that I could enter based on my score. I think junior high school students in the countryside have similar tastes. In high school, I belonged to the brass band club and was crazy about the clarinet. I was poor at math and chemistry and got failing grades on them when in the eleventh grade. Meanwhile, I was good at English and contemporary Japanese. I became interested in studying thanks to a teacher of my prep school. I studied very hard because I wanted to make the teacher happy and, consequently, got better grades.

When in the 12th year, I studied really hard, wishing to go to the most difficult university for me. I was torn between a university in the local area and the one in Tokyo, and chose the latter because I wanted to live in the metropolitan area. I didn't know what I wanted to do upon graduation, but, since my father told me "not to think about your future but to concentrate fully on what you have to do now," I had few fundamental worries and questions about the entrance exam.

In university, I belonged to a club that engaged in environmental issues, because I'd been interested in them since childhood. While I felt like engaging in an environment-related job, I couldn't narrow down my specialty when I was an undergraduate student. When I was senior, I met a professor of the Agricultural Department who I really respected and so decided to go to the Department's graduate school. Although I was thinking about working for a company, the professor encouraged me to go to the graduate school, saying, "Who else can become a scholar?" , and so I did.

In graduate school, I was nagged by the gap between ideals and reality. In reality, scholars are solitary and it is hard for them to know if their work is useful to someone, because writing a paper in front of a PC is part of their work. In addition, the professor I respected transferred to another university. For these reasons, one day, all of a sudden, I found myself unable to move my body and therefore decided to live with my parents for about half a year for recuperation. It was when I was in the second year of the doctoral course (I was 25 years old.).

Back in my hometown, I spent every day observing flowers blooming and watching old Japanese movies. This experience changed my perspective on life. It's not that people who are useful to others are valued. It's that people are valued just because they're alive. This thought relieved me.

After that, partly because I wanted to be confident about myself again, I studied abroad twice and graduated from the graduate school when having obtained a doctoral degree at age 29. Now, I work for a private research institute. However, as it's a company, it's not that I conduct only the research I want to do. Since it's a three-year contract, uncertainty about my future worries me. I wish I could conduct research at a university, but there're very few job vacancies and the situation is tough. But, quite a few students who have just obtained a doctoral degree fail to land a job at a research institution, so I'm lucky because I can continue research as my work.

My recent hobbies are to go to a drawing class and to cook food and eat it with friends. I don't regret continuing research. It's a treasure in my life that I've met a respectful scholar and friends.

Ms. F NPO staff

28 years old, female, single
Hometown: Ibaraki Prefecture
Annual salary: 2.4 million yen
Housing: living with parents

I've been fond of animals since childhood, and used to watch the TV program "The Mutsugoro's Animal Kingdom" by Masanori Hata. During high school days, I loved reading and, probably because of that, I was good at Japanese. Also, I was quite good at chemistry. Math was the only subject I was poor at. I liked horses among animals and so my hobby was trekking by horse.

When I was in high school, I got to know about the mass death of seals in the Baltic Sea in a TV program, which was shocking. In order to protect the environment, not only scientists make efforts but also the general public needs to change their behavior. Since around that time, I've started to vaguely think that I should engage in environmental issues or environmental education in the future as my work or activism. I've visited some universities to get to know about their agricultural departments, and decided to study animal husbandry.

In university, I majored in applied zoology, which studies wildlife and genes. In the second year, the professor of my major transferred to another university and, consequently, the laboratory was closed. It was the biggest shock to me. After that, I started researching environmental hormones using rats. During my university days, I belonged to a club working on wildlife conservation, and worked at a zoo in Kanagawa Prefecture, explaining about animals to kids. I'd already loved kids.

After graduation, I applied for the Japan Overseas Cooperation Volunteers. To my fortune, there was an opening in the field of environmental education, and I somehow passed the exam. Since I was to be sent to Costa Rica, I studied Spanish very hard in the pre-training. In Costa Rica, I contributed to creating a class of environmental education with the Ministry of Education. I didn't have any experience of making educational materials in Japan, but did so by cooperating with American Peace Corp workers and also using the Internet. It seems that I've been interested in educational materials and teaching since around that time.

