



JOURNAL OF THE ASIA EDUCATION
TEACHERS' ASSOCIATION

ASIA

Volume 44, No 2 June 2016



Celebrating 40 Years – Valuing cultural diversity and promoting
intercultural understanding in a networked world



Mission Statement

AETA, a voluntary non-profit organisation, dedicates itself in this Mission Statement to endeavour to:

1. promote Asian Studies in Australian schools whether as a separate discipline, or as part of studies in other disciplines;
2. publish a journal dedicated to providing appropriate input about Asia to school teachers, as well as being a forum for the dissemination of ideas for improving Asian Studies in Australian schools;
3. publish resources which can be helpful in teaching about Asia in Australian schools;
4. promote and/or participate in conferences, seminars, or other discussions which are aimed at promoting Asian Studies or enhancing their quality
5. make representations to governmental or other bodies regarding Asian Studies courses or their content in school curricula;
6. make representations to tertiary institutions regarding Asian Studies in tertiary courses, particularly for teacher education; and
7. disseminate news about this Association's activities and its views about Asian Studies education through the media and through specialist newsletters and journals.

AETA Executive

President	Pauline Sheppard
Vice President	Jenny Curtis
Treasurer / Secretary	Judy Pilch
Editor	Diane Dunlop

AETA Committee Members

Dr Susan Bliss	Christine Cigana
Marcia Rouen	Jill Carroll
Sharon Moran	
Cec White - Advisor and Assistant to Executive (co-opted member)	

Contributions to the Asia Education Teachers' Association journal are most welcome. For policy guidelines for submission of articles to the AETA journal go to – www.aeta.org.au/journals.

Please send to:

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Sydney NSW 2001

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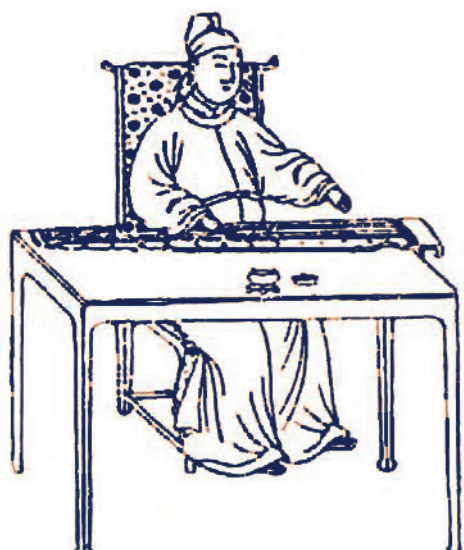


ASIA

Journal of the Asia Education Teachers' Association

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From the Editor's Desk

Recently I read a piece in the sport's pages of the Sydney Daily Telegraph. It was a report on intercultural communication. It was a report about Scott Fardy [AUSTRALIAN RUGBY UNION PLAYER] during the time of the aftermath of the tsunami in Japan. It was a report of the giant of football with his arm around a frightened Japanese woman who had just lost everything in the tsunami. Paul Hodder said "I remember a lot of the older folk were coming into this place where they could get their water and things like that and there was "Fards" putting his arms around

these people. They were shell-shocked and he was just comforting them, no one told him to do it, no one was watching him, he just did it." This occurred when the pair were stationed in a Rugby club in a seaside town in the Prefecture of Iwate. This was at the time of the devastating earthquake in March, 2011[8.9 on the Richter Scale which unleashed a tsunami that destroyed the small fishing town where hundreds of lives were lost]. Most of the foreign athletes were flown out to safety but the footballers stayed, they were part of the community and they stayed to help the people. For seven days, in freezing cold conditions, the team helped with the recovery efforts, they built fires to keep people warm. Their team became national celebrities. What Fardy learnt from this was that "life puts you outside your comfort zone and how you react to that can be pretty telling." Perhaps, this is a story that should make the front page of newspapers, rather than the negative items. The coach, Paul Hodder is now a school teacher in New Zealand and tells his students about Fardy to show what resilience can achieve in pursuit of a dream but I believe it shows how sympathy and empathy for other human beings changes lives. Thank you to Ian Payten for his empathy and understanding of what makes us human. Fady went on to a great performance in World Cup Rugby.

This time we have a variety of units from Stage 2 to 6. For Primary, there is a series of activities on Japan for stages 2/4, a unit on words from Asian languages for stages 3 to 4 and an environmental study on the Snow Leopard for stages 2/3.

There is a Year 7 Unit for English on implementing Asia into the curriculum and a short piece on How to study artifacts.

We have a Human Rights piece [for stages 5/6 for Geography, Legal Studies and Civics and Citizenship by Susan Bliss as well as a unit on Whaling in Japan [stages 5/6] and Climate Change. Enjoy and use in your classroom.

Thank you to all of the contributors, Chris Cigana, Jim Lee, Julie O'Keeffe and Susan Bliss.

Do you have a unit, worksheet, assessment, etc that you would like to see published? Please contact me.

The Annual Reports from the A.G.M. are included for members. This year, the A.G.M. was held in Brisbane.

Di Dunlop.

Valuing cultural diversity and promoting intercultural understanding in a networked world



President's Report

(AGM) February 2016



Dear executive and members of the Asia Education Teachers' Association (AETA),

A year ago, I 'took over' as President of the AETA from Jennifer Curtis; however, right from the outset of this report I would like to acknowledge that in 2015 Jennifer continued to be the mainstay for our executive and did far more work for the organisation than I. On behalf of our executive, members and all educators touched by her work - my heartfelt thanks and appreciation to Jen who works so hard, and gives so generously to achieve her aim of helping to improve the status of the Studies of Asia within Australian and global educational systems. In 2016 it is time for Jen to have more rest and for a more equitable spread of the work required to keep our small but productive, forty three year old association going. Many hands make light work and we are always very happy to welcome newcomers to our executive team. If you haven't volunteered before and would like to help - please join us. We guarantee you will find it professionally and personally rewarding!

In 2015 the AETA executive were concerned to hear that some members were finding accessing their journals difficult on our website, and to this end, all members were sent a USB 'stick' with journals downloaded onto it that reflected the time they had been 'digital' members. Migrating to a new website should avoid the need for this in future, however we have found our 'membership plus' offer popular with its inclusion of a USB of the year's journals to be posted at the end of the year. We thank all our members for their patience as we continue to fix any problems that arise as we change with the times.

Going digital has indeed allowed our wonderful editor, Di Dunlop to produce high quality, coloured journals - full of the images, diagrams and maps that she has always wanted. Several journals have been of 'bumper' length - with this facilitated by Di not being constrained by postage costs. Some assistance from the Professional Teachers' Council NSW (NSW PTC) with typesetting costs also helped our association in 2015.

Being able to download part of all our journals, being able to print in colour or black and white and being able to manipulate pages is another advantage of our digital format. However, paramount is the QUALITY of the journal Di edits. My thanks go to Di again for her work in helping support educators teach about Asia and improve intercultural understanding. Do does an amazing job and she is indeed our esteemed editor.

Susan Bliss another of our executive team has been our most prolific contributor of journal articles and my thanks to Susan and all our contributors who have written quality articles, units of work and student activities that are contemporary and particularly relevant to Australian Curriculum outcomes and content.

Thank you to the rest of the AETA executive team for your contributions. Whether it is recording minutes, calling members, writing articles, analysing syllabuses, filling envelopes or even providing sustenance - your contributions are vital and appreciated - especially in light of your other professional and personal commitments.

This year AETA received accolades from the NSWPTC in recognition of our association's 'voluntary contribution to quality education, the students of NSW and the teaching profession'. We were also honoured that our expertise was called upon by the NSW Department of Education and Training in respect to supporting Australian Curriculum cross curriculum priorities. Marcia Rouen our Queensland based executive member contributed to further mapping of the Australian Curriculum for us and her work will be shared in a future journal. Our AETA Study Tour to Turkey was also acclaimed with even the most travelled of those who participated describing it as their most enjoyable, educational and enriching travel experience to date.

A week from today it will be my pleasure to be awarding the Peg White Award to a student xxxxxxxxxxxxxxxx whose personal Interest Project work really reflects Peg's legacy of passion for intercultural understanding. Thinking about the award made me reflect on the longevity of AETA and the wonderful legacy we have of those no longer with us both communicated their passion of Asia and rolled up their shirtsleeves to 'spread the word'. They were pioneers before Whitlam visited China and before studying Asia was considered an economic imperative.

In 2016 we, the executive AETA will be looking to the future and thinking of what the AETA may need to do next with the aim of continuing to achieve our mission. Please continue to help us through your membership and by encouraging others to visit our website; peruse our online resources and your journals and most importantly - join our association.

Paul Sheppard

AETA Financial statement calendar Year - 2015

For period covering 01.01.15 – 31.12.15

For meeting held 13.02.15

Opening bank balance - 15371.48

Income/receipts

Membership 2014	6350.00
Bank interest	10.91
Journal sales	
Turkey trip	22970.00
Grants PTC	2000.00
Copyright	1998.24
Sundries (donation)	

Total income 33329.15 S/total 48700.63

Payments

Direct journal costs	
Postage	1195.11
PTC Typesetting	
PTC Journal	17272.73
PTC fees (capitation)	2077.27
PTC fees	849.75
Bank fees/Merchant fees	455.64
Postage – general	
Insurance	76.00
Copyright	877.78
Department of Fair Trading	98.00
Turkey trip	24169.32
P O Box Renewal	258.00
Gifts	
Old journals to PTC	70.00
Weebly website	604.80

Total payments (48004.40) 696.23

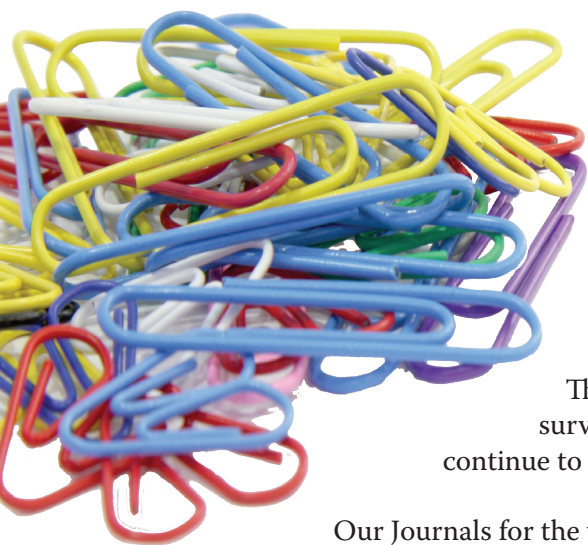
Bank Balance as at 31 December 2015 696.23

Unpresented cheques (480 + 164.25 + 260) 904.25

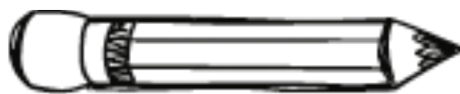
Adjusted account closing balance (208.02)

Dated 13 February 2015

Jennifer Curtis Vice President on behalf of Treasurer



Editors Report



The year 2015 was a time of trauma and change for our Association. We survived the year in tact and with the Leadership of Pauline and Jenny we will continue to provide the best classroom resources for teachers.

Our Journals for the year covered so many areas for teachers from a focus on Water to Migration and Migration stories to Sustainability and Journeys through Java and Tibet.

The National Global Education Project assisted in the costs involved including the sponsorship of the December Journal in its entirety. [David Brown of P.T.C. was of enormous assistance in helping this come to fruition.] Our coverage included Stages 2 to 6 and we hope to continue this range in 2016.

Many of our group travelled to Turkey in September and fell in love with this amazing country and its people. It will form the basis of a Journal LATER IN 2016. As Jenny has said, we crossed the East- West Divide and were reinvigorated to continue our work in breaking down barriers and extending intercultural understanding.

The Journals would not happen if it was not for our amazing contributors such as Dr Susan Bliss [she seems to be producing material 24 hours a day, AND it is so valuable]. Other contributors include ,Dr Jenny Curtis ,Julie O'Keeffe, Sarah Ireland, Chris Cigana, Corinne Gaston, Kellesi Gore, Jackie Slaviero, Lorraine Chaffer and Aldin Hondo.

As always we need to find members and we hope that our wonderful new, and user friendly web site will help this happen. Jenny you are AMAZING in all that you do for A.E.T.A. Already Susan has posted two amazing units on the website.... In 2016, Susan will do a bi-monthly piece on ASIA NEWS[it used to be in the JournalThank you Susan!

Thank you to ALL of the Executive who continue to support my work as Editor, I would have given up some time ago if not for you all..... we travel, we laugh, we cry, [we shop and eat] we stand in awe of great places and people we encounter TOGETHER as we meet the challenges and joys of intercultural communication and travel. I ask all teachers to join us on this journey of discovery. We always welcome new comers to our little group

Di Dunlop [Editor]



How to study...

artifacts, objects and artwork

Di Dunlop

The Object Directed Approach is a way of examining an object or artwork [painting, sculpture, building]. It is an aesthetic approach whereby emphasis is placed on looking at an object for line, form, colour and other aesthetic concerns.

SOME USEFUL QUESTIONS

1. Form of the Artwork - Is it a painting, sculpture, installation, print, photograph, ceramic, etc?
2. Who made the object? - name of the artist, background of the artist, nationality and culture.
3. What is the object? - type, title, size.
4. From what is the object made? - materials, medium.
5. How was the object made? - preparation, style, colour, tools, techniques.
6. Where was the object made? - country, environment, climate.
7. When was the object made? - century, historical period.
8. What is the object about? — subject matter, religious, purpose.
9. Artistic Effects — What is 'going on' artistically? - the paint, colour, line, texture, value – how are they used?
 - What is the composition? - shape, balance, symmetry, contrast.
 - What is the movement and are there themes?—repetition, rhyme, variation.



Image:
https://upload.wikimedia.org/wikipedia/commons/2/21/Buddhists_As_Slaves_in_Slow-cart_Country.jpg



Image:
https://commons.wikimedia.org/wiki/File:Kangxi_Tongbao._man-han_He.jpg



Image:
https://commons.wikimedia.org/wiki/File:Baby,_China,_Hebei_province,_Song_or_Jin_dynasty,_960-1234_AD,_Ding_ware,_glazed_high-fired_ceramic_-_Asian_Art_Museum_of_San_Francisco_-_DSC01635.JPG

Implementing Asia through English in Year 7

Chris Cigana - Killara High School

English Content Descriptions YEAR 7	Cross-curriculum priority Organising ideas- Asia and Australia's engagement with Asia		Literacy Learning Continuum – Level 5 Typically by the end of Stage 4
LANGUAGE	Asia and its diversity		Comprehending texts through listening, reading and viewing
Language variation and change	OL.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions	Navigate, read and view learning area texts :navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations Examples: •applying detailed and specific knowledge of layout, context, vocabulary, grammar, visuals
	OL.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications	
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	Achievements and contributions of the peoples of Asia		
Language for interaction	OL.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour	Listen and respond to learning area texts : listen to extended spoken and audio texts, including audio-visual texts, respond to and interpret stated and implied meanings, and evaluate information and ideas Example: •making inferences from information presented in a spoken text
	OL.4	The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.	
Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Asia-Australia engagement		Interpret and analyse learning area texts : interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies Example: •checking the credibility of sources
Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	OL.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship	

TEXT STRUCTURE AND ORGANISATION	Ol.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.	Composing texts through speaking, writing and creating
			Compose spoken, written, visual and multimodal learning area texts : compose and edit longer sustained learning area texts Examples: incorporating: •researched and analysed information •complex language features to explore topics and express and support opinions •a wide range of graphics
	Ol.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region	
Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)			
Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	Ol.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society	Use language to interact with others : use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts Examples: •considering data and sharing and supporting opinions
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)			
EXPRESSING AND DEVELOPING IDEAS			Deliver presentations : plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience Examples: •describing a process and explaining its results
Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)			Text knowledge
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)			Use knowledge of text structures :use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others Examples: •adapting digital text elements to create a persuasive text
Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)			
Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)			Use knowledge of text cohesion :use knowledge of word functions to make connections in texts Examples: •sequencing a text (firstly), developing an argument (therefore) and signalling a conclusion (in conclusion)

LITERATURE AND CONTEXT		Grammar knowledge
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)		Use knowledge of sentence structures : control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions Examples: • using conjunctions such as 'if', 'while' to express logical relationships
Responding to literature		Use knowledge of words and word groups : recognise and use aspects of language to suggest possibility, probability, obligation and conditionality Examples: • using structures such as 'It might have been possible to ...'
Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)		
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)		Express opinion and point of view : use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer Examples: • identifying evaluations achieved through word choice
Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)		Word Knowledge
Examining literature		Understand learning area vocabulary : use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts Examples: • using exact terminology to create a detailed description
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)		
Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)		Use spelling knowledge : spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly Examples: • showing great consistency and accuracy in spelling

Creating literature Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)		Visual Knowledge	
		Understand how visual elements create meaning :analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning Examples: •explaining the impact of an image	
Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)			
LITERACY			
Texts in context Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765]			
Interacting with others			
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)			
Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)			
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)			
Interpreting, analysing, evaluating			
Analyse and explain the ways text structures and language features shape meaning and vary according			

to audience and purpose (ACELY1721)			
Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)			
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)			
Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)			
Creating texts			
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)			
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)			
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)			
Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)			



Climate Change to hit **Asia** Hardest

Dr Susan Bliss
Educational Consultant

'Only when the last tree has died and the last river been poisoned and the last fish been caught will we realise that we cannot eat money.'

Cree proverb



Photograph: Bangladesh with its low elevation and severe cyclones (typhoons), is vulnerable to the effects of climate change, though it has contributed little to the emissions that are driving it.

Source: New York Times <http://www.sustainabilitank.info/category/three-poles-melting/>

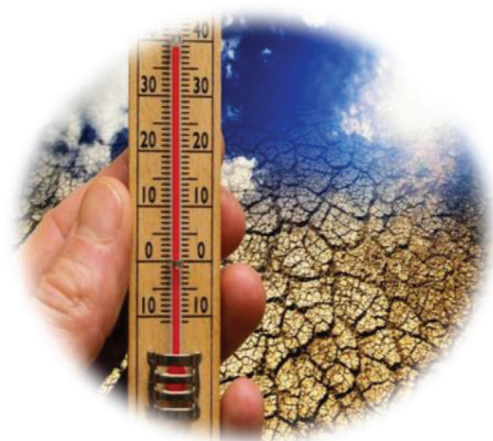
Imagine Earth is only 15 years old. Using this timescale, flowers started growing 14 years ago, mammals arrived three months ago and humans arrived in the last hour. During humanity's short life on Earth they have voraciously consumed resources, resulting in land degradation, polluted air and water, and declining species. Additionally, humans have contributed to present **climate change**, causing an increase in extreme weather events such as cyclones, floods and droughts affecting countries around the world especially those located in the **Asia region**.

Figure 1: Intergovernmental Panel on Climate Change (IPCC)

Intergovernmental Panel on Climate Change (IPCC) Report 2014 paints a gloomy picture of countries in the **Asia region**.

For example most countries will experience:

- more extreme weather events
- severe stress on drinking water and food-grains causing malnutrition
- riverine, coastal and urban flooding that will lead to widespread damage to infrastructure, livelihoods, and settlements
- increased risk of heat-related mortality
- sea-level rise on cities like Mumbai and Kolkata in India and Dhaka in Bangladesh
- permafrost degradation in Central Asia and Tibetan Plateau
- shrinking mountain glaciers across most of Asia
- changed water availability in many Chinese rivers
- increased flow in four rivers due to shrinking glaciers in the Himalayas
- decline in wheat yields in South Asia (India, Pakistan and Bangladesh) and decline in wheat and maize yields (China)
- increase in water-borne diseases



We live in an era of man-made climate change. In most cases, we are not prepared for the climate-related risks around the world especially in countries in the Asia region

Image: <http://www.wecan.uk.com/>

Climate change is both **natural** and human **induced**.

- **Natural:** The last ice age occurred around 110,000-12,000 years ago and the most recent global warming about 55 million years ago. Without greenhouse gases Earth would be a chilly place, averaging -19°C instead of 14°C . Greenhouse gases such as carbon dioxide (CO_2) and methane (CH_4) trap Earth's heat, like a giant doona surrounding the planet.
- **Human induced:** Extra greenhouse gases from **anthropogenic** (human) activities have resulted in more heat been trapped such as:
 - o *carbon dioxide* (56%): from burning **fossil fuels** for transport and energy, and from deforestation
 - o *methane* (18%): from natural gas, manure and waste in garbage tips
 - o *chlorofluorocarbons* (13%): from fire extinguishers, refrigerants, aerosols and solvents.
 - o *ozone* (7%): used to clean swimming pools, kill insects in grains and eradicate water borne parasites such as cryptosporidium
 - o *nitrous oxides*(56%): sometimes known as laughing gas used by dentists

These extra greenhouse gases produced by humans are referred to as **enhanced greenhouse gases**.

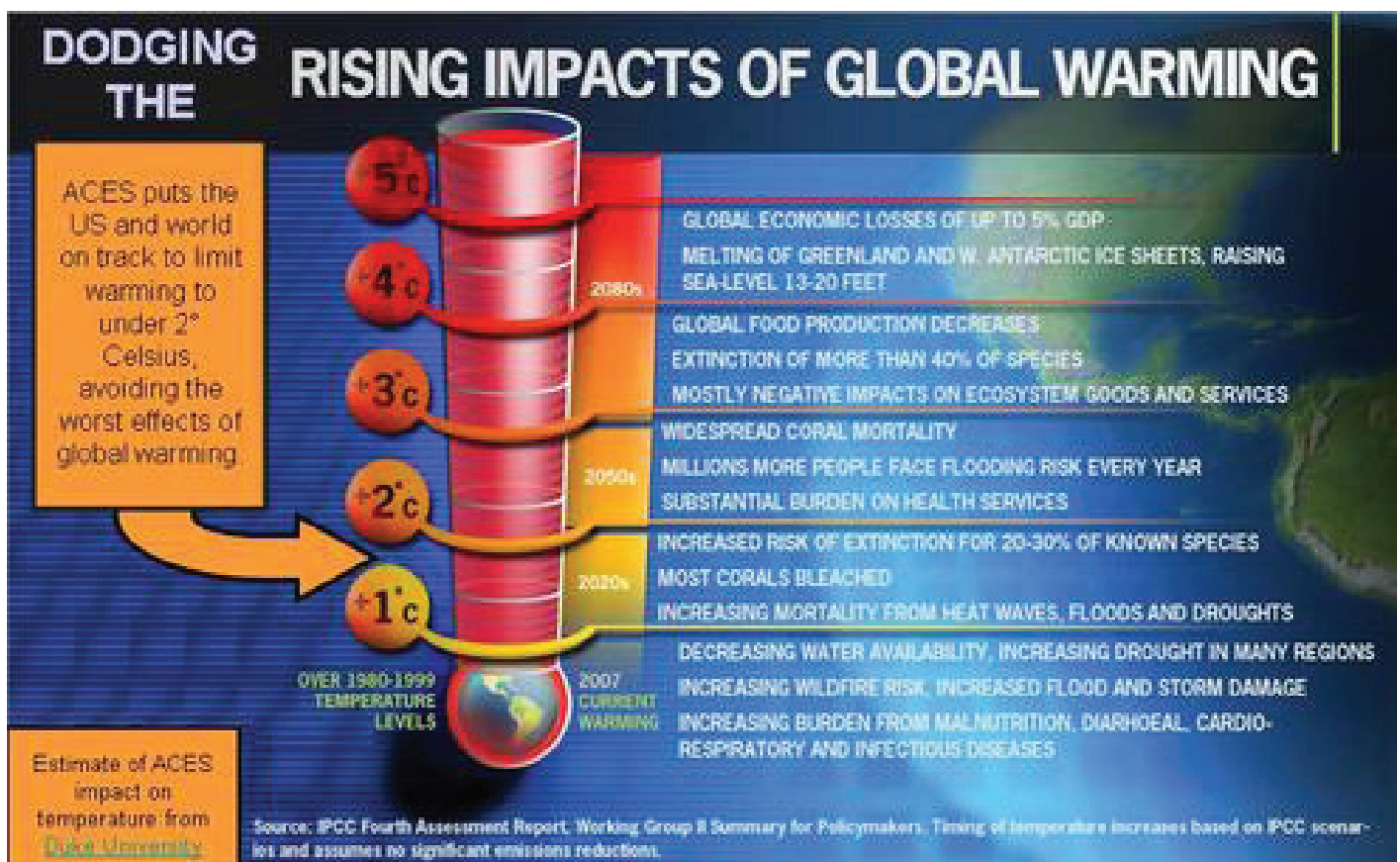
As long as humans pour more carbon into the air than nature drains out through oceans and vegetation, Earth will continue to warm. By 2100 the anticipated increase in global temperatures ranges from 1.5°C to 5°C . This increase challenges the **sustainability** of Earth's ecosystems.

The anticipated increase in temperatures is unsustainable as it will adversely impact on humans and environmental resources such as 40% extinction of the world's species and decline in food production. Global efforts to cut greenhouse emissions and develop 'green economies' are essential from local to global scale.

Figure 2: Impacts of global warming on environmental resources and human health

Source: <http://switchboard.nrdc.org/blogs/paltman/media/Temp%20ACES%20map.jpg>

*American Clean Energy and Security Act (ACES)



Climate change must not be confused with **global warming**. The former refers to changes in climate patterns, including temperature, precipitation and winds, whereas global warming refers to an increase in the average temperature of Earth.

Climate Change Variability Index (CCVI): Asia

Asian countries top the **Climate Change Vulnerability Index (CCVI)**.

The index calculates 42 social, economic and environmental factors for 170 countries. These include 'exposure to climate-related natural disasters and sea-level rise; human sensitivity, in terms of population patterns, development, natural resources, agricultural dependency and conflicts'.

The 2014 Climate Change and Environmental Risk Atlas

revealed that 31% of global economic output will be based in countries facing 'high' or 'extreme risks' from the impacts of climate change by the year 2025.

The following Asian countries at risk:

- **Greatest risk:** Bangladesh (1st), India (2nd), Nepal (4th), Philippines (6th) and Myanmar (10th).
- **Extreme risk:** Pakistan and Vietnam
- **High risk:** Indonesia, Thailand and China

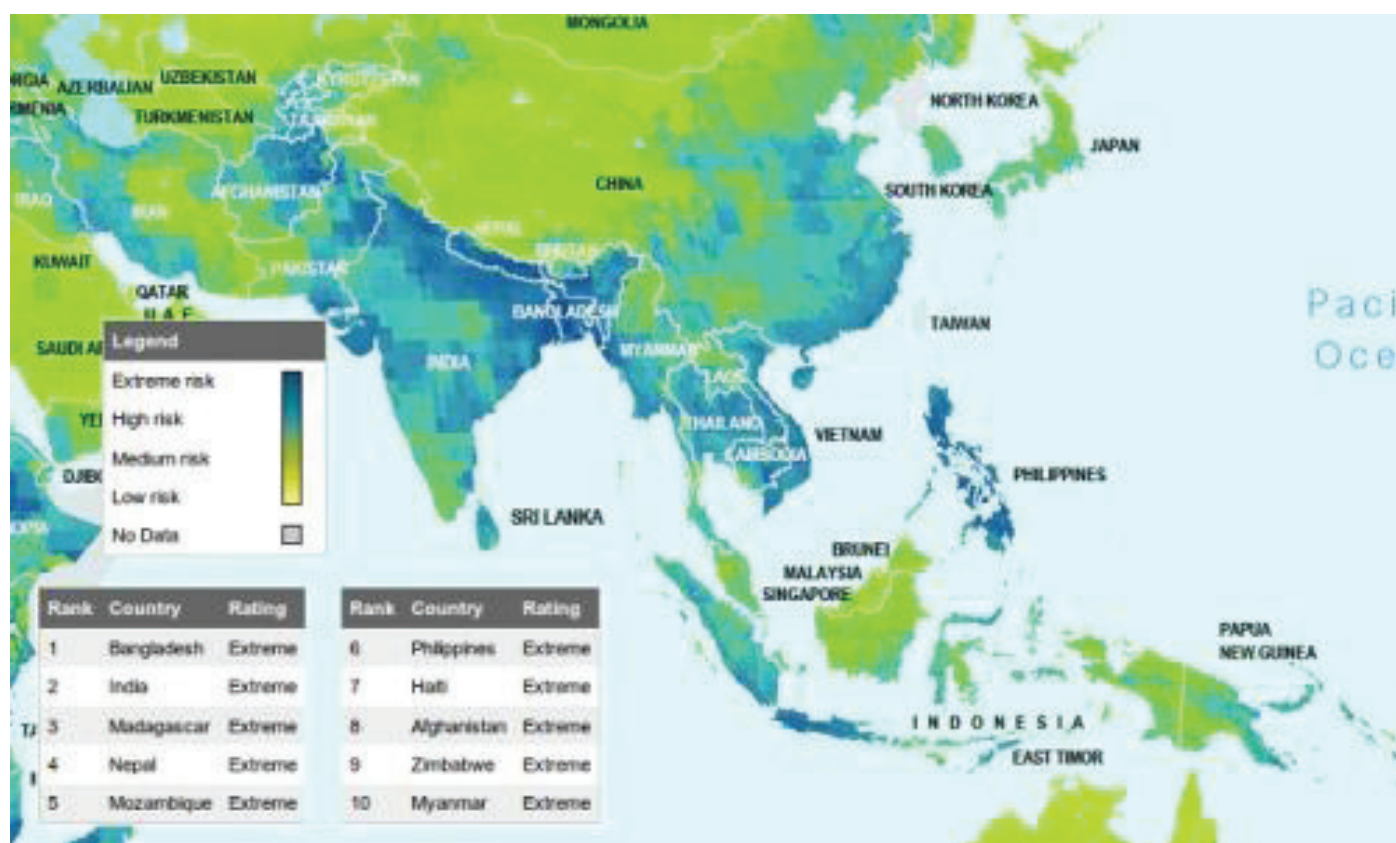
Most at risk cities are all Asian cities - Dhaka, Mumbai, Manila, Kolkata and Bangkok

Source: <http://maplecroft.com/portfolio/new-analysis/2013/10/30/31-global-economic-output-forecast-face-high-or-extreme-climate-change-risks-2025-maplecroft-risk-atlas/>



Figure 3: Climate Change Vulnerability Index in Asia

Source: <http://www.cleanbiz.asia/image/maplecroft-climate-change-vulnerability-index-asia>



Indicators and impacts of Climate change in Asian countries

The *Climate Change 2014: Impacts, Adaptation and Vulnerability Report* stated that recent global warming will contribute to an increase in flooding and rising sea levels that will place hundreds of millions of people at risk in vulnerable countries in the Asia region, especially east, south-east and south Asia.

Figure 4: Indicators and impacts of climate change in countries of the Asia region

Climate change increasing extreme weather events in central China (droughts) Source: http://www.dw.de/image/0,,4078076_4,00.jpg

Indicators

- Increase temperatures over land and oceans
- Tree line and species moving towards the poles and upwards on mountain slopes
- Increase in sea levels
- Increase in extreme weather events
- Increase in humidity
- Decrease in glaciers
- Spring comes earlier
- Changing precipitation patterns



Impacts

- Slower rate of economic growth
- Development of 'hot spots of hunger'
- Death rates will increase due to diminished food production and malnutrition
- Increase in diseases e.g. malaria and dengue fever
- Increase in eco-refugee
- More intense natural disasters such as heatwaves, fires and cyclones
- Urban areas located in low lying areas will be subject to increase in sea levels and storm surges
- Coral reefs face destruction from increased carbon dioxide and acidification of oceans.

Figure 5: Asia's influence on climate change –causes and impacts

Source: An elderly man exercises in the morning as he faces chimneys emitting smoke behind buildings across the Songhua River in China's Jilin province.

Source: Photo: Reuters <http://www.irrawaddy.org/asia/adb-calculates-cost-climate-change-asia.html>

Causes

- 35% of energy related to CO₂ emissions comes from Asia.
- 70% of CO₂ emissions in the Asia region comes from China.
- By 2030 it is anticipated that Asia's energy related emissions will reach 45%



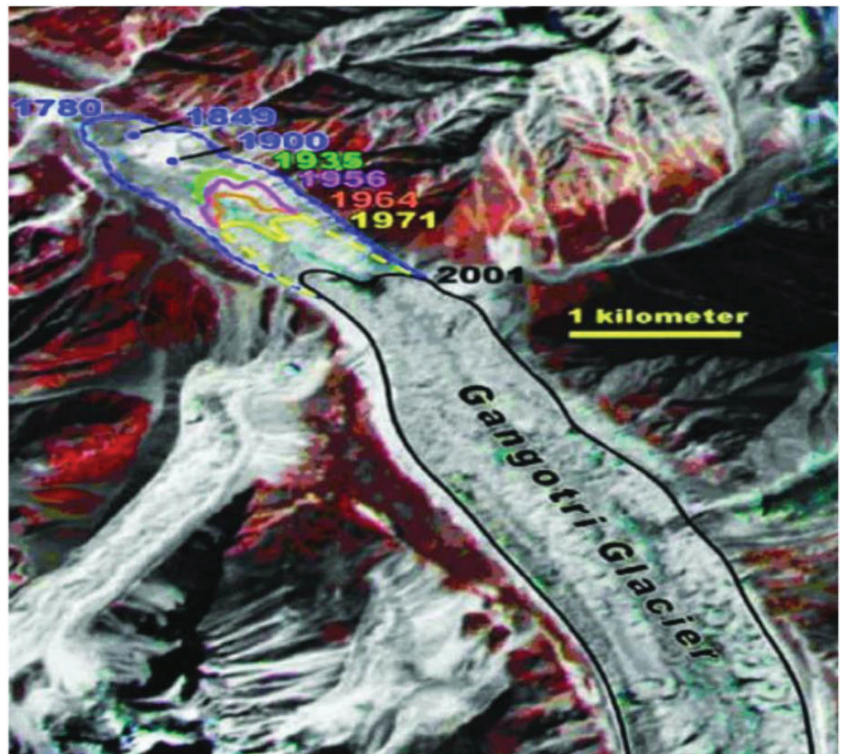
Impacts

- 7 out of 10 countries at highest risk of natural disasters and climate change are located in Asia-Pacific region
- In 2050, 20 million Bangladeshis are anticipated to be displaced by a one metre increase in sea level.
- In 2025, 300 million -410 million urban Asians will be at risk of coastal flooding.
- \$54 billion is the annual economic costs of disasters in Asia-Pacific region
- Asia Development Bank invested \$2.1 billion in clean energy projects

Impacts of climate change

a. Glaciers retreating

The Himalayan glaciers cover about three million hectares or 17% of the mountain area. Global warming is causing the glaciers to recede faster than any other glaciers in the world. However this is causing flooding downstream



Satellite image: Changes to Gangotri glacier. Average retreat of 28 metres a year https://www.ipcc.ch/publications_and_data/ar4/wg2/en/figure-10-6.html

b. Environmental disasters increasing

Asia is the most disaster-prone region of the world. In 2013, 78% of people killed by disasters lived in Asia. Developed countries need to support Asia's developing countries to enable them to protect their citizens against future climate change disasters.

Figure 6: Increase in severity of cyclones (typhoons) - Philippines
Cyclone Yolanda or Haiyan in 2013 killed at least 6,300 people with another 1,800 missing and millions displaced. Greenpeace has called on the country to step up its renewable energy efforts, blaming the intensity of the storm squarely on climate change and the burning of fossil fuels.