The general public in Costa Rica isn't highly conscious about the environment and public health and so don't mind littering the streets with trash, though I heard that Japanese people did the same thing in the past. Then, a local NGO started "Let's-Not-Do-Littering Campaign." I participated in the campaign activities.

I worked as a temp at a private company for two years after I returned to Japan. Looking at staff of NPOs in Japan, I realized that I respected people with experience of working for a private company more than those without. Therefore, I decided to work for a private company at least once.

Since last year, while working as a temp, I've been working part-time for an educational NPO dealing with North-South issues and international cooperation. It is because I participated in "the educational material festival" hosted by the NPO. I was feeling that environmental education had a limitation in that it mainly dealt with the natural environment. It is people who change the world after all, so I had an interesting educating people. As I experienced making educational materials in Costa Rica, I developed a great interest in the NPO's unique, participatory material-making and felt that I'd learn a lot from them. In the future, I'd like to engage in "bettering the world" by using my past experience. However, you get paid less at an NPO, so, honestly, I feel worried when I think about the design of my future.

Mr.G Owner of a movie theater

31 years old, male, single

Hometown: the Metropolis of Tokyo

Annual salary: 3.3 million yen

Housing: one-room apartment

I was an ordinary junior high school student. After I entered a high school, I got crazy about playing in a band, creating music pieces with my friends and played at the school festival. I think I felt the joy in creating something and expressing it. Meanwhile, I didn't think about my future at all. I was good at English, while I was poor at science.

I continued playing in a band in university. Meanwhile, since my university department was the Faculty of Environment and Information Studies where you can study anything, it was stimulating. I applied "semantics," a linguistic theory, to a movie, analyzing meanings of some scenes. For my graduation work (graduation thesis), I wrote a novel whose theme is "Function of Images and Words." Therefore, I couldn't picture myself working for a private company and so didn't do job-hunting. Since many of the students around me were actively selling themselves or coming up with an entrepreneurial idea, I felt left behind, but shrugged it off. I graduated into unemployment, spending one year being in France for a short period of time in order to study French, which I'd been interested in, as well as doing other stuff. In one year, I started working for a printing company in Yokohama because a senior of mine introduced it to me.

In the company, I edited and produced the manuals of cell phones. I was seconded to a home appliance company and produced easy-to-understand manuals out of thick specifications. I somehow enjoyed producing them, but was repeating the same procedure every time a new product comes out.

In the course of time, I created a website that "enables education to be casual" with friends who were interested in "learning" and started communicating various messages. Just around that time, I got to know about cleanup/redevelopment of a town in downtown where there were illegal adult entertainment businesses. I felt that redeveloping together with locals the town that had turned into a ghost town would lead to "learning" and so initiated "the Downtown Project," in which I communicated messages on the Internet and held events. I visited the town every weekend and discussed how to utilize unused stores and revitalize the town with locals . . . I found a rewarding sense of satisfaction because everyone could talk freely in the environment.

One day, I received an offer that wanted me to manage a movie theater in the town. Thinking that there might be something I as a novice could do, I said goodbye to my five-year life as a salaried worker and changed jobs together with my friends. I had a connection with film-making, and feel the joy in "creating work by ourselves." However, "managing a movie theater" is a separate issue. What motivates me most is seeing people satisfied with the movies we picked up. Having said that, it's not that easy ...

I received no salary for the first four months. While we want to be more provocative, we have to maintain relationships with the neighborhood association and the local government. But, the starting point was "How can we redevelop this town?" and, hence, it doesn't make sense if we are chased by the management and forgot about the point.

It's not easy, but we're now working hard in order to present a model of a movie theater, which has never existed.

Ms. H Homemaker

31 years old, female, married

Hometown: Miyagi Prefecture

Annual salary: 5.3 million yen (her husband's salary)

Housing: her own house

I love music because I had piano lessons in childhood. In high school, I belonged to the brass band club. We once went up to the quarterfinal in a prefectural tournament. Many of my relatives are teachers, and my grandfather even became the principal of an elementary school, so I was vaguely thinking in childhood that I'd become a teacher. Therefore, I wished to go to a university where there was a department that provided a teacher-training program. Back then, I was good at music and English, while I was poor at P.E. I applied for several universities, and eventually chose a private university where I'd be able to obtain a teaching license. However, I started feeling that I wasn't cut out to be a teacher after I entered the university. Back then, I worked as a part-time teacher at a competitive cram school, and didn't get along with junior high school students. Since I was childish, I was monkeyed around. I was immature at that time and so couldn't deal with the situation well. As a result, I lost confidence of being a teacher.