Map source:

<http://www.asiapacificnazarene.org/wp-content/uploads/2013/11/Typhoon-Haiyan-1500-1107.gif>

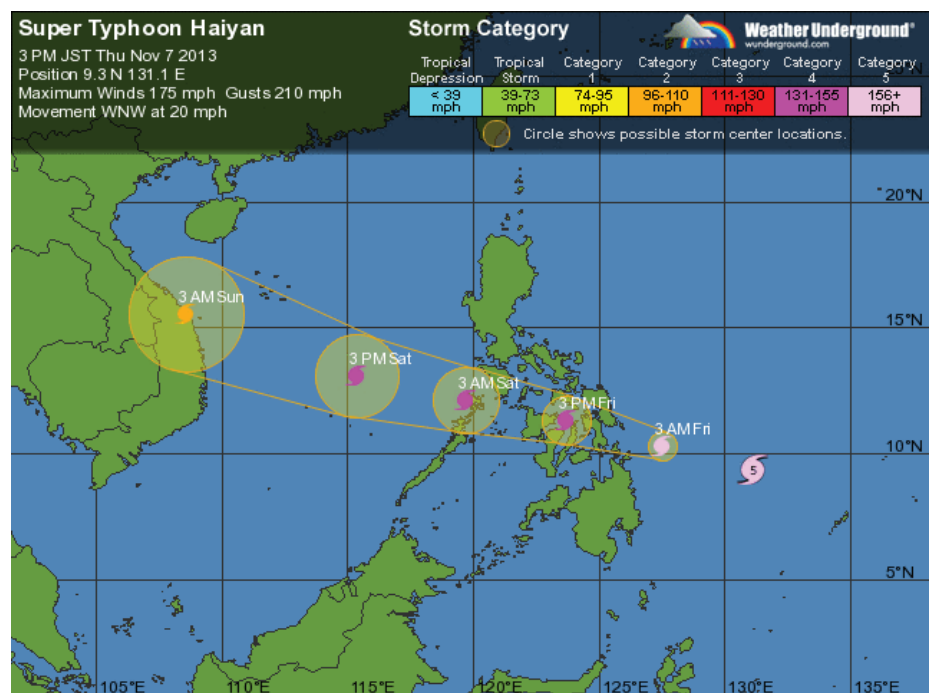


Figure 7: Impacts of climate change in South East Asia

Source: <http://occupytheory.org/global-warming-sea-level-rise-projection/>

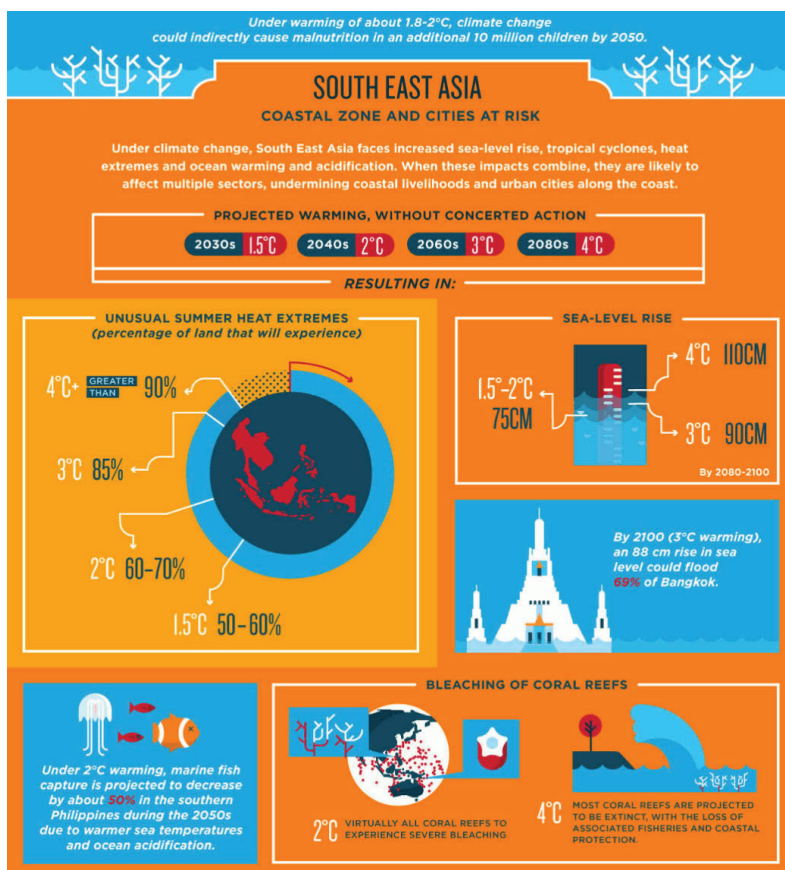


Figure 8: Impacts of climate change in South Asia

Source: <http://occupytheory.org/global-warming-sea-level-rise-projection/>

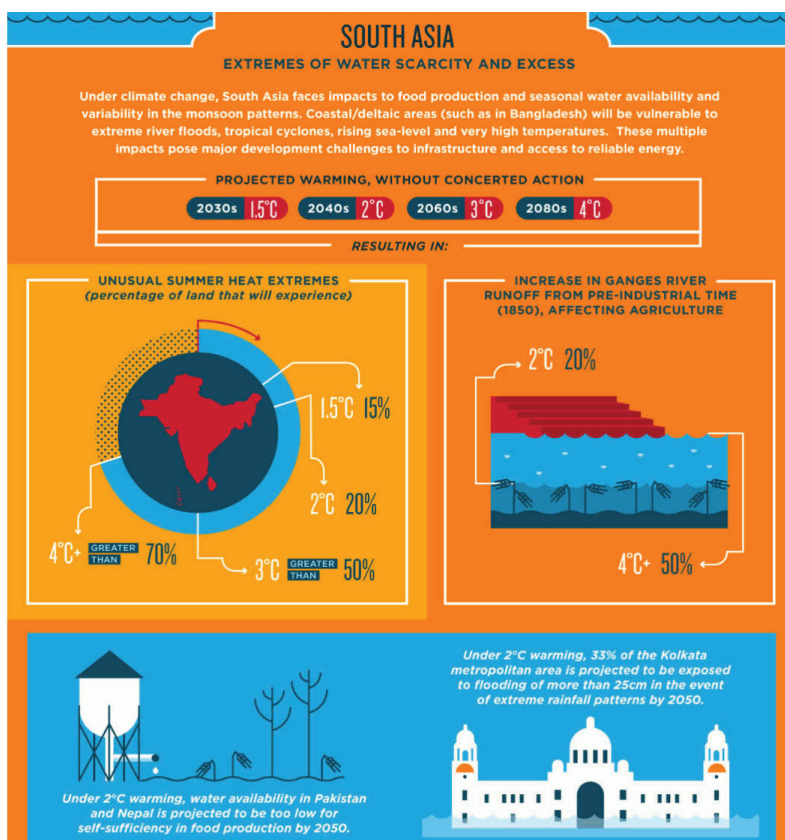
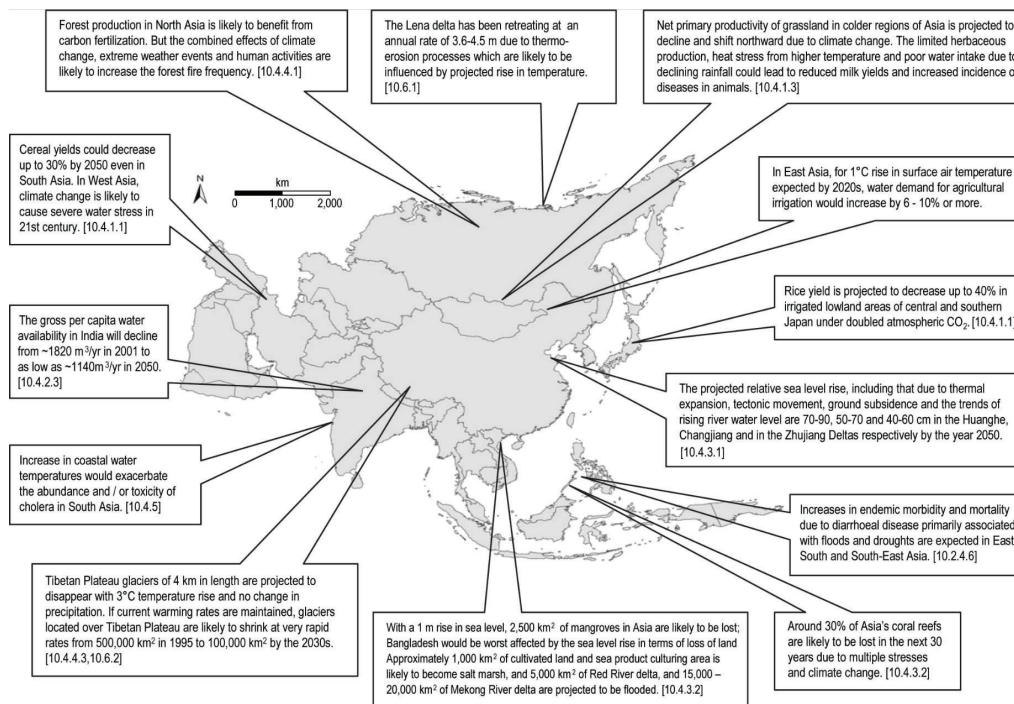


Figure 9: Anticipated future impacts of climate change in Asian countries

Source: <https://www.ipcc.ch/graphics/ar4-wg2/jpg/fig-10-4.jpg>



What should be done?

So what are we going to do about climate change? Do we conduct business as usual or do we mitigate and adapt as promoted by the Intergovernmental Panel on Climate Change (IPCC).

Mitigation concerns humans doing something to stop or reduce greenhouse gases (GHG). On the other hand **adaptation** is about adjusting responses to climate change impacts such as the invention of new technology. The United Nations Framework Convention on Climate Change (UNFCCC) advocates adaptation to climate change is vital for countries of the Asia region. However, most of these countries have limited finance and require assistance from developed countries: Sustainability involves responsible planning and management of renewable energy and other natural resources.

Figure 10: Approaches to managing climate change



Figure 11: United Nations Framework Convention on Climate Change (UNFCCC) adaption strategies for countries in the Asia region

Adapted <http://unfccc.int/resource/docs/publications/impacts.pdf>, page 31

Photograph <http://www.rechargenews.com/wind/article1294227.ece>

Vulnerable sectors	Anticipated adaptation
Water	Recycle water Built levees for flood control Harvest rainwater
Agriculture	Develop salt, drought and pest resistant crops Control soil erosion Construct dams for irrigation
Health	Develop early warning systems Improve housing, water and sanitation Vector monitoring
Ecosystems	Create reserves and protected areas Develop seed banks Reafforestation Promote agroforestry
Coastal	Build sea walls Protect coral reefs, mangroves and sea grass Restrict development on low lying coastal areas



Figure 12: Sustainable energy alternatives for the Asia region

Source: http://thumbnails.visually.netdna-cdn.com/renewable-energy-infographic_50290f40f051f.jpg

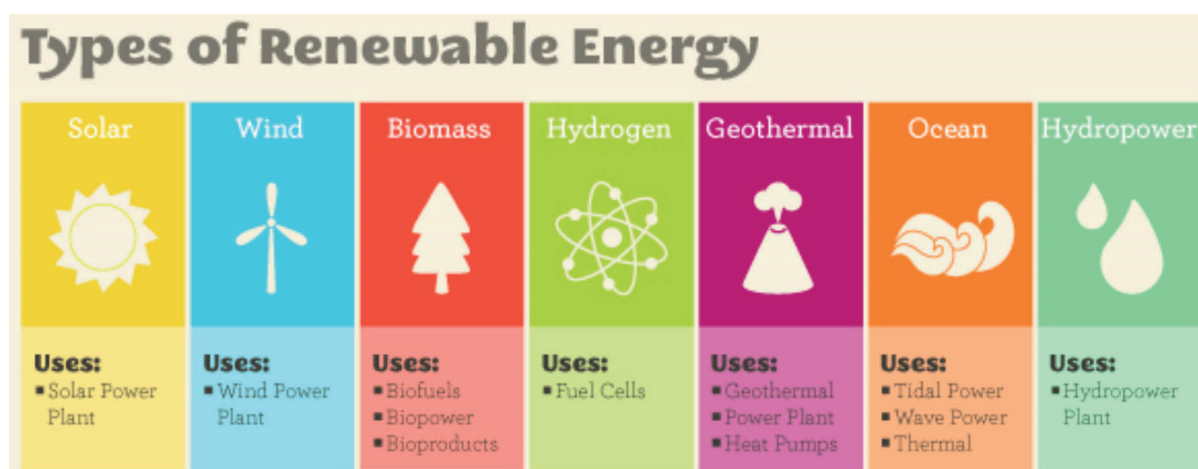


Figure 13: Towards a sustainable path.

Growth in renewable energy sources Asia-Pacific 2011-2020

Source: <http://cleantechnica.com/files/2013/04/Screen-Shot-2013-04-10-at-9.28.57-PM.png.jpg>

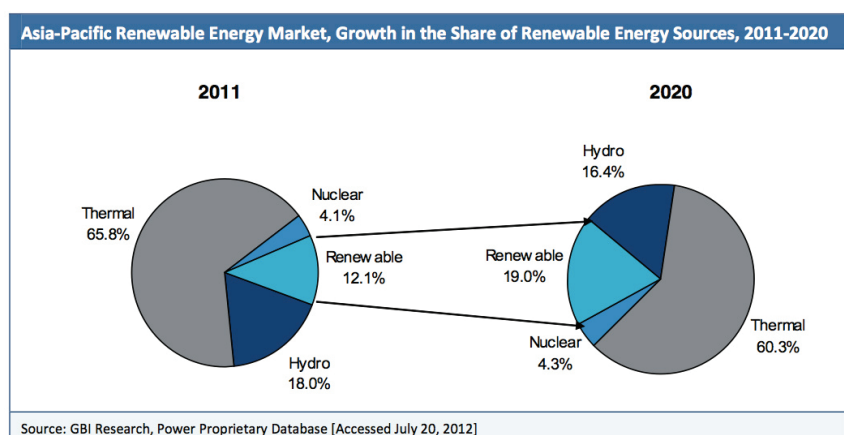


Figure 14: Renewable energy in Asian countries

In 2014 global investment in green energy rose 17%, but developing countries saw a surge of 36 per cent. The big spending was on solar power in Asia. In 2014 Chinese investment increased 37% while Indonesia invested more than a billion dollars. China aims to use 15% of its energy from renewable sources within 10 years. In Afghanistan uses biomass, hydropower, solar and wind energy and Bangladesh has number of domestic solar energy systems used in homes – used to power TV and water pumps for irrigation.

	
<p>Rooftop solar water heaters in modern China Source: http://en.wikipedia.org/wiki/Renewable_energy_in_Asia#/media/File:Tieshan-solar-water-heaters-0101.jpg</p>	<p>In 2015 Pakistan's northern Khyber Pakhtunkhwa province plans to supply solar power to 5,800 off-grid households in 200 villages, promoting clean energy amid conventional electricity shortages Source: http://www.eco-business.com/news/solar-power-thousands-grid-homes-north-pakistan/</p>

Figure 15: Can geoengineering reduce global warming?

Source: <http://ieet.org/images/geo.png>



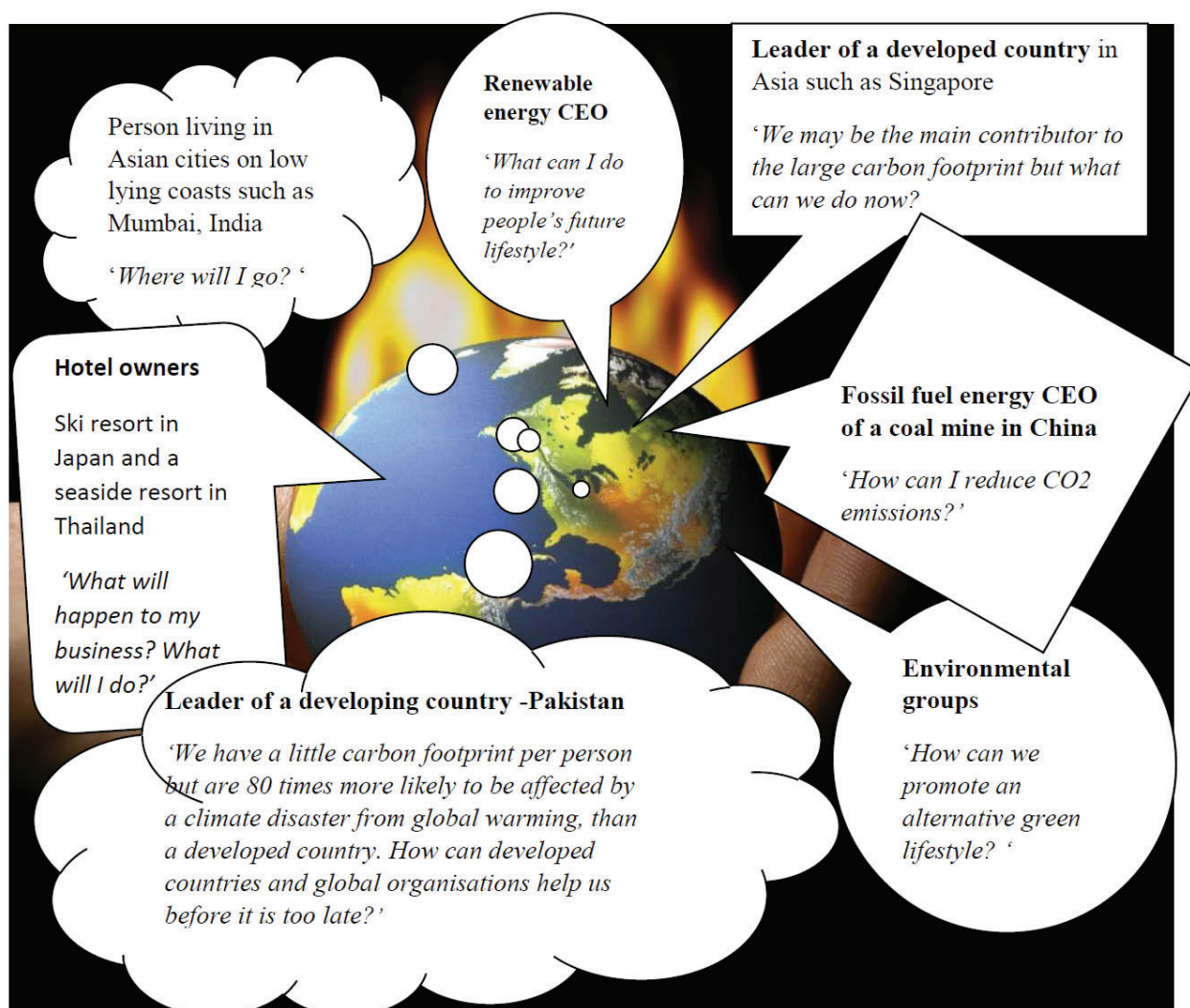
Image credit: Bruce Conway, Lightwatcher Publishing

Activities

1. List the greenhouse gases
2. How do humans contribute to enhanced greenhouse gases?
3. **Figure 1:** Explain why the Intergovernmental Panel on Climate Change (IPCC) Report 2014 paints a gloomy picture of countries in the Asia region.
4. **Figure 2:** What is the scenario if the temperature increases to 50C?
5. Refer to the notes and **Figure 3:** List the main points relating to Asian countries from the 2014 Climate Change and Environmental Risk Report and the Climate Change Vulnerability Index.
6. Refer to **Figure 4:** Write a newspaper article on the indicators of climate change and the anticipated impacts on people and environments. Present article using ICT. Include photographs, maps, satellite imagery and statistics
7. **Figure 5:** How are Asian countries contributing to climate change?
8. **Figure 6:** In groups select one atmospheric disaster in an Asian country in the last year. What are the links to climate change? What were the impacts on people and the environment? Why are atmospheric disasters likely to increase in severity in the Asian region if climate change continues at the present rate?
9. **Figures 7 and 8:** Compare the impacts of climate change on South East Asia and South Asia.
10. **Figure 9:** What are the anticipated impacts of climate change on five Asian countries
11. **Figure 10:** Name three approaches to climate change. Which one would you choose? Justify your answer.
12. **Figure 11:**
 - a. What sectors are vulnerable to climate change?
 - b. Explain the United Nations Framework Convention on Climate Change (UNFCCC) adaption strategies for countries in the Asia region
13. **Figures 12,13,14, 15** Discuss sustainable strategies to reduce greenhouse emissions in Asian countries
14. **Figure 16:** Answer the questions posed by seven stakeholders in the climate change debate. What is your perspective on the issue?

Figure 16: Perspectives on global warming

Background <http://solarpowerelectriccars.blogspot.com.au/>



15. Compare different people's views about managing climate change. Divide into four groups and each group present their view on environmental management of climate change. Analyse what decisions are likely to have the largest effect on reducing carbon emissions. After class discussion present a 200 word reflection on view expressed. Suggest two changes you could make that would significantly reduce your emissions and explain why.

Environmental views

Me first	Mitigation	Environmental war	Protection
Innovation of low carbon technology and no need to change lifestyle	Sustainable forms of living - mitigation	Tough measures implemented – carbon taxes, higher price of fossil fuels	Live within countries footprints and ecosystems

16. On a daily basis we contribute to climate change every time we turn on the computer, grow food and use tissue paper. Write an essay about living in a future where greenhouse gases continue to increase. Suggest solutions for a preferred future. Present findings as a Prezi
17. *'I am trying to get people to see that you can't just grow for ever and hope the environment will take care of itself'*
Tim Flannery . Explain this quote

Geofacts

- USA has 5.7% of the global population but contributes 25% to the Earth's CO₂

Youtube

- Climate change 1/10/2009, 5.07min
<http://www.youtube.com/watch?v=FXntPFWi8H0&feature=related> (really cute video)
- Global warming for kids 28/5/2008, 3.48min, <http://www.youtube.com/watch?v=GBQ8-zEcE9w&feature=related>
- Knowledge and Action - Climate Change Impacts in Asian Cities and Ways to Adapt
<https://www.youtube.com/watch?v=Ywf0qbqza54>
- Tackling climate change in Asia <https://www.youtube.com/watch?v=PTtNmomUwdA>
- Climate Change video - Asian Farmers Association <https://www.youtube.com/watch?v=q42ujh4EgCw>
- South Asia and the changing climate <https://www.youtube.com/watch?v=AO25hc6d-OI>
- Why urban climate change resilience is critical to Asia <https://www.youtube.com/watch?v=U7nNWIrGwW8>
- Climate Change and environmental sustainability in Asia and the Philippines
<https://www.youtube.com/watch?v=GGPcWiqMagI>

Weblinks

- Global warming to hit Asia hardest, warns new report on climate change
<http://www.theguardian.com/environment/2014/mar/22/global-warming-hit-asia-hardest>
- UNEP Helping Countries Tackle Climate Change in Asia Pacific
<http://www.unep.org/roap/Activities/ClimateChange/tabid/6834/Default.aspx>
- Impacts of climate change in Asia
http://know.climateofconcern.org/index.php?option=com_content&task=article&id=106
- Solutions to global warming in Asia <http://www.climatehotmap.org/global-warming-solutions/asia.html>
- Climate change impacts in the Asia-Pacific region <http://www.ifad.org/events/apr09/impact/pacific.pdf>
- Intergovernmental panel on climate change
http://www.ipcc.ch/publications_and_data/publications_and_data_reports.shtml#T0sQKFbX-h4
- Regional impacts of climate change: an assessment of vulnerability
<http://www.ipcc.ch/ipccreports/sres/regional/index.php?idp=0>
- Learn the basics of climate change <http://www.epa.gov/climatechange/kids/index.html>
- Take a climate change expedition <http://www.epa.gov/climatechange/kids/expeditions/index.html>

Glossary

Enhanced greenhouse gases: extra greenhouse gases in the atmosphere from human activities.

Climate change: significant change in weather ranging from decades to millions of years

Carbon footprint: greenhouse gas emissions caused by humans.

Fossil fuels: coal, oil and natural gas

Global warming: increase in the average temperature of the Earth's surface.

Greenhouse gases: gases such as water vapour, carbon dioxide, methane, nitrous oxide and ozone. The gases absorb and trap heat in the lower atmosphere near the planet's surface.

Words from Asian Countries

Anglicised and included in the Macquarie Dictionary*

by Jim Lee

China

1. cheongsam *noun*

A dress, often silk, originally worn by a Chinese women, cut very straight and with a slit up one side of the skirt. [Cantonese, equivalent to Mandarin *cháng shān* long jacket.]

2. chop suey *noun*

A dish consisting of small pieces of meat or chicken cooked with bean sprouts or other vegetables, served in Chinese restaurants in Western countries. [Mandarin lit., mixed bits]

3. chow *noun*

One of a Chinese breed of dogs of medium size, with a thick, even coat of brown or black tongue.

4. chow-chow *noun*

1. A Chinese mixed-fruit preserve.
2. A mixed pickle in mustard (originally East Indian). [Chinese pidgin, probably from Chinese *Cha* miscellaneous]

5. chow mein *noun*

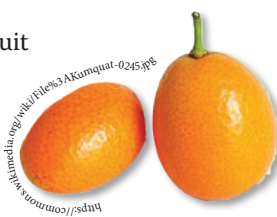
A dish of noodles mixed with shredded vegetables such as carrots, cabbage, mushrooms and small quantities of meat or poultry. [Cantonese, equivalent to Mandarin *chǎomiàn*.]

6. cumquat *noun*

1. A small round or oblong citrus fruit with a sweet rind and acid pulp, used chiefly for preserves. It is the fruit of *Fortunella japonica* and related species, shrubs native to China and cultivated in many other countries.

2. The plant itself

Also, **kumquat**. [Cantonese: lit., gold orange]



7. *cumshaw *noun*

(formerly in Chinese parts) A present, gratuity; tip. [Chinese (Amoy d.) *kamsia* for Mandarin *ganxie* grateful thanks]

8. *fan-tan *noun*

A Chinese gambling game in which a pile of coins, or counters, is placed under a bowl, and bets are made on what the remainder will be after they have been divided by four. [Chinese (Mandarin) *fan t'an* repeated divisions]

9. feng shui *noun*

1. The balancing of yin and yang in one's physical surroundings in accordance with Chinese tradition, achieved by following rules in relation to the architecture and location of buildings, the position of objects and furniture in a room,

etc.

2. *adjective* Of or relating to feng shui: a feng shui expert. [Mandarin: wind and water]

10. ginseng *noun*

1. Either of two plants, *Panax ginseng* of China, Korea, and *P. quinque-folium* of North America, yielding and aromatic root which is extensively used in medicine by the Chinese.

2. The root itself

3. A preparation made from it. [Mandarin]



11. *kaoliang *noun*

One of the varieties of grain sorghum, *sorghum bicolor*. [Mandarin from *gao* tall+*liang* millet; spelling due to Wade-Giles transcription]

12. kaolin *noun*

1. A rock composed essentially of clay minerals of the kaolinite group.
2. A fine white clay used in the manufacture of porcelain and used medically as an absorbent; china clay. [French, from Chinese *Kao-ling*, high hill, name of a mountain in China which yielded the first kaolin sent to Europe.]

13. *kitchen god *noun*

(in Chinese belief) A tutelary deity who inhabits the kitchen, to whom sacrifices are made at New Year.

14. kowtow *verb* **kowtower** *noun*

1. To knock the forehead on the ground while kneeling, as an act of reverence, worship, apology.
2. To act in an obsequious manner; to show servile deference.
3. *noun* The act of kowtowing. Also, **kotow**. [Mandarin lit., knock head]

15. kung-fu *noun*

An ancient Chinese martial art with fluid hand and leg movements, used for self defence, resembling karate. [Chinese: boxing principles]

16. lama *noun*

A priest or monk of the form of Buddhism prevailing in Tibet, Mongolia. [Tibetan: is silent]

17. *Lamaism/Lamaist *noun*

The form of Buddhism in Xizang AR Tibet and Mongolia which has developed an organised hierarchy and a host of deities and saints.

18. *lamasery *noun*

(Pl: lamaeries; F: lamaserie) In Tibet, Mongolia, a monastery of lamas.



19. lychee *noun*

1. Fruit of the Chinese tree *Kitchi chinensis*, consisting of a thin brittle shell enclosing a sweet jelly-like pulp and a single seed. 2. The tree.
Also, **lichee**, **lichi**, **litchi**. [Cantonese]

20. mandarin *noun*

1. (formerly) A member of any of the nine ranks of public officials in the Chinese Empire.
2. An official or bureaucrat, especially one who is in or makes himself or herself in a high or inaccessible position.
3. (capital) Standard Chinese
4. (capital) The language of northern China, especially of Beijing.
5. Also, mandarine.
(a) A small, flattish citrus fruit of which the tangerine is one variety, native to south-western Asia, with a characteristic sweet and spicy flavour.
(b) The tree producing it, *Citrus reticulata*, and related species. [Chinese pidgin, from Portuguese, from Sanskrit: thought, counsel]

21. nankeen *noun*

A firm, yellow or buff fabric made originally from a natural-coloured Chinese cotton, but now from other cotton and dyed. Also, **nankin**. [Named after Nankin Nanjing, a port in Eastern China, on the Chang (formerly Yangtze) River]

22. sampan *noun*

Any of various small boats of China, as one propelled by a single scull over the stern, and provided with a roofing of mats. [Chinese: lit., three boards]

23. shantung *noun*

1. A silk fabric, a heavy variety of pongee made of rough, spun wild silk.
2. A fabric imitating this, made of rayon or cotton. [From Shantung, maritime province in north-eastern China.]



24. *souchong *noun*

A variety of black tea grown in India, Ceylon and China. [China Cantonese siu-chung, small sort]

25. *soya sauce *noun*

A salty dark brown sauce made by fermenting soya beans in brine. Also, soy sauce. [Jap. var. of *shoy* for *sho-yu*, from Chinese *shi-yu* (from *shi* kind of bean + *yu* oil)]

26. *tangram *noun*

A Chinese puzzle consisting of a square cut into five triangles, a square and rhomboid, which can be combined so as to form a great variety of other figures. [Chinese *t'ang* lit., Chinese + gram]

27. *tanka *noun*

A Tibetan religious scroll painting, usually displayed as a banner. [Tibetan]

28. *Tao *noun*

1. The concept of the Taoist philosophy, that all existence has been only in relation to an external absolute.
2. The ideal striven for by Taoists.
3. (Taoist belief) Course of life and its foundation in relation to external truth. [Chinese: path or way (i.e. way of belief)]

29. *Taoism *noun*

1. A philosophical system developed by Lao-tse, advocating a discipline of non-intervention with the course of nature and of absolute sincerity and honesty, whereby the disciple can attain a state of harmony with Tao.
2. A system of religious belief founded on the teachings of Lao-tse, but incorporating in its present form elements drawn from several more primitive and animistic sources including sorcery and pantheism. It is one of the principle religions of China. **Taoist** (noun), **Taoistic** (adjective)

30. typhoon *noun* **typhonic** *adj.*

1. A tropical cyclone or hurricane in western Pacific area and China Seas.
2. A violent storm or tempest of India. [Chinese: great wind]

31. wok *noun*

A large, shallow, round-bottomed metal bowl used for frying, esp. in Chinese cookery. [Cantonese]



32. won ton *noun*

1. A ball of noodle dough filled with spicy minced pork, usually boiled and served in soup.
2. Soup containing won tons. [Cantonese]

33. yak *noun*

1. The long-haired wild ox *Poephagus grunniens*, of the Tibetan highlands.
2. A domesticated variety of the same species. [Tibetan]

34. yang *noun*

One of the two fundamental principles of the universe in Chinese philosophy, regarded as masculine, active and assertive. Compare **yin**. [Mandarin *yáng* male, sun, lingam]

35. yin *noun*

One of the two fundamental principles of the universe in Chinese philosophy, regarded as feminine, passive, and yielding. Compare **yang**. [Mandarin *yīn* female, moon, round]

36. yuan *noun*

Unit of currency of China. [Chinese yuan, lit. round]

India

1. **begum** *noun*

- (in India) 1. A Muslim woman ruler.
2. A high-ranking Muslim lady, often a widow. [Hindustani]

2. **bhang** *noun*

1. The Indian hemp plant.
2. A preparation of its leaves and tops used in India as intoxicant and narcotic. Also **bang**. [Hindustani, from Skt: hemp]

3. ***Bo-tree** *noun*

The pipal or sacred fig tree *Picus religiosa* of India, under which the founder of Buddhism is reputed to have attained the enlightenment which constituted him the Buddha. [*bo*, from Singhalese, from *Pali-bodhi-taru* perfect knowledge tree]

4. **brahma** *noun*

One of a breed of large domestic fowls, of Asiatic origin, with feathered legs and small wings and tail. [Named after and short for Brahmaputra, a river in India]

5. **Brahma** *noun*

(in later Hinduism) A trinity of the personal Creator together with Vishnu the Preserver and Shiva the Destroyer. [Sanskrit]

6. **Brahman** *noun* (pl. **Brahmans**)

1. A member of the highest, or priestly, caste among the Hindus.
2. (often lower case) A person of great culture and intellect.
3. (often lower case) A snobbish or aloof intellectual.
4. One of a breed of cattle originating in India, derived from the Zebu, and used widely in Australia for cross-breeding. Also, Brahmin. [Sanskrit] Brahmanic, Brahmanical (*adjective*)

7. ***Brahmanism** *noun*

The religious and social system of the Brahmins and orthodox Hindus, characterised by the caste system and diversified pantheism. **Brahmist** (*noun*)

8. **cashmere** *noun*

The fine downy wool at the roots of the hair of Kashmir goats of India.

9. **char** *noun*

colloquial Tea [Hindustani, from Ch. *cha*]

10. ***charpoy** *noun*

The common, light bedstead of India. [Hindi *charpai*. Lit., four-footed, from Persian *chahar-pai*]

11. **cheroot** *noun*

A cigar having open, unpointed ends. [French, from Tamil: a roll]

12. **chop** *noun*

1. (in Asia) (a) A personal seal or stamp, used to authorise transactions, verify documents.
- (b) A design, corresponding to a brand or trademark,

stamped on goods to indicate their special identity.

verb (t) chopped; chopping

2. To make with a seal, stamp or design.

3. *phrase* Not much chop; *colloquial* 'no good'. [Hindi *chhap*, impression, stamp]

13. **chutney** *noun* (pl. **chutneys**)

A relish of Indian origin which consists of fruit or vegetables cooked with sugar, spices and vinegar or lime juice. Also, chutnee. [Hindustani]

14. **coolie** *noun*

1. (in India, China) An unskilled native labourer.
2. (elsewhere) Such a labourer employed for cheap service. [Probably a variant of *koli*, name of the tribe of Gajarat, but ef. Tamil *kuli* hire, wages.]

15. ***cummerbund** *noun*

(in India and elsewhere) A shawl or sash worn as a belt. [Hindi *kamarband*, from Persia]

16. **curry** *noun* (pl. **curries**)

1. An Indian sauce or relish in many varieties containing a mixture of spices, seeds, vegetables, fruits and eaten with rice or combined with meat, fish or other food.
2. A dish prepared with a curry sauce or with curry powder.
3. *verb* (t) (-ried; -rying) To prepare (food) with a curry sauce or curry powder.
4. *phrase* Give curry. Australian, NZ: to abuse angrily [Tamil *kari*, sauce]

17. ***datura** *noun*

Any plant on the genus *Datura*, the species of which have funnel-shaped flowers, prickly pods, and narcotic properties, [NL, from Hind, *dhatura*, native name of the plant]

18. **dhal** *noun*

(in Indian cookery) Lentils or pulses. Also, **dal** [Hindustani]

19. ***dharma** *noun*

(in Hinduism and Buddhism)

1. Essential quality or character.
2. Law, esp. religious law.
3. Conformity to law; propriety.
4. Virtue.
5. Religion.
6. The doctrine or teaching of Buddha. [Sanskrit: decree, custom]

20. ***dhobi** *noun*

South Asian English A launderer - traditionally a male Indian who washes clothes by hand. [Hinduism]

21. ***dhobi mark** *noun*

South Asian English

1. A mark placed on laundry by a dhobi to identify its owner's laundry mark.
2. *coll.* A signature on a cheque or document.