I ended up not getting the teaching license in university. I belonged to the piano club and played at a concert twice a year. A local international exchange association also contacted me and I helped them as a volunteer with their Japanese classes for foreigners living in Japan. My knowledge of and experience in pedagogics were useful at that time.

I focused on international exchange in my graduation thesis and had interviews with staff of the international exchange association that I worked for as a volunteer. Thanks to it, I started going out with my husband. Upon graduation, I started working for an insurance company located within commuting distance of my place. The work was system development for customer services and such, and I was facing a PC most of my working hours. I don't have a technical background but could take advantage of my educational background, because the program development was based on human relationships with customers. The company allowed employees to take a one-year childcare leave, which made female employees feel comfortable working.

I got married with my husband three years after graduation. For our honeymoon, we went as far as Nepal using summer vacation. We did trekking, and the landscape seen from the Himalayas was superb and gave us good memories. We had the first son two years after marriage. I took a childcare leave and was devoted to rearing our son. I got back to work in a year, and, at that time, had trouble finding a nursery school. Two years later, we had our second child. As it is hard to raise two kids while working, I decided to quit the company.

Currently, since the first son has started going to kindergarten, I take him to and from the kindergarten every day. As I'm not one for multitasking, it's like all I can do is to raise my kids. But, I never get tired of child-rearing because a child develops every day. My husband works for an airplane-related company and so is very busy. However, as his mother helps me with child-rearing, we somehow manage to live on.

Now that we're busy, it's hard for us to spare time for international exchanges and overseas trips, which both of us like. But, when our kids grow up, I hope that we will go to foreign countries again. I'd be happy if I could engage in volunteering in the local area, despite whether it's international exchange or not.

Ms.I Nursery staff

29 years old, female, single
Hometown: Hyogo Prefecture
Annual salary: 2.8 million yen
Housing: apartment

When I was in the tenth grade, I interned at a local kindergarten for one day as part of the active learning. Although kids were cute, I found the teaching job tough. I noticed that, when I was small, the teachers must have been working so hard behind the scenes. In high school, I belonged to the art club, but rarely participated. I wasn't that active during high school days, except for the times where I went to concerts by my favorite artist with friends. My favorite subject was art, while I disliked math and social studies.

It is not until the 12th grade that I started thinking about college. I hadn't taken it seriously. At that time, I remembered my internship at the kindergarten. I was simply thinking that, since I liked kids, I might be cut out for it as my work . . . so, I did research about the nursery staff certificate and found out that I could obtain it at university and technical college and also through correspondence education. As the summer was almost ending, I decided to go to technical college because I had not prepared for the university exam. I thought that, if I went to technical college, I'd obtain the certificate upon graduation, which would make my job-hunting easier.

I did research about technical colleges in the Kansai area within commuting distance of my place and applied for some. I passed three schools, and chose the A technical college because of its historical background. Since I didn't study hard in high school, it was hard for me to keep up with the classes. But, as my goal was clear, I could somehow survive them. The hardest subject was the internship. It was hard for me to keep a journal every day because I hadn't had experience of writing a lot of documents.

During my job-hunting, I applied for several nursery schools, but ended up working for the one where I did my internship. When I was new, I was always feeling nervous because I didn't know the ropes at all. There is time for a nap, and I once fell asleep earlier than the children (laughter). When I woke up, children were massaging my legs and shoulders... which moved me.

Around that time, I had a hard time scolding children. One day, I scolded a kid who got into mischief, saying, "The principal will scold you if you do such a thing." Overhearing it, the principal told me later that "I wouldn't scold the kid for such a thing. When you scold a child, you've got to be serious and responsible for the scolding." It is at that time when I found the job of nursery staff difficult. It took me about one year to get used to scolding children without hesitation. Looking back, I feel that it finally turned me into a professional.

Recently, I often find it difficult to handle the parents. They think it's a matter of course to intervene in their kids' fights. They make unbelievable complains such as "Don't buy toys that may cause a fight," "Why isn't my child in the center in the commemorative photo?" , and "I don't want my daughter to play with boys." I assume that the number of parents who think only about their own children is increasing.