22. dhoti *noun* (pl. -tis)

A long loincloth worn by male Hindus. Also, **dhooti**. [Hindustani]

23. *dhrupad *noun*

A form of northern Indian classical word music, typically in a slow tempo, which develops various parts of the raga. [Skt. *dhran pada* kind of dance]

24. *dhurrie *noun*

An Indian cotton carpet, usually made in rectangular pieces with fringes at ends. Also **dhurry**. [Hindi dari]

25. *dhyana *noun*

An uninterrupted state of mental concentration upon a single object, as in yoga. [Skt. *dhyana*, from *dhyati* he thinks]

26. karma *noun*

1. Hinduism, Buddhism. The cosmic operation of retributive justice, according to which a person's status in life is determined by their own deeds in a previous incarnation.
2. Fate, destiny.
3. *coll.* The quality, mood, or atmosphere of a person or place. [Skt: deed, action] *Karmic* (*adjective*)

27. *karma-yoga *noun*

Yoga through actions performed unselfishly, for the welfare of others. [Skt. *karman* work, office + *yoga*]

28. khaki *noun* (pl. -kis)

1. (a) A dull yellowish-brown colour
(b) A dull green wish yellowish or brownish tinge.
2. Stout twilled cotton uniform cloth of this colour, worn especially by soldiers.
3. A similar fabric of wool.
4. *adjective* Of the colour of khaki.
5. Made of khaki. [Hindustani: dusty]

29. *koel *noun*

1. A migratory cuckoo, *Eudynamys scolopacea*, of northern and eastern Australian coastal areas and islands to the north, glossy blue-black (male) with a conspicuously long tail and a distinctive 'coo-ee' call; cooee bird; black cuckoo.
2. Any of several closely related and very similar birds found elsewhere. [Hindustani: *koil*, from Skt. *kokila*]

30. *korma *noun*

1. An Indian dish of meat braised with water, stock, yoghurt or cream, and spices, which combine to produce either a rich sauce or a dry crust on the meat.
2. *v.t.* To braise meat in this way.

31. *krait *noun*

Any of the extremely venomous snakes of the genus *Bungarus* of south-eastern Asia, esp. *B. coeruleus* of India. [Hind. *karait*]

32. *Krishna *noun*

The most popular Hindu deity, as an incarnation of Vishnu; the famous teacher in the Bhagavad-gita. [Skt., special use of *krishna* black]

33.

***kukri**

noun

A knife with a curved blade, used by the Gurkhas. [Hind.]

34. lingam *noun*

1. (in popular Hindu mythology) A phallus, symbol of Shiva.
2. The male genitals. Also, **linga** [Sanskrit]

35. mandala *noun*

A mystic symbol of the universe, in the form of a circle enclosing a square; used chiefly by Hindus and Buddhists as an aid to meditation. [Sanskrit: circle]

36. mantra *noun*

A word, phrase or verse intoned, often repetitively, as a sacred formula in Hinduism and Mahayana Buddhism. Also, *mantram* [Sanskrit: speech, hymn] *mantric* (*adjective*)

37. mem-sahib *noun*

A native term of address to a European lady. [Hindustani]

38. *nagari *noun*

Any group of Indian scripts, including Devanagari.

39. nirvana *noun*

1. (often capital) (in Buddhism)
(a) The extinguishing of the restlessness and the heat of one's emotions.
(b) The passionless peace of imperturbability, attained through the annihilation of disturbing desires.
2. Freedom from pain, worry, and the external world. [Sanskrit: a blowing out (as of a light)]

40. pan *noun*

1. The leaf of the betel.
2. The masticatory of which the betel leaf comprises the wrapper. [Hind., from Sanskrit *parna* feather, leaf]

41. pariah *noun*

Any person or animal generally despised; an outcast. [Tamil: lit., drummer) from a hereditary duty of the caste)]

42. *raga *noun*

(in Indian music) A scale of specified character often associated with a particular time of the day; a special mood. [Skt. colour, tone]

43. rajah *noun*

(in India) A king or prince. Also, **raja** [Hindustani]

44. rupee *noun*

1. The monetary unit of India.
2. Any of various similar units, as the currencies of Pakistan, Sri Lanka, Mauritius, and Muscat and Oman.
3. A note or coin of any of these denominations. *abbrev.* R, Re [Hindustani, from Sanskrit: wrought silver]



45. sahib *noun*

(in India) A term of respect which follows a man's name.
[Hindustani, from Arabic: master, lit., friend]

46. sari *noun* (pl. **-ris**)

A long piece of cotton or silk, the principal outer garment of Hindu women, worn round the body with one end over the head or shoulder. [Hindustani]

47. Shiva *noun*

One of the three chief divinities, the third member of the Hindu trinity known also as 'The Destroyer'. Also, **Siva**
[Hindustani, from Skt *çiva* propitious]

Shivaism (*noun*); **Shivaist** (*noun*);

Shivaistic (*adjective*)

48. sitar *noun*

A guitar-like instrument of India, having a long neck and usually three strings. Also **sittar** [Hindustani] **sitarist** (*noun*)

49. tamarind *noun*

1. The fruit of a large tropical tree, *Tamarindus indica*, a pod containing seeds enclosed in a juicy acid pulp that is used in beverages and food.

2. The tree is cultivated throughout the tropics for its fruit, fragrant flowers, shade and timber. [Medieval Latin, from Arabic: date of India]

50. *tamasha *noun*

(in the East Indies) A spectacle; entertainment. [Urdu, from Arabic: short walk]

51. *Tantra *noun*

1. *Hinduism*, one of several books in dialogue form setting out the requirements of ritual, discipline, etc.

2. One of a similar series of Buddhist devotional books.

3. Tantrism. [Sanskrit: lit., loom]

52. *Tantrism *noun*

Hinduism, the doctrine of the books of Tantra, teaching that the visible world presents an unending dance of the believers with the Devine, in which unity of the worshipper with the worshipped in ultimately achieved.

53. *vindaloo *adjective*

1. Of or relating to a sour Indian dish flavoured with vinegar and hot indigenous spices: chicken vindaloo.

2. *noun* Such a dish [probably Pg. *vin d'alloy*, lit. wine of garlic]

54. *wallah *noun*

coll. A person employed at or concerned with a particular thing (esp. in combination with another word): laundry wallah; cleaning wallah. Also, walla. [Hind. *wala*]

Indonesia

1. *nasi goreng *noun*

A dish of Indonesian origin consisting of cooked rice, fried in seasoned oil, garnished with hot chillies, beef shreds or slices, fried onions, and sliced omelette. [Bahasa Indonesia]

2. *krupuk *noun*

An Indonesian cracker made from flour and seasoning, dried and deep fried in oil. [Bahasa Indonesia]

Japan

1. *daimyo *noun*

1. The class of greater nobles in Japanese feudism, often the descendants of younger sons of emperors.

2. A member of this class. Also, **daimo** [Jap. from Chinese equivalent to Mandarin *da* great + *ming* lit., name land, private land]

2. harakiri *noun*

Ritual suicide by ripping open the abdomen with a dagger or knife; the national form of honourable suicide in Japan, formerly practiced among the military classes when disgraced or sentenced to death. Also, **harakari**, **harikari**. [Japanese: belly, cut]

3. ikebana *noun*

The art of Japanese flower arrangement, in which flowers are displayed according to strict rules.

4. judo *noun*

A style of self-defence derived from jujitsu, using less violent methods and emphasising the sporting element. [Japanese: lit., the way of gentleness]



https://commons.wikimedia.org/wiki/Category:Nasi_goreng_in_Indonesia#/media/File:Nasi_goreng_Solaria_Kuta.JPG

5. jujitsu *noun*

A Japanese method of defending oneself with weapons in personal encounter, which employs the strength and weight of the opponent to overcome him or her. Also, **juijitsu**, **jiujutsu**, **jujutsu**. [Japanese: soft (or pliant) art]

6. *kabuki *noun*

A form of Japanese popular theatre, with stylised acting, music and dancing, in which male actors play all dramatic roles.

7. *kakemono *noun* (pl. **-nos**)

An upright Japanese wall picture, usually long and narrow, painted on silk, paper or other material and mounted on a roller. [Jap. *kake* hang + *mono* thing]

8. *kaki *noun* (pl. **-kis**)

1. The Japanese persimmon tree.
2. Its fruit. [Japanese]

9. *Kamikaze *noun*

1. Member of a corps in the Japanese air force in World War II whose mission was to crash their aircraft, loaded with explosives, into an enemy target such as a ship.
2. (l.c.) *coll.* (in surf-riding) A deliberate wipe-out.
3. *adj.* Of or pertaining to a Kamikaze.
4. (l.c.) *coll.* (*joc.*) dangerous; suicidal; his kamikaze driving. [Japanese: divine wind]

10. *kana *noun*

The Japanese syllabary [Jap. lit., false symbols, so-called because *kanji* are regarded as real symbols]

11. *kanji *noun*

A system of Japanese writing using Chinese-derived characters. [Jap. from *kan* Chinese + *ji* ideograph]

12. *karaoke *noun*

1. Access to a karaoke machine. 'That restaurant offers karaoke.'
2. *adjective* (of bars, restaurants, etc.) Equipped with a karaoke machine. [Jap. lit., no orchestra, from *kara* absent + *oko* orchestra]

13. karate *noun*

A method of defensive fighting in which hands, elbows, feet and knees are the only weapons used. [Jap. lit., empty hand]

14. *kendo *noun*

A Japanese style of fencing with bamboo staves.

15. *kimono *noun*

1. A wide-sleeved robe characteristic of Japanese costume.
2. A woman's loose dressing-gown. [Japanese]

16. ninja *noun* (pl. **-ja**, **-jas**)

(often capital) Member of a feudal Japanese society of mercenary fighters trained in martial arts and espionage. [Jap., from *nin* endure + *ja* person]

17. origami *noun*

1. The art of folding paper into shapes of flowers, birds etc.
2. An object made this way. [Japanese]

18. sake *noun*

A Japanese fermented alcoholic drink made from rice. [Japanese]

19. samurai *noun* (pl. **-rai**)

(in Feudal Japan) A member of the military class. [Japanese]

20. Shinto *noun*

The indigenous religion of Japan, primarily a system of nature and ancestor worship. Also, **Shintoism** [Japanese, from Chinese: lit., way of the gods] **Shintoist** (*noun, adjective*)

21. *sho *noun*

Acupuncture [Jap. *shi* finger, *atsu* pressure]

22. shogun *noun* (pl. **-rai**)

1. (in Japan) A title originating in the 8th century, in wars against the Ainu, equivalent to Commander-in-Chief.
2. (in later history) Member of a quasi-dynasty, holding real power while the Imperial dynasty remained theoretically and ceremonially supreme. [Jap., from Middle Chinese: a General]

23. sukiyaki *noun*

A Japanese dish containing fried meat, vegetables, onions, usually cooked with soya sauce, often at the table. [Japanese]

24. sumo *noun*

A style of wrestling in Japan, in which the object is to force the opponent out of the ring or make any part of his body other than the feet touch the ground.

[Japanese]

25. sushi *noun*

A Japanese dish of boiled rice, usually mixed with pickles, fish, vegetables, and rolled in a sheet of dried seaweed.

26. tanka *noun*

A Japanese poem or verse formed of 31 syllables arranged in 5 lines, of which the first and third have 5 syllables, and the other lines 7 each. [Jap. *tanka*, short verse]

27. tofu *noun*

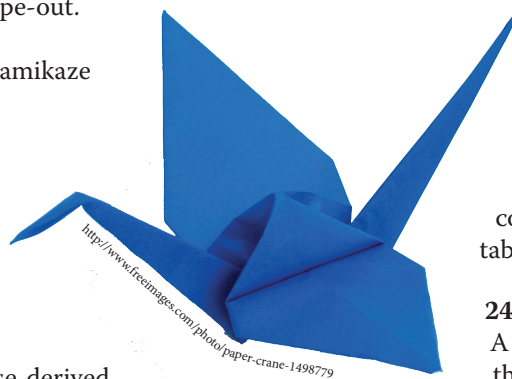
A curd made from white soya beans, usually formed into small blocks, used in Asian cookery; bean curd. [Japanese]

28. tsunami *noun*

A large, often destructive sea wave caused by an underwater earthquake. [Jap. tidal wave]

29. yen *noun* (pl. **yen**)

The monetary unit of Japan. [Jap., from Chinese: a round thing, a dollar]



30. **Zen** *noun*

A Buddhist sect, popular in Japan (where it was introduced from China in the 12th century), advocating self-contemplation as the key to the understanding of the universe. [Jap., from Chinese, from Skt: religious meditation]

Malaysia

1. ***achar** *noun*

Fruit or vegetable pickle eaten in South and South-East Asia. [Malay, Hindi, from Pers. *acher*]

2. ***baju melayu** *noun*

A traditional Malay collarless shirt usually worn by men on days of religious observance and special occasions. [Malay: Malay shirt]

3. ***baju kurung** *noun*

A long blouse of the type of traditionally worn by Malaysian women in combination with a sarong. [Malay]

4. **batik** *noun*

1. A method of printing cloth by applying wax to the fabric in a desired pattern, thus sealing it off from the dye.
2. The fabric so decorated. Also, **battik** [Malay (Javanese)]

5. **betel pepper** *noun*

An East Indian pepper plant, *Piper betel*. Compare betel nut. [Portuguese, from Malay, from Tamil + *pepper*]

6. ***bumiputra** *noun*

1. A person officially regarded as an indigenous inhabitant of Malaysia, including Malays, Orang Asli, and members of the indigenous groups of East Malaysia; under the current political system (since 1970) eligible for certain privileges such as low-interest loans.
2. *adjective* Having to do with this category; bumiputera loan, bumiputeras status. Also, **bumiputera** [Malay: son of the soil]

7. ***dammar** *noun*

1. A copal-like resin chiefly from tree of the family Dipterocarpaceae in southern Asia, esp. Malaya and Sumatra, much used for making colourless varnish.
2. Any of various similar resins from the trees of other families. Also, **dammer** [Malay, *damar* resin]

8. ***dato** *noun* (pl. **datos**)

1. (in the Philippines) A native chief.
2. The headman of a barrio or tribe in the East Indies. Also, **datto** [Malay, *datoq* title of respect]

9. **dhow** *noun*

An Arab sailing vessel. [Arabic]

10. **dugong** *noun*

An aquatic herbivorous mammal, *Dugong dugon*, of the order Sirenia, found in tropical coastal areas of the Indian Ocean, having forelimbs adapted as flippers, no hind limbs, and a

horizontal lobed tail; sea cow. [Malay]

11. **durian** *noun*

1. Edible fruit with a hard, prickly rind and a distinctive flavour and smell, of the tree *Durio zibethinus* of south-eastern Asia.
2. The tree itself. Also, **durion** [Malay, from *duri* thorn]



12. **junk** *noun*

A kind of seagoing ship used in Chinese and other waters; having square sails spread by battens, a high stern, and usually a flat bottom. [Portuguese *junco*, from Malay *jong*, *ajong*, apparently from Javanese *jong*]

13. **kapok** *noun*

1. The silky down surrounding the seeds of several trees in the family *Bombacaceae*, such as *Ceiba pentandra* of the East Indies, Africa, and tropical America, which is used for stuffing pillows and for sound insulation.
2. A tree bearing this or similar down. [Malay]

14. **kampung** *noun*

A village or settlement in Malaysia or Indonesia [Malay]

15. ***kuali** *noun*

A large curved pan used in Malay cookery for frying. Also *kwali* [Malay]

16. **kris** *noun*

A short sword or heavy dagger with a wavy blade, used by the Malays. Also, *crease*, *creese*. [Malay]

17. ***lory** *noun* (pl. **-ries**)

Any various lorikeets and parrots of the Malay Archipelago and Australasia. [Malay: *luri*]

18. ***mee-hoon** *noun*

Type of rice noodle used in Malay cookery.

19. **orang-outang** *noun*

A large, long-armed anthropoid ape, *Pongo pygmaeus*, of arboreal habits, found in Borneo and Sumatra. Also, **orang**, **orang-utan**. [Malay: man of the woods]

20. **rambutan** *noun*

1. The bright red, oval, edible fruit of a Malayan tree *Nephelium lappaceum*, covered with soft spines or hairs.
2. The tree. [Malay]

21. **rupiah** *noun*

The monetary unit in Indonesia. [Malay, from Hindustani: *rupee*]

22. **sago** *noun*

1. A starchy foodstuff derived from the soft interior of the trunk of various palms and cycads, used in making puddings, and other dishes.
2. Any various plants from which this foodstuff may be obtained [Malay]

23. sarong *noun*

The principal garment for both sexes in Malay Archipelago, consisting of a piece of cloth enveloping the lower part of the body like a skirt.

2. A kind of cloth for such garments. [Malay]

24. satay *noun*

A dish consisting of cubes of spiced meat grilled on a skewer and served with a hot peanut soy-based sauce. [Malay]

25. *tael *noun*

1. Any various units of weight in the Far East.

2. A former Chinese monetary unit based on this weight of standard silver. [Pg., from Malay: Tahl weight]

26. tana *noun*

A large tree shrew of the family *Tupaiaidae*, *Tupaia tana*, of Sumatra and Borneo. [Malay (tupai) tanah ground (shrew)]

27. tea *noun*

1. The dried and prepared leaves of the shrub *Thea sinensis*, from which a somewhat bitter, aromatic beverage is made by infusion in boiling water.

2. The shrub itself, which is extensively cultivated in China, Japan, India and has fragrant white flowers.

3. The beverage, served hot or iced.

4. Any of the various infusions prepared from the leaves, flowers or parts of other plants, used as beverages or medicines.

5. Any kind of leaves, flowers, etc. so used, or any plant yielding them.

6. Beef tea.

7. A light meal taken in late afternoon.

8. The main evening meal.

9. *colloquial* Marijuana.

10. *phrase* 'Cup of tea': *coll.* A task, topic, person, or object well suited to one's experience, taste or liking: 'That show is more like my cup of tea.'

11. 'Not for all the tea in China': *coll.* not at all; in no way. [Dutch, from Malay, from Chinese *chá*] tealess (*adjective*)

28. wayang *noun*

A ritual performance, as with dances or puppet plays, of the religious epics of Java and Bali. [Javanese: shadow]

Phillipines

1. *adobo *noun*

A Philippine dish of pork or chicken stew cooked in soy sauce, vinegar and garlic. [Spanish pickle sauce]

2. bananacue *noun*

A roasted or deep-fried banana on a stick, typically sold as a snack by hawkers in the Philippines. [*banana* + (*barba*)-*cue*]

3. *barangay *noun*

1. The smallest unit of political organisation in the Philippines.

2. *adj.* Having to do with such a unit; barangay captains, barangay officials. Also, **barangay** [Illocano barangay community]

4. *barrio *noun* (pl. **barrios**)

1. (in Spain and countries colonised by Spain) One of the divisions into which a town or city, together with the contiguous rural territory is divided.

2. (US) A Spanish-speaking neighbourhood in a city.