It's been seven years since I became a nursery staff. I'm 29 already, and have to consider getting married. If I have a child, I wonder if I can continue working as a nursery staff... I think I'll think about it at that time.

Mr.J Entrepreneur (CEO)

28 years old, male, married

Hometown: Tainan City (Taiwan)

Annual salary: 6.5 million yen

Housing: his own house

I came from Taiwan to Japan when I was eleven (in the fifth grade). As our family was planning to live in Japan for a long time, I transferred to a public elementary school. I didn't understand Japanese at first, but learned it little by little in the Japanese as a Foreign Language class of the school. In the course of time, my father got to know a volunteer who teaches Japanese, so I started going to the cram school run by the volunteer. There, a lot of children and young people who are foreigners living in Japan gathered around, which created a community together with Japanese supporters. I'm still in touch with some of them.

My Japanese gradually improved, and I already had no trouble understanding classes when I was in the eighth grade at a public junior high school. When I was in the tenth grade, I passed the Level 1 of the Japanese Language Proficiency Test. As for high school, I went to the architecture department of a public industrial high school. I was good at architectural design, while I was poor at architectural structure (physics). Back then, I had a dream of becoming an architect and making a lot of money.

In high school, I led a life where I "took advantage of youth." At the same time, I launched a club for young ethnic minority and engaged in various activities such as organizing events. The club still exists. I was greatly stimulated by books by Akihiro Nakatani, in which I learned what is required in cultivating myself and achieving self-actualization and what kind of person I should be in order to lead and motivate people. My parents threatened me by saying, "If you don't go to college, you won't be able to obtain residency status." I was thinking of going back to Taiwan if I failed in the college entrance exam upon recommendation, but, miraculously, I passed it. I continued studying architecture at the architecture department of the engineering faculty of the university. However, I decided not to pursue architecture after graduation, did job-hunting in a different manner than friends around me, and landed a job at a venture company incubating venture companies.

At the company, I was in charge of sales, and worked hardest because it was fun. As the company was in Shinjuku, "I was at the South Exit during the day and at the East Exit at night," having been committed fully to both work [Note: at the South Exit, which is a business district] and play [Note: at the East Exit, which is a nightlife district] and left numerous "legends" and "incidents." When I'd worked for the company for three years, I obtained another "three-year" residency status, so I quit without hesitation and established a company by borrowing money from my parents. The company works on creating a system, in which anyone can buy a house. The starting point is my anger based on the fact that foreigners can buy a house only with cash (and cannot take out a loan). If you rent a place, you get nothing as in nonrefundable insurance. Under such circumstances, if there's a system where renting a place can lead to buying the place, even foreigners, seniors, and bankrupt individuals can own their places.

We're now getting clients by word of mouth. Currently, we're working on legal and patent proofs in order to apply the system without problem. What is fun about this job is that making clients happy makes me money. Having said that, it is also difficult because, if the client doesn't have the desire to overcome his or her problem on his or her own, we cannot produce profits.

As for my private life, I lost the edge (maybe) and got married last year. My daughter born right after marriage is cute, and I'm looking forward to her development.

Ranking of what I care about

Place the following nine items in the order of your future priority (Write down the first priority in the top box. Place the second and third priorities in the second line. The second and third priorities are equivalent in value.).

A: Income

F: Work

B: Health

G. Position or reputation

C: Family

H: Hobby

D: Friends

I: Other ()

E: Contribution to the
community and society

A diamond-shaped grid consisting of nine empty diamond cells. The cells are arranged in three rows: the top row has one cell, the middle row has two cells, and the bottom row has one cell. The cells are connected by lines that form a larger diamond shape.

Worksheet of when I turn 30

Name

1. What was your impression after hearing about various jobs and experiences of people around 30?
2. Which job are you attracted most to? What is the reason?
3. What was your impression of the Ranking of “what you care about” ?
4. What do you think about your future job and way of living now?
5. Please give your impression of today's Exercise.

My near future

Picture “your possible future” and “your desired future” and think about ways to actualize “your desired future.”

Required time

30-40 minutes

Procedure

1. Pass the “Worksheet of my future” around, one for each participant. Otherwise, have the participants write down their futures in their notebooks.
2. Have the participants write down the life events they remember most on the line from the birth to the present.
3. Have the participants picture “your possible future” and write down possible events along the descending line of “your possible future.”
4. Next, have the participants think about their unfeasible but desired future. Have them picture “your desired future” and written down the events they want to happen in the future on the ascending line of “your desired future.”
5. Form groups of several participants and have them discuss what they have felt and noticed by filling in the “Worksheet.”
6. Have the participants think about ways to fill the gap between “your possible future” and “your desired future.”
7. Have each group share what they have noticed with the other groups.

Notes

- In the group discussion, the participants do not need to show their Worksheets to each other. Just have them discuss what they have felt and noticed through the Exercise.
- Encourage the participants to think about what they can do to achieve “your desired future.”
- There are various ways to narrow the gap between the two futures. Also, tell the participants that picturing “your desired future” concretely makes it easier to come up with what they can do to achieve it.
- The participants will be able to picture their futures more easily by presenting a concrete timeline such as “10 years from now” and “30 years from now.”

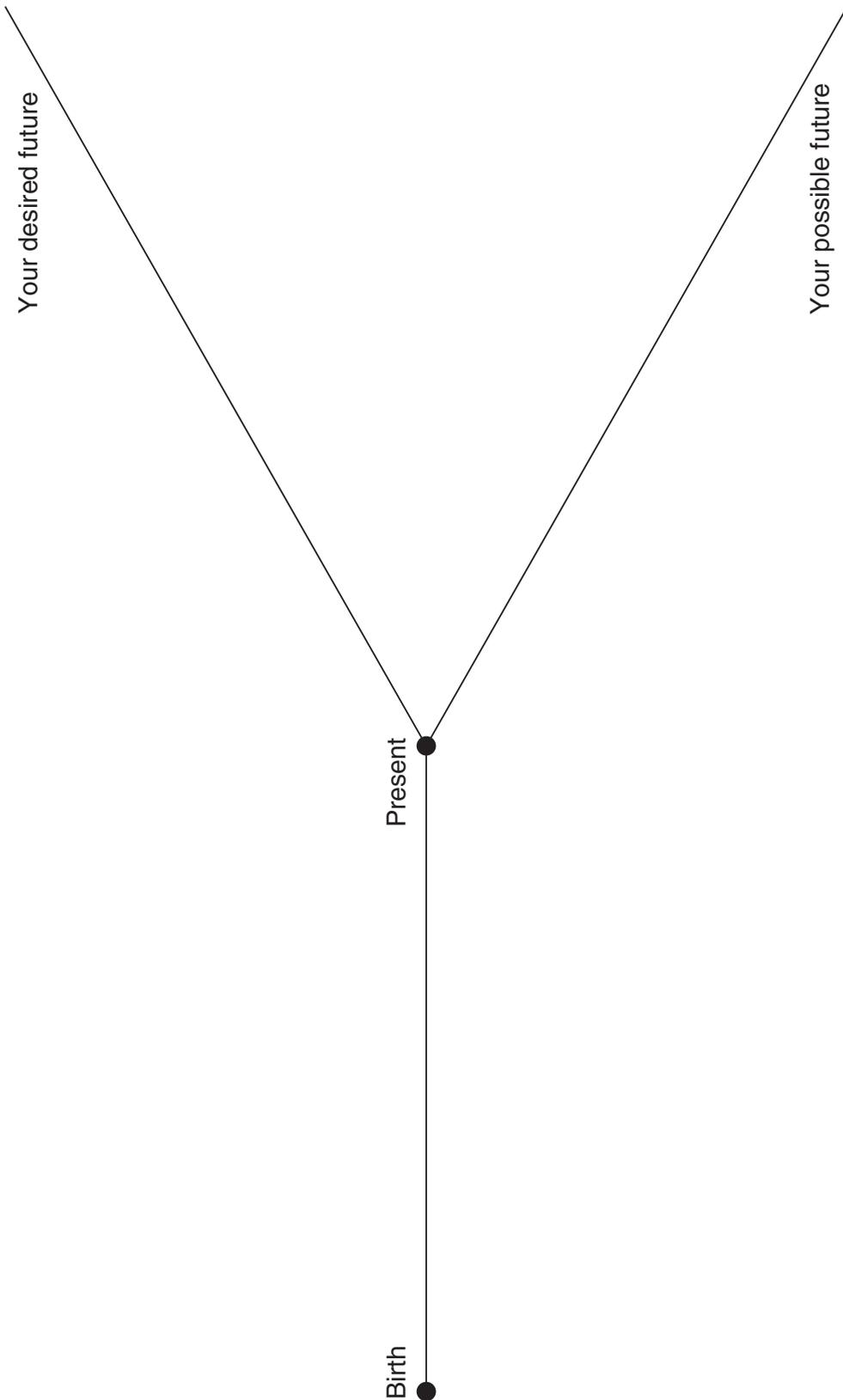
Application

This can be applied not only to one’s future but also to the futures of corporations, organizations, regions, and countries, as well as to the subjects of “global warming,” “school education,” etc.

Reference

“Global Teacher, Global Learner” by Graham Pike and David Selby, Hodder and Stoughton, 1988

My future



Commentary 4: Living in an uncertain future

It seems that young people today do not have clear answers to the questions “What do you want to do in the future?” and “What is your dream?” Before you lament that young people today have neither dreams nor hopes, it will be necessary to look at the difference in the sense of era among generations.