3. (Phillipine English) A village [Spanish]

5. *kalamansi *noun*

The fruit of the tree, *Citrus microparapa* Bunge, native to Philippines, its juice being a popular drink; Chinese orange. Also, **calamansi**

6. *lambanog *noun*

A strong alcoholic drink of the Philippines made by boiling tuba many times to create a more concentrated liquor. [Tagalog]

7. *lechon *noun*

A whole roasted suckling pig, often served as the centrepiece of a Philippine banquet. [Sp. from *leche* milk]

8. *solon *noun*

(Phillipine English) A lawmaker; member of a legislative assembly. [from solon]

9. *tamaran *noun*

A small, sturdy wild buffalo *Babalis mindorensis*, of Mindoro in the Philippines, having thick brown hair and short massive horns. [Tagalog]

10. ylang-ylang *noun*

1. An aromatic Asian tree *Cananga odorata*, bearing fragrant dropping flowers which yield a volatile oil used in perfumery.

2. The oil or perfume. Also, **ilang-ilang** [Tagalog]

11. *Tagalog *noun*

1. A member of a Malayan people native in the Philippines.

2. The principal Indonesian language of the Philippines.

Nepal

1. *tahr *noun*

Any of various wild goats of the genus *Hemitragus* of southern Asia, such as the Himalayan tahr, *H. jemlahicus*; mountain ibex. Also, **thar** [Nepalese]



Singapore

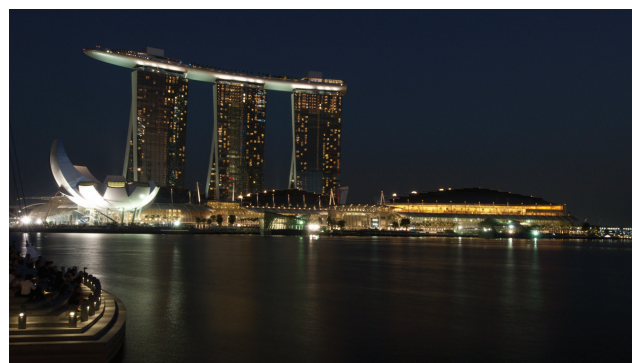
1. *kiasu adjective

(Singaporean English) *colloquial*

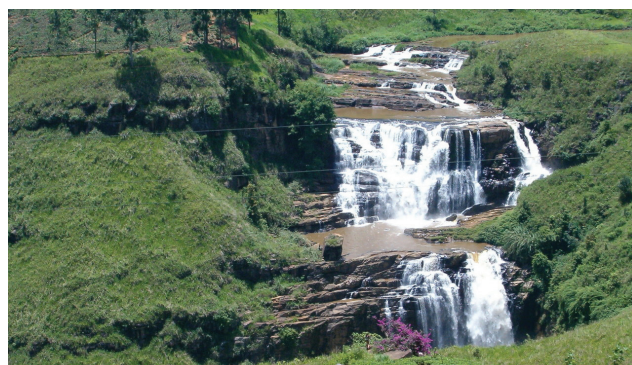
Afraid of losing out to someone else; anxious not to be disadvantaged.

2. *singlish noun

The colloquial form of Singapore English characterised by a greater range of lexical items and syntactical construction originally borrowed from background languages. [b. Sing. and Eng.]



<http://www.freeimages.com/photo/marina-bay-sands-singapore-1204904>



<http://www.freeimages.com/photo/sri-lanka-3-1541351>

Sri Lanka

1. *Singhalese noun (pl. -lese)

1. *adjective* Pertaining to Sri Lanka, formerly Ceylo, certain natives of that country, or their language.

2. *noun* A member of the Singhalese people of the Singalese people collectively.

3. The Indic language spoken by the Singhalese; the leading language of Sri Lanka. Also, **Sinhalese** [Sanskrit: *Sinhala*, Ceylon + *ese*]

* words can be found only on the full version of the *Macquarie Dictionary* (hard copy). Words without asterisks can be referenced on the Internet in the edited version of the *Macquarie Dictionary*.

Suggestions for activities with these words

- Word maze
- Crossword puzzle
- Mime words as in the TV game
- Use flash cards for snap game
- Make board games like snakes and ladders, battle ship type games
- Groupm words such as animals, games, food, religion
- Construct sentences using selected words from here
- Write a dialogue using some of these words
- What are the words in the list that are already commonly used in Australia?
- Discuss why words are borrowed and adopted from other countries?
- Debate why these words should be borrowed from Asian countries

Samples of work with anglicised Asian words

by Jim Lee

CROSSWORD

A. Pick out the abstract nouns from these words

begum	Bhang	chow-chow
dharma	dhyana	feng shui
karma	kabuki	Lamaism
lamasery	lychee	nirvana
rajah	Shinto	sitar
tamasha	tanka	Tantrism
Ying Yang-	Zen	

B. Circle the odd word out from each row of words

cheongsam	dhoti	sari
kimono	kabuki	chow
krait	sho	dugong
orang-utang	lechon	rambutan
sukiyaki	vindaloo	korma
kalamansi	rambutan	durian
mandarin	kowtow	wayang
sampan	tsunami	junk
dhow		

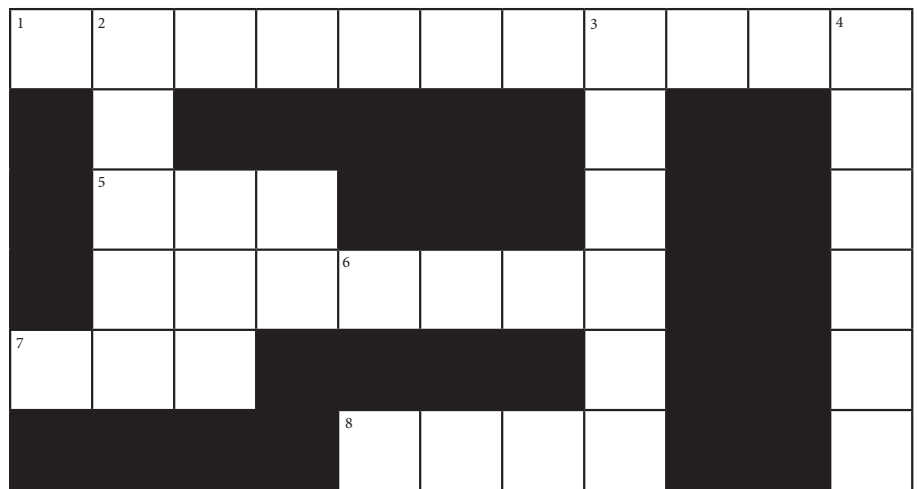
C. Draw lines to match the words in the first column with those in the next

Cheongsam	clay
Tangram	fruit
Yuan	puzzle
Chow	official
Lychee	currency
Wok	boat
Mandarin	dog
Sampan	priest
Lama	silk
Kaolin	frying pan

D. Use the given joining words once only to join these pairs of sentences

while and but with

- At the Indonesian restaurant we had nasi goreng.
We had krupuk and some curry too.
- Ninjas were mercenary fighters in old Japan.
Samurais served shoguns in the Japanese feudal system.
- Nowadays sushi is readily available in food courts.
Tofu is also sold in supermarkets.
- I practise in Judo at the sports club on Saturdays.
On Sunday my brother takes up jujitsu at the community centre.



Across

- A religious system
- The leaf of the betel
- Tea
- A Buddhist sect
- Hindu women's dress

Down

- Money in India
- A group of Indian script
- A chant

WORD MAZE

U	K	J	M	T	V	A	Y	S	E	R	A
F	G	A	L	K	Y	A	K	U	J	M	M
G	X	C	O	H	B	P	L	U	A	A	A
N	F	H	Y	L	D	L	H	L	D	N	A
U	M	E	U	C	I	E	L	O	I	L	K
K	A	O	L	I	A	N	G	R	O	W	N
K	R	N	A	E	L	A	H	E	H	N	A
N	G	G	L	I	F	N	N	W	G	T	T
D	N	S	C	E	A	O	K	O	O	Y	E
E	A	A	R	M	Y	J	P	H	L	I	R
J	T	M	K	P	W	H	O	C	T	N	U

Answer to Word Maze

U	K	J	M	T	V	A	Y	S	E	R	A
F	G	A	L	K	Y	A	K	U	J	M	M
G	X	C	O	H	B	P	L	U	A	A	A
N	F	H	Y	L	D	L	H	L	D	N	A
U	M	E	U	C	I	E	L	O	I	L	K
K	A	O	L	I	A	N	G	R	O	W	N
K	R	N	A	E	L	A	H	E	H	N	A
N	G	G	L	I	F	N	N	W	G	T	T
D	N	S	C	E	A	O	K	O	O	Y	E
E	A	A	R	M	Y	J	P	H	L	I	R
J	T	M	K	P	W	H	O	C	T	N	U

SLAVERY IN ASIA

Deprived rights & Human wellbeing

Dr Susan Bliss
Educational Consultant

Human slavery occurs when a person is tricked, sold or forced into a highly exploitative, work-related situation, with little or no payment, or few options to escape because of fraudulent debt or threats of violence. Bonded labour, debt bondage, and human trafficking are other terms that also refer to human slavery' (<http://libertyasia.org/module-1>). Slavery is a violation of national laws, international laws such as the **United Nations Universal Declaration of Human Rights** (1948) and international Conventions (1926 and 1956).

Despite anti-slavery laws, government policies and non-government (NGO) projects, one in every 200 people in the world lives as a slave. In fact there are more slaves today than the number of people trafficked from Africa during the trans-Atlantic slave trade that prevailed for over 450 years.



Photograph source: <http://missiondialogue.blogspot.com.au/>

Slavery and international law

United Nations Convention on Human Rights (1948)	
Article 4 — no slavery	Article 5 — no torture
<i>'No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.'</i>	<i>'No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.'</i>
International Conventions	
Suppress the Slave Trade and Slavery (1926)	Abolition of Slavery, Slave Trade, Institutions and Practices Similar to Slavery (1956)
Slavery is 'the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised'. 'The prohibition against slavery has long been recognised as a crime under international law from which no exception is permitted.'	Slavery encompasses 'slavery-like practices including debt bondage, serfdom, forced marriage and certain instances of child exploitation.'

*Australia is a party to both the 1926 and 1956 Conventions

Weblinks

Article 4 and Article 5 Human Rights Violations <http://www.humanrights.com/what-are-human-rights/violations-of-human-rights/slavery-and-torture.html>

YouTube

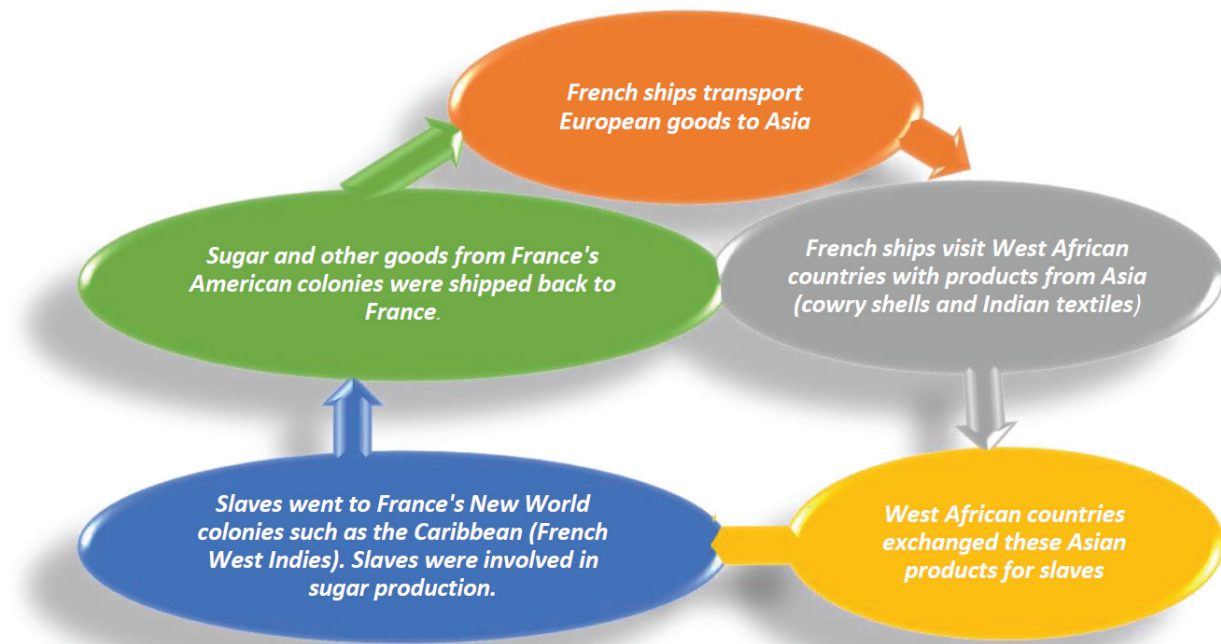
Ten shocking facts about the slave trade <https://www.youtube.com/watch?v=ybh8wENUqQc>

Asia-European slave trade

Most people are aware of the '**triangular slave trade**' in the 18th century between Europe, Africa, and the Americas. However, few people realise that the **Asian-European trade** was sustained by the exchange of slaves. In 1788 the French imported about 13,000 Africans for enslavement to the French West Indies. Their labour contributed to the growth of wealth in Caribbean countries.

French-Asia-Africa links

Graphic: S. Bliss



East African or Oriental slave trade

From the 7th century the East African slave trade or the 'Oriental' slave trade involved taking Africans from the east coast of Africa and transporting them to West Asia (former Middle East such as Iran, Iraq, Oman and Saudi Arabia). These slaves were then moved westward across the Indian Ocean to South Asia to countries such as India.

The East African slave trade increased dramatically in the late 18th and 19th centuries. At this time about 3,000 African were brought to South Asia each year. These slaves worked on the docks, as domestic servants, and as soldiers. Slaves were also required to work on clove plantations on Zanzibar and Pemba and coffee and sugar plantations on Mauritius and Reunion. Slaves performed menial tasks in homes, farms and businesses of their owners.

The British navy aimed to end the slave trade by stopping traders working on the West African coast. Instead these traders resorted to taking slaves from East Africa. When Britain became the colonial ruler of India in 1834 it eventually outlawed slavery in 1842. Despite the anti-slavery law the trading in slaves continued for decades. Today, Indians of African descent live in many parts of India. They still suffer some of disadvantages of being former slaves. Their small communities are generally poor.

<http://exploringafrica.matrix.msu.edu/students/curriculum/m15/activity2.php>

Weblinks

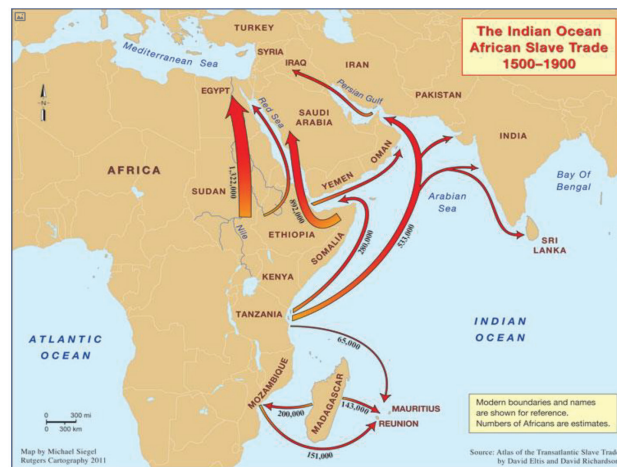
East African Slave Trade

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/9chapter3.shtml>

<http://discoveringbristol.org.uk/slavery/routes/places-involved/east-indies/east-african-slave-trade/>

Movement of African slave trade across Indian Ocean 1500-1900

Source: <http://ajammc.com/wp-content/uploads/2012/06/indian-ocean-slavetrade.jpg?w=300>



History: Slavery in Asia over time

Slavery is illegal in all countries in the Asia region. Yet, over 50% of the slaves are found in Asian countries as this thriving global business is worth about \$150 billion in illegal profits a year. Approximately 9 million children are slaves. They are found labouring as unpaid domestic servants in West Asia, carpet manufacturers in Pakistan and diamond cutters in India. High levels of poverty, unemployed parents and illiteracy, force children to work as slaves. Many children work as bonded labour and soldiers, while others are illegally trafficked to other countries.

Slavery past and present in selected Asian countries

Slavery past and present in selected Asian countries

	Past	Present
China	Slavery existed in the Qing Dynasty (1644-1912). Since 1910 slavery has been illegal.	Today 3 million people are trapped in modern day slavery (e.g. domestic workers, forced marriage and sexual exploitation).
Thailand	In 1905 slavery was abolished.	Today many are forced to work and are exploited through forced prostitution. Some are trafficked to become slaves in the fishing industry.
Indonesia	African people transported to Indonesia worked as slaves for the Dutch. Most worked as domestic slaves. Slavery was abolished in 1863 in all Dutch colonies.	Today slave labour exists in the fashion industry (sweatshops). Some Indonesians who are victims of kidnapping and drugging are part of the human trafficking network and work as slaves in other countries.
Philippines	Muslim states seized Filipinos and transported them to Borneo to become slaves. When the Spanish arrived they enslaved non-Christians captives from wars and traded them. Slavery was abolished in Spain in 1820.	Today the Global Slavery Index, ranks the Philippines at 98 among 162 countries in the world with the most number of modern-day slaves.
Japan	In late-16th-century slavery was officially banned.	Today Japan is a destination, source, and transit country for men, women, and children subjected to sex trafficking and forced labour. People traffickers also use fraudulent marriages between Japanese men and foreign women to facilitate entry of victims into Japan for forced prostitution.

Activities

'Most people know Dubai for its massive skyscrapers and luxurious hotels, but few know that the city was built by modern-day slaves'. Refer to these websites and other websites and explain this quote

YouTube/Video

Slaves of Dubai <https://www.youtube.com/watch?v=gMh-vlQwrmU>

Aljazeera Dubai Modern Slavery <https://www.youtube.com/watch?v=ckwFEFRmBR0>

The Slaves of Dubai <http://www.vice.com/video/the-slaves-of-dubai>

Weblinks

The dark side of Dubai <http://www.independent.co.uk/voices/commentators/johann-hari/the-dark-side-of-dubai-1664368.html>

Comfort Women in Japan

The Japanese military forced or deceived over 300,000 women from Asian countries (e.g. Korea, China and Indonesia) into sexual slavery during the Asia Pacific War (1931-45). These victims are known as 'Comfort Women.' Hilary Clinton (USA) denounced the use of the words 'comfort women' for what she said should be called 'enforced sex slaves.'