Figure 11-2 illustrates the big changes that happened to Japanese society in the 1980's. A is the period from the Meiji era to the 1980's, in which Japan strived for industrialization by putting the country together and advanced dissemination of modern education and promotion of industries under the banner “Catch up with and overtake the West.” As the country's goal and educational purpose were clear, with such a background, teachers and adults in communities were able to guide juniors with confidence. This was the era when adolescences could have the feeling that “individual development will lead to social development.” In other words, we could have the feeling that the knowledge and skills patiently acquired would lead to stability of work and improvement of salary, contributing to social development.

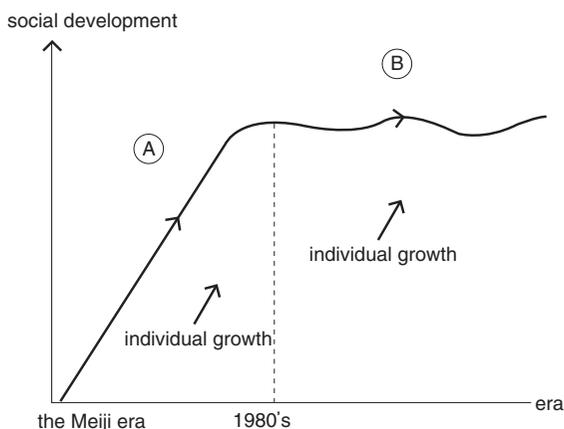
On the other hand, in B, or the period after

the 1980's, the direction that society is going in is not necessarily clear. Japanese society has already achieved the goal set in the Meiji era “Catch up with and overtake the West.” In addition, Japan is no longer a materially “poor country” . A new goal of the country has not been set and, therefore, the world of education is confused. As the authority of teachers has declined and the number of absentees has been increasing, the “compulsory” educational system was once about to collapse. Since society has stopped showing the path that the people should follow, children/young people have to choose the path that they will follow on their own. Jobs that used to be considered minor are no longer looked down upon unless they have not been chosen by the individual. In return, if you fail in the job, “you have to take full responsibility for it. ” As young people cannot have the feeling that individual development coincides with social development, it is difficult for them to have a vision for their near futures. In addition to it, with interpersonal communication decreasing, they somehow cannot have “their own places.”

The particular problem is that the model they are to pursue has diversified. As the A era is society of lifetime employment, people could predict what they would be in 10 or 20 years. Also, it was natural for women to engage in child-rearing as a homemaker. Exercise 10 of “When I turn 30” aims to have participants understand what kind of life young adults who are 30 years old have led from high school to the present. Subsequently, participants think about their own futures by articulating the values they care about in leading their lives. Likewise, in Exercise 11, participants picture “your desired future” and “your possible future” by reflecting on themselves from the past to the present. After that, they think about ways to actualize “your desired future.”

These Exercises are to encourage young people living in an uncertain era.

Figure 11-2: Changes in society and growth of the youth



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