Generally women were lured with promises of work in factories or restaurants. However once recruited, the women were incarcerated in 'comfort stations' where beatings, torture and starvation were common.

Approximately 75% of these ladies died and those who became pregnant were forced to have abortions. Most of the ladies who survived kept silent through fear and shame.

Comfort stations aimed to prevent the spread of venereal diseases into the population, stop rape by Japanese soldiers and provide comfort to soldiers before they went into battle. There has been growing support to address this injustice such as Pope Francis in 2014.

Photograph: In 2014 Pope Francis met with South Korean women forced to work in Japanese military brothels during World War II. **Photo:** Agence France-Presse/Getty Images. **Source:** <http://www.wsj.com/articles/u-s-publisher-rejects-japan-over-textbook-on-comfort-women-1421299438>



Weblinks

Stop Violence Against Women: Comfort Women <http://www.amnesty.org.nz/files/Comfort-Women-factsheet.pdf>

YouTube

A short story on Comfort Women <https://www.youtube.com/watch?v=zhuKsyb3Q>

Who are the 21st century slaves?

There are approximately 30 million modern day slaves. Poor people, orphans, ethnic minorities and immigrants are at greatest risk of exploitation when they are forced to work against their will or treated as property to be bought and sold. Slavery increases the income of owners of slaves while at the same time decreases the wellbeing of victims – the slaves.

There are a variety of forms of slavery that exist today such as: bonded labour, early and forced marriage, forced labour, child slavery descent-based slavery and trafficking of people.

Facts about modern day slavery

Source: adapted <http://marahgrant.com/2013/01/human-trafficking-awareness-day/>

- 50% of the slaves are under 16 years old
- 80% are women and girls
- 70% of females who are trafficked are forced into the commercial sex industry
- 30% of females are used as forced labour
- \$32 billion profits a year is generated by the human trafficking industry
- every 26 seconds a new child is introduced to sexual slavery - 1.2 million every year. Life expectancy of these children is only 4-7 years after they've entered the industry
- \$90 is the average cost of a slave around the world

Geofacts

- In India Muslim Arab traders conducted the slave trade but only a few Indians were directly involved.
- In West Asia slavery was abolished in Oman (1970), Saudi Arabia (1962) and Iran (1928).
- Today, Myanmar contains 800,000 people who are subject to forced labour.

Weblinks

What is modern slavery? http://www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx

Modern day slavery in focus <http://www.theguardian.com/global-development/series/modern-day-slavery-in-focus>

Comparing past and present price of a slave

Source: <http://pixshark.com/modern-day-slavery-map.htm>

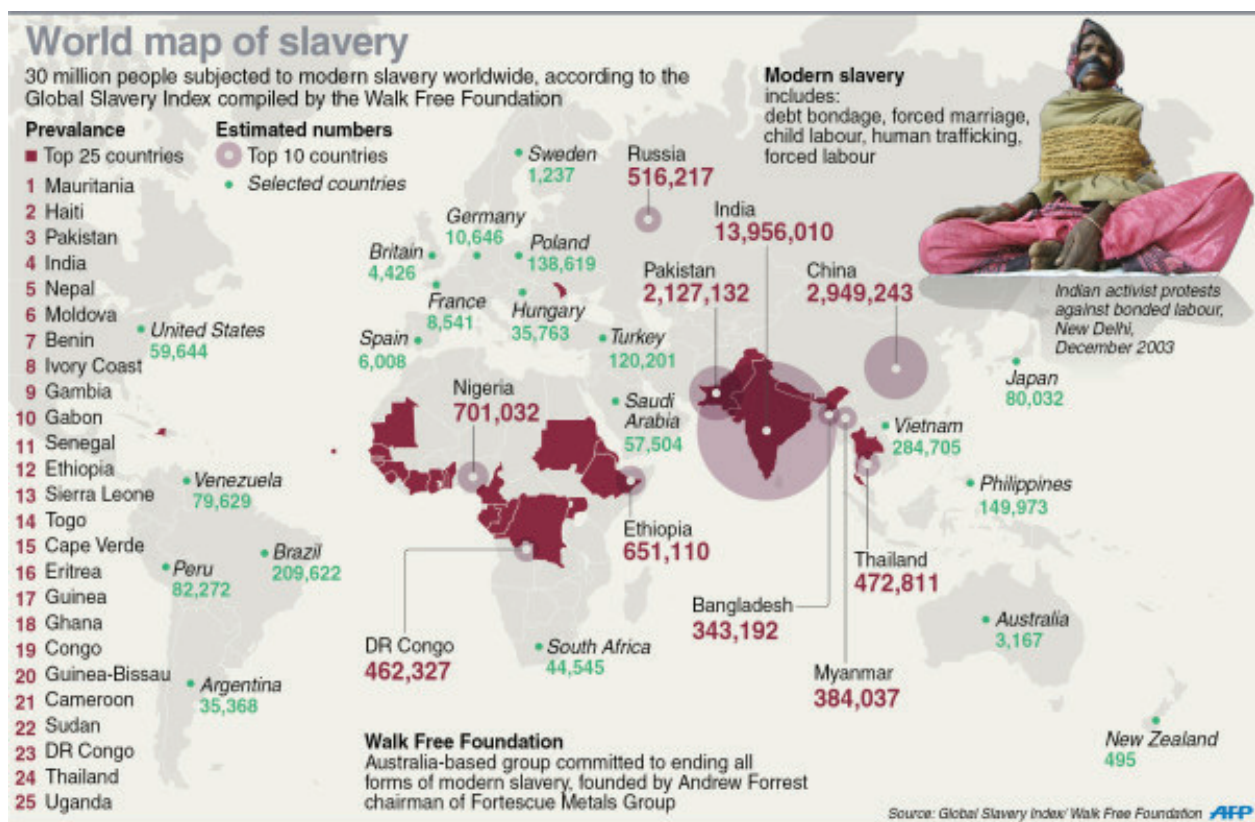


Global Slavery Index

The **Global Slavery Index** notes that almost half of the top number of offenders are located in **Asia**. The highest number of people live in **India** (14 million), followed by **China** (3 million) and **Pakistan** (2 million). However, the highest percentage of the total population who are slaves live in **Pakistan**.

World map of slavery

Source: <http://static.businessinsider.com/image/525fb70aecad04c606aaec44/image.jpg>



YouTube

Global Slavery Index 2014 <https://www.youtube.com/watch?v=KksZu9PW76Y>

The Walk Free Foundation launches its global slavery index <https://www.youtube.com/watch?v=S6BQqIa3ISw>

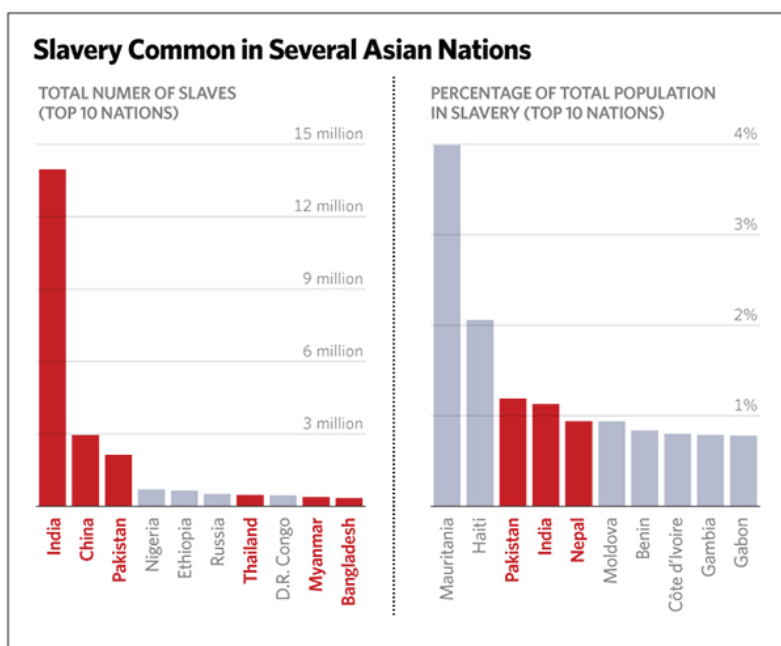
Hilary Clinton Global Slavery Index <https://www.youtube.com/watch?v=xio0Wef276g>

Weblinks

Global Slavery Index http://en.wikipedia.org/wiki/Global_Slavery_Index

Slavery common in several Asian nations – number and percentage of total population

Source: <http://dailysignal.com/2013/10/21/asia-accounts-for-two-out-of-three-people-enslaved-worldwide/>



Source: Global Slavery Index 2013, <http://www.globalslaveryindex.org>.

heritage.org

India

In 1841 in **India** there were 8 to 9 million slaves but in 2015 the figures rose to about 14 million. In the past Muslim invaders enslaved Indian prisoners of war and the slave trade developed along the Indian coast. Although slavery was abolished in 1843 it still exists today.

The 2014 Global Slavery report states that all forms of modern slavery exist in India, 'including inter-generational bonded labour, trafficking for sexual exploitation and forced marriage. Evidence suggests that members of lower castes and tribes, religious minorities and migrant workers are disproportionately affected by modern slavery. Modern slavery occurs in brick kilns, carpet weaving, embroidery and other textile manufacturing, forced prostitution, agriculture, domestic servitude, mining and organised begging rings.'

<http://timesofindia.indiatimes.com/india/India-is-now-the-worlds-slave-capital-Global-Slavery-Index-2014/articleshow/45178623.cms>

Over 14 million people live in modern slavery in India

Graph source: <http://i100.independent.co.uk/article/one-in-200-people-in-the-world-living-as-a-slave--xJQTWSbyOI>

Over 14 million people are living in modern slavery in India

The countries with most people living in modern slavery in 2014

Country	Estimated population in modern slavery	% of population living in modern slavery
India 	14.29m	1.14
China 	3.24m	0.24
Pakistan 	2.06m	1.13
Uzbekistan 	1.20m	3.97
Russia 	1.05m	0.73
Nigeria 	0.83m	0.48
Democratic Republic of the Congo 	0.76m	1.13
Indonesia 	0.71m	0.29
Bangladesh 	0.68m	0.44
Thailand 	0.48m	0.71



@StatistaCharts

Source: Global Slavery Index 2014

i100

from The INDEPENDENT

statista

Life in a cage – slavery in India

Surekha has spent much of her life in this one-by-two-metre brothel cell in Mumbai, India. She sleeps, prepares her meals, and stores her few possessions here. This is where she serviced a customer who infected her with HIV/AIDS.

Source: <http://ngm.nationalgeographic.com/ngm/0309/feature1/zoom4.html>



YouTube

Incredible India: Home to Modern Slavery <https://www.youtube.com/watch?v=UVP-4RfhKGM>

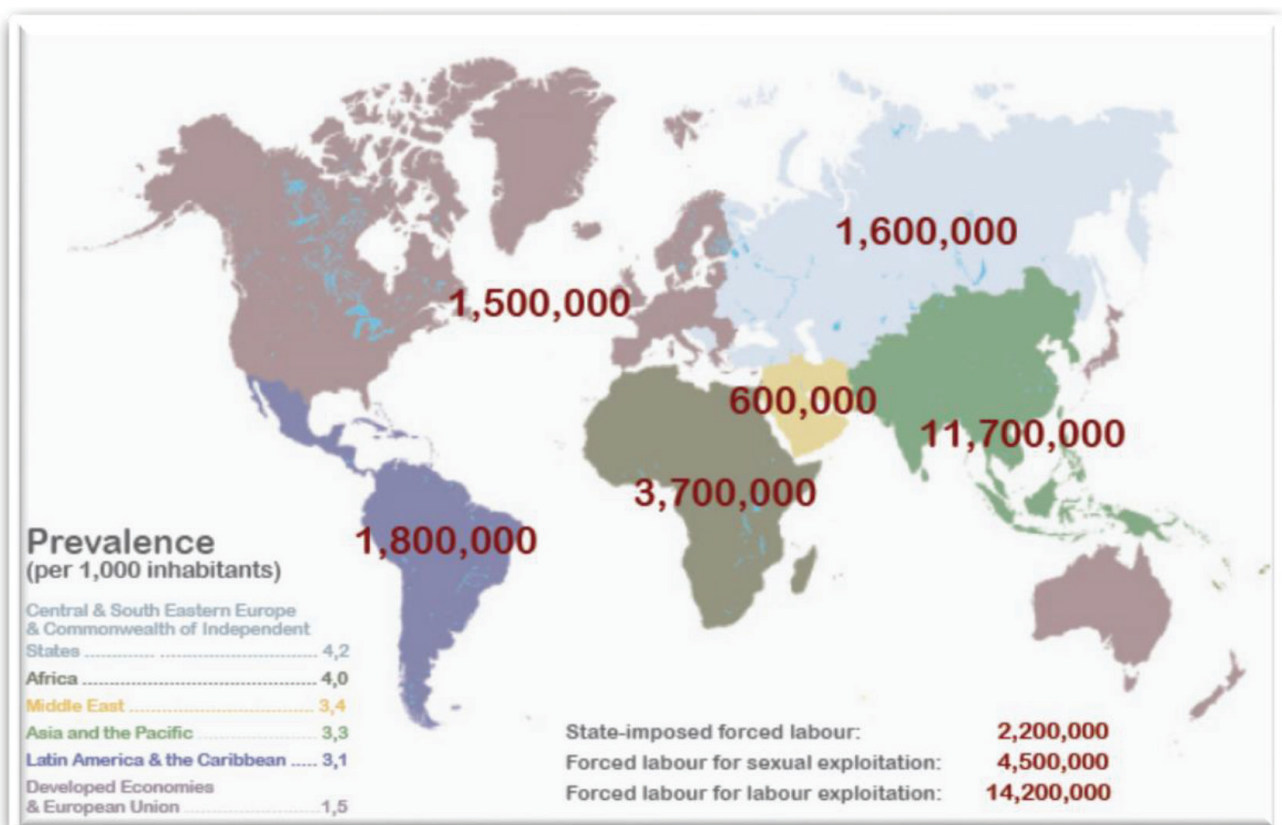
Slavery in India https://www.youtube.com/watch?v=sAy3O6_O_XM

Forced labour

The International Labour Organisation (ILO) states there are 21 million people who are victims of forced labour across the globe. These people have been coerced or deceived into jobs and cannot leave. The Asia-Pacific region accounts for the largest number of forced labourers in the world – 11.7 million (56%)

Global overview of forced labour

Source: <http://www.iloartworks.org/forced-labour>



Forced labour generates billions in profits for Asian countries

Source:

https://d28wbuch0jlv7v.cloudfront.net/images/infografik/normal/chartoftheday_2297_Profits_of_forced_labour_per_region_n.jpg



Photo stories

Source: National Geographic <http://ngm.nationalgeographic.com/ngm/0309/feature1/index.html>



Exquisite handmade carpets are admired throughout the world. For a growing number of consumers, however, their beauty is dimmed by the knowledge that at many looms, like this one in northern India, young children do the hard work of transforming fibre into art—without choice, or pay. "If you have an imported handwoven carpet on your floor right now," says Kevin Bales, a leading slavery researcher and director of the U.S.-based group Free the Slaves, "there is a good chance that it was woven by an enslaved child."

<http://ngm.nationalgeographic.com/ngm/0309/feature1/zoom2.html>



At Mumbai's Chatrapati Shivaji railway terminal a boy named Krishna (foreground) is one of a stable of child beggars controlled by a network that includes these two women. Because his scarred back draws the sympathy of passersby, Krishna collects more money than uninjured beggars—and the women take every rupee. He sleeps in the station, taking his drinking and washing water from puddles that collect under the train cars, and surviving on scraps of food doled out by his keepers

<http://ngm.nationalgeographic.com/ngm/0309/feature1/zoom3.html>

Safety, Freedom and Respect in Kathmandu's Entertainment Industry

'Approximately 50,000 women and girls work in restaurants, dance bars and massage parlours in Kathmandu and about one third of them are exploited sexually. The bars and restaurants are almost exclusively used by men, and till now, the female workers have been pressured by the owners to be available for whatever the customer wants. But the women and girls still hope to turn these into regular jobs where they are safe, properly paid and treated with respect.'

<https://www.freetheslaves.net/nepal/>

Bridal slaves

When a bride is considered property she is bought or resold without her consent. This occurs in parts of India where the price of the bride varies between \$88 and \$600 with parents receiving \$11-\$25. The bride often becomes a forced labourer who is later resold to human traffickers. Most families involved with bride purchasing are poor farmers.

In China, since the 1990s women and children have been sold into marriage and slavery due to poverty and the shortage of brides in rural areas. The One Child Policy resulted in a skewed population of 130 males for every 100 females in some rural areas. Shortage of brides evolved into businesses outsourcing women from Burma, Vietnam and North Korea. Many girls were purchased without their consent. Brides from other countries were preferred as they only cost 2,000-4,000 yuan rather than paying a dowry of around 10,000 yuan.

Bridal slaves in India

Source: <http://www.aljazeera.com/programmes/slavery21stcenturyevil/2011/10/2011101013102368710.html>



Weblinks

Bridal slaves

<http://www.aljazeera.com/programmes/slavery21stcenturyevil/2011/10/2011101013102368710.html>

YouTube

Slavery: Bridal slaves <https://www.youtube.com/watch?v=arSEALgiOr4>

Prison slaves in China

Over the past 25 years China has become the world's largest exporter of consumer goods such as clothes, toys and whitegoods. Behind this vast growth lies a murky secret. The growth is contributed to not only sweatshop labour but millions of prisoners forced into intensive manual labour.

These secret prisons called 'the laogai' are a network of more than 1,000 slave labour camps that have contributed to the country's economic boom. Most of the inmates were denied the right to a hearing and legal counsel. The labour camps mainly consist of political dissidents such as Fulon Gong practitioners, petty criminals and drug addicts.

Labour camps in China photograph source:

<http://documentare.rightbe.com/wp-content/uploads/2013/11/CHINA-NOTE-SLAVE-CAMP.jpg>



YouTube

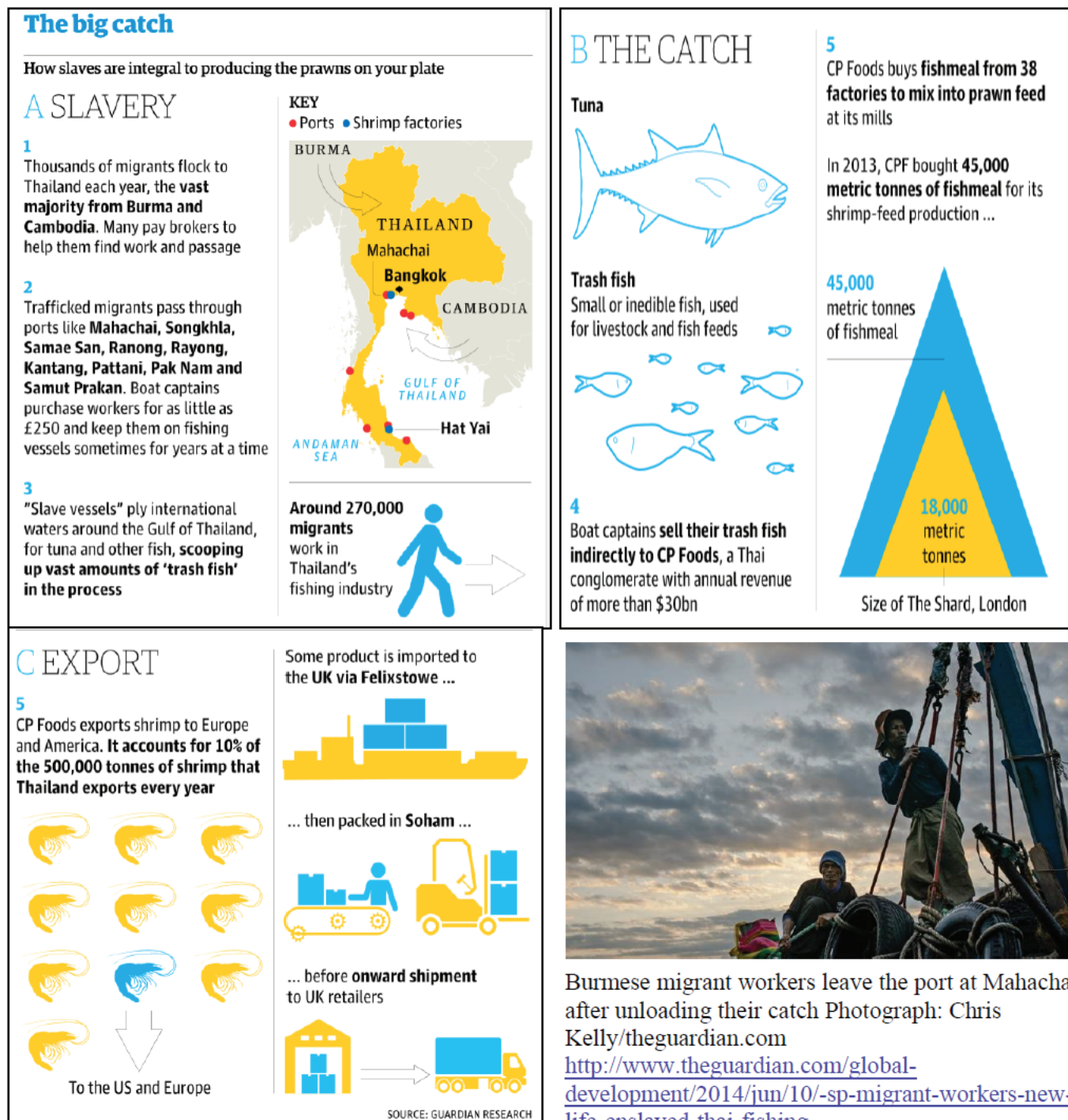
Prison slaves in China: A 21st century evil <https://www.youtube.com/watch?v=uLbPVqUFOCE>

Slavery in Modern China <https://www.youtube.com/watch?v=CSr2sp8b9tw>

Trafficked into slavery on Thai trawlers to catch prawns

The Thai fishing industry is built on slavery, with men often beaten, tortured and sometimes killed - all to catch 'trash fish' to feed the cheap farmed prawns sold in the west. These prawn (shrimp) are then exported to supermarkets overseas. By purchasing this food are we sanctioning slavery?

The Big Catch Infographic <https://urbantimes.co/2014/06/slavery-seafood-industry/>



Youtube

Slavery exposed in the Thai fishing industry <https://www.youtube.com/watch?v=LmmX1YrVbBI>

Slavery, murder and suicide in Thailand's fishing industry <https://www.youtube.com/watch?v=C5i-G5eAXw0>

Slavery at Sea- the continued plight of trafficked migrants in Thailand's fishing industry

<https://www.youtube.com/watch?v=5qsERAosVyw>

BBC World- Thailand's slave fishermen <https://www.youtube.com/watch?v=mt5za9aoUyo>

Slavery in every country



Today modern slavery contributes to the production of about 122 goods from 58 countries. We are 'all' **responsible** for modern slavery as *'the products made by bonded labourers touch almost every aspect of the global economy, including frozen fish, tea, coffee, rice, wheat, diamonds, hand-woven carpets, salt, cigarettes, sporting goods and many more products.'*

<http://www.dw.de/modern-day-slavery-widespread-in-india/a-17180433>

Slavery in every country > Source: Indian bonded labourer - <http://libertyasia.org/slavery-today>

Are your jeans or T-shirts made by slaves?

Where does child labour occur in the cotton industry?

Source: <http://campaign.worldvision.com.au/wp-content/uploads/2013/04/Forced-and-child-labour-in-the-cotton-industry-fact-sheet.pdf>



How is child or slave labour involved in the cotton production process?

Source: <http://campaign.worldvision.com.au/wp-content/uploads/2013/04/Forced-and-child-labour-in-the-cotton-industry-fact-sheet.pdf>



Cultivation

- Children plough, weed, sow, remove pests, spray toxic pesticides and are present in the fields during the spraying of toxic pesticides³⁴.
- Children cross pollinate plants by hand (in the production of hybrid cotton)³⁵.

Harvesting

- Children manually harvest cotton, fill and carry heavy sacks and load them onto trucks³⁶.

Ginning

- Children work in ginning factories without protective clothes or masks, where the air is contaminated with white cotton dust, which they inhale, causing respiratory problems³⁷.
- Children spread cotton on platforms, throw cotton into machines, push bales out of the factory and remove cotton seed³⁸.

Manufacturing

- There have been many reports of exploitative labour in the manufacturing industry around the world, where cotton products may be stitched into clothes and apparel that is sold around the world.

Weblinks

List of goods produced by child labour or forced labour <http://www.dol.gov/ilab/reports/child-labor/list-of-goods/>. Select five Asian countries that produce these goods. What do you think you should do about this? In groups investigate child labour in the cotton industry in China, India or Pakistan

<http://campaign.worldvision.com.au/wp-content/uploads/2013/04/Forced-and-child-labour-in-the-cotton-industry-fact-sheet.pdf>

Describe how slave labour or child labour is used to produce your T-shirt or jeans

<http://campaign.worldvision.com.au/wp-content/uploads/2013/04/Forced-and-child-labour-in-the-cotton-industry-fact-sheet.pdf>

Admit it. You love cheap clothes. And you don't care about child slave labour

Despite a series of revelations for the Observer about the brutal conditions in garment factories, companies, western consumers and India are still complicit in turning a blind eye



Young boys rescued from child traffickers at Katihar station in Bihar state, India, waiting for their parents to collect them.

Photograph: Gethin Chamberlain for the Observer Gethin Chamberlain/Observer

<http://www.theguardian.com/world/2013/jul/28/india-sweated-labour>

Kmart, Target and Big W: How do Australia's retail giants make their jeans so cheap?

<http://www.news.com.au/lifestyle/fashion/kmart-target-and-big-w-how-do-australias-retail-giants-make-their-jeans-so-cheap/story-fnet01u7-1227114128538>

Ethical consumer

<http://www.ethicalconsumer.org/buyersguides/clothing/jeans.aspx>



Activities

Read the articles before answering the following questions:

- List arguments against buying cheap clothes
- What is the real cost of cheap jeans in Australia?
- What is meant by 'shop ethically'?

Activities

- What is meant by slavery?
- Why is slavery referred to as a 21st century evil?
- What groups of people are most vulnerable to slavery?
- What forces children to become slaves?
- How does slavery impact on human wellbeing?
- What are the ethical implications of engaging a slave?
- What organisations aim to eliminate slavery? In groups select one organisation and discuss where it works and its success stories.
- Design a short documentary of slavery stories in countries in the Asia region. Include map, statistics, graphs and photographs.

- *'With over 14.2 million in India being involved in forced labour and being victims of trafficking - for sexual exploitation and forced marriage, the country is home to the largest number of people trapped in modern slavery.'* Explain how this statement is an abuse of human rights.
- Why is slavery difficult to measure?
- Slavery exists in all countries whether developed or developing. Explain this statement
- Describe how 'we' are contributing to slavery around the world.
- Imagine you are a reporter writing an article on modern day slavery and its impacts on these people's wellbeing. What does the slave look like? What is the slave doing? How is it difficult for this person to escape the situation? What can be done to improve their lives? Present article as a news item.

ICT activity

Anti-slavery online course <http://www.antislavery.org.au/e-learning.html>

They are promised a better life. But every year, countless boys and girls in Bangladesh are spirited away to brothels where they have to prostitute themselves with no hope of freedom. Explain this statement and how it is a violation of human rights

Tracking factory slaves across Asia <http://thecnnfreedomproject.blogs.cnn.com/2011/10/04/tracking-factory-slaves-across-asia/>

Video and slideshow

Educational videos – anti-slavery <http://www.antislavery.org.au/resources/educational-videos.html>

Fighting slavery in Nepal <https://www.freetheslaves.net/nepal/>

How slaves help put cheap prawns on our supermarket shelves <http://www.theguardian.com/global-development/2014/jun/10/-sp-migrant-workers-new-life-enslaved-thai-fishing>

Prison slaves in China

<http://www.aljazeera.com/programmes/slavery21stcenturyevil/2011/10/2011101091153782814.html>

Audio slideshow- Sudan ex-slave http://news.bbc.co.uk/2/hi/in_depth/629/629/6468215.stm

Weblinks

Breaking the chain http://www.amnesty.org.uk/uploads/documents/doc_18561.pdf

What products are produced using forced labour? <http://productsofslavery.org/>

CAMSA – Coalition to Abolish Modern-day slavery in Asia <http://www.camsa-coalition.org/en/>

Anti-slavery curriculum <http://libertyasia.org/module-1>

Understanding slavery <http://school.discovery.com/schooladventures/slavery/>

Global Slavery Index <http://www.ecouterre.com/more-than-29-million-people-enslaved-says-worlds-first-global-slavery-index/global-slavery-index-2013-2/>

History of Slavery in Asia Timeline <http://www.historyrocket.com/World-History/history-of-asia/History-Of-Slavery-In-Asia-Timeline.html>

Walk Free Foundation <http://www.walkfree.org/>

Comfort Women Fact sheet <http://www.amnesty.org.nz/files/Comfort-Women-factsheet.pdf>

Fairwear Campaign <http://www.fairwear.org.au/>



Introducing Japan

A series of activities for Stage 2 to 4

by Julie O'Keeffe and Di Dunlop

Introducing Japan

Japan is a long, narrow country in the Pacific Ocean. It is made up of many islands. The biggest four are Hokkaido, Honshu, Kyushu and Shikoku.

The countries that neighbour Japan are Korea, China and Russia.

*The capital of Japan is **Tokyo**. It is a very rich and crowded city. It is on the main island of Honshu.*

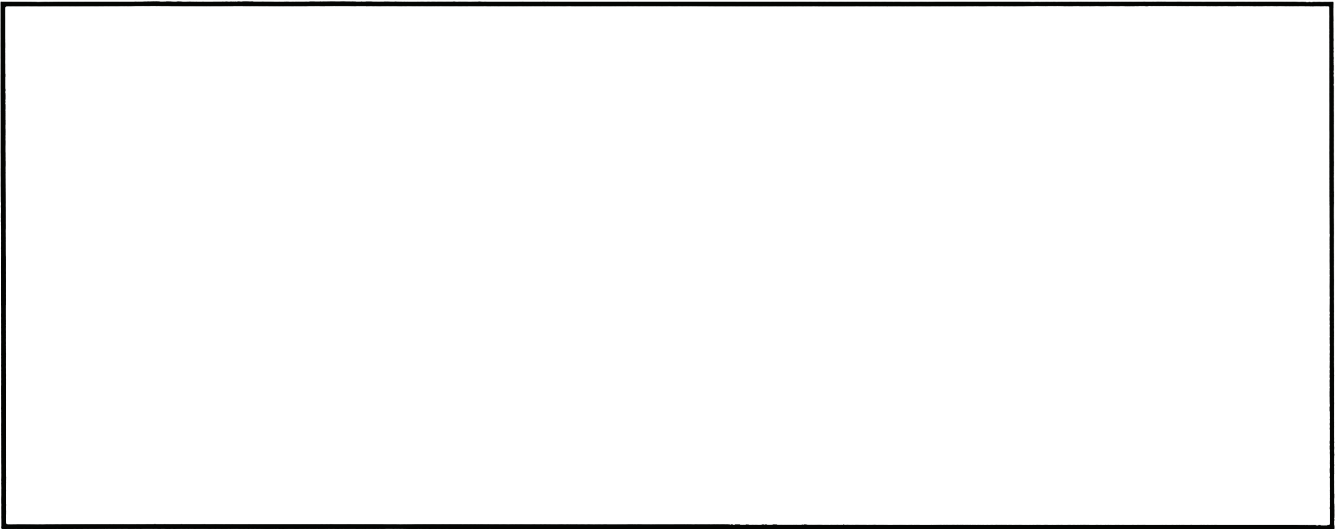
In Japan there are many volcanoes and sometimes earthquakes, typhoons and tidal waves occur.

ACTIVITIES

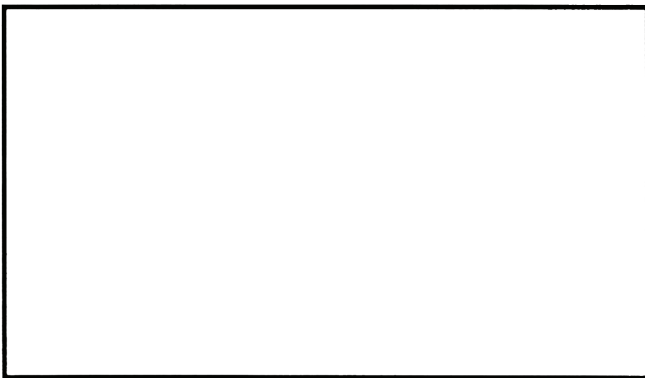
1. Locate Japan on a world map.
2. Label the four largest islands.
3. Mark in the capital city of Japan. Which island is it located on?
4. Locate Japan's nearest neighbours and label them on your map.
5. Can you also find out the capital cities of Japan's nearest neighbours and locate them on the map.

JAPAN

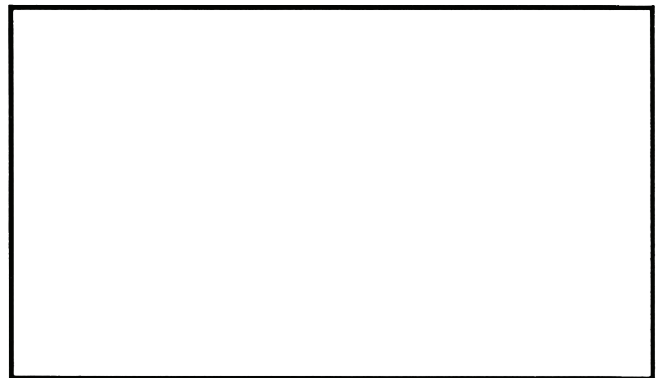
Illustrate each sentence about Japan in the box provided.



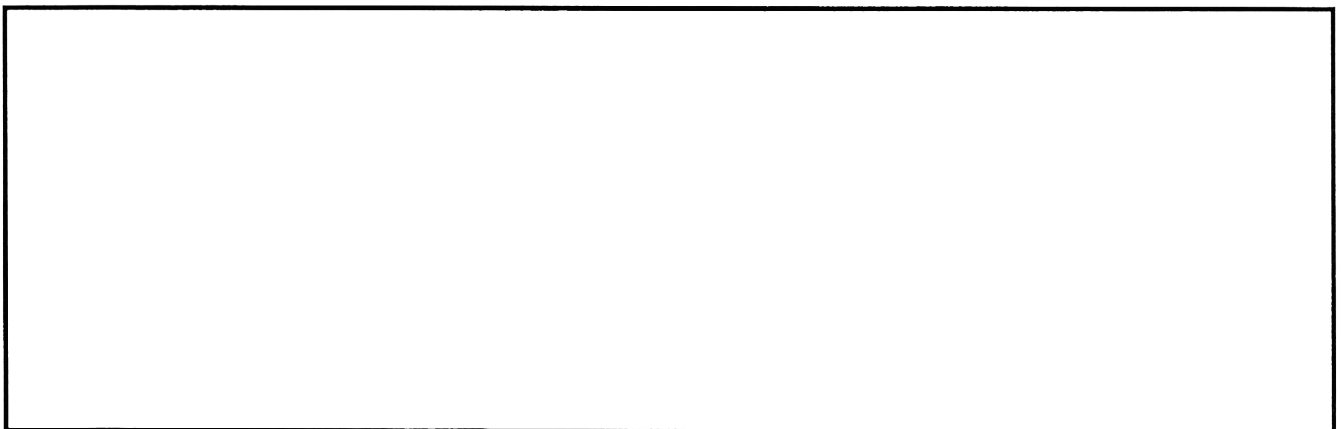
Japan is a long, narrow country in the Pacific Ocean. It is made up of many islands. The biggest four are Hokkaido, Honshu, Kyushu, and Shikoku.



The countries that neighbour Japan are Korea, China, and Russia.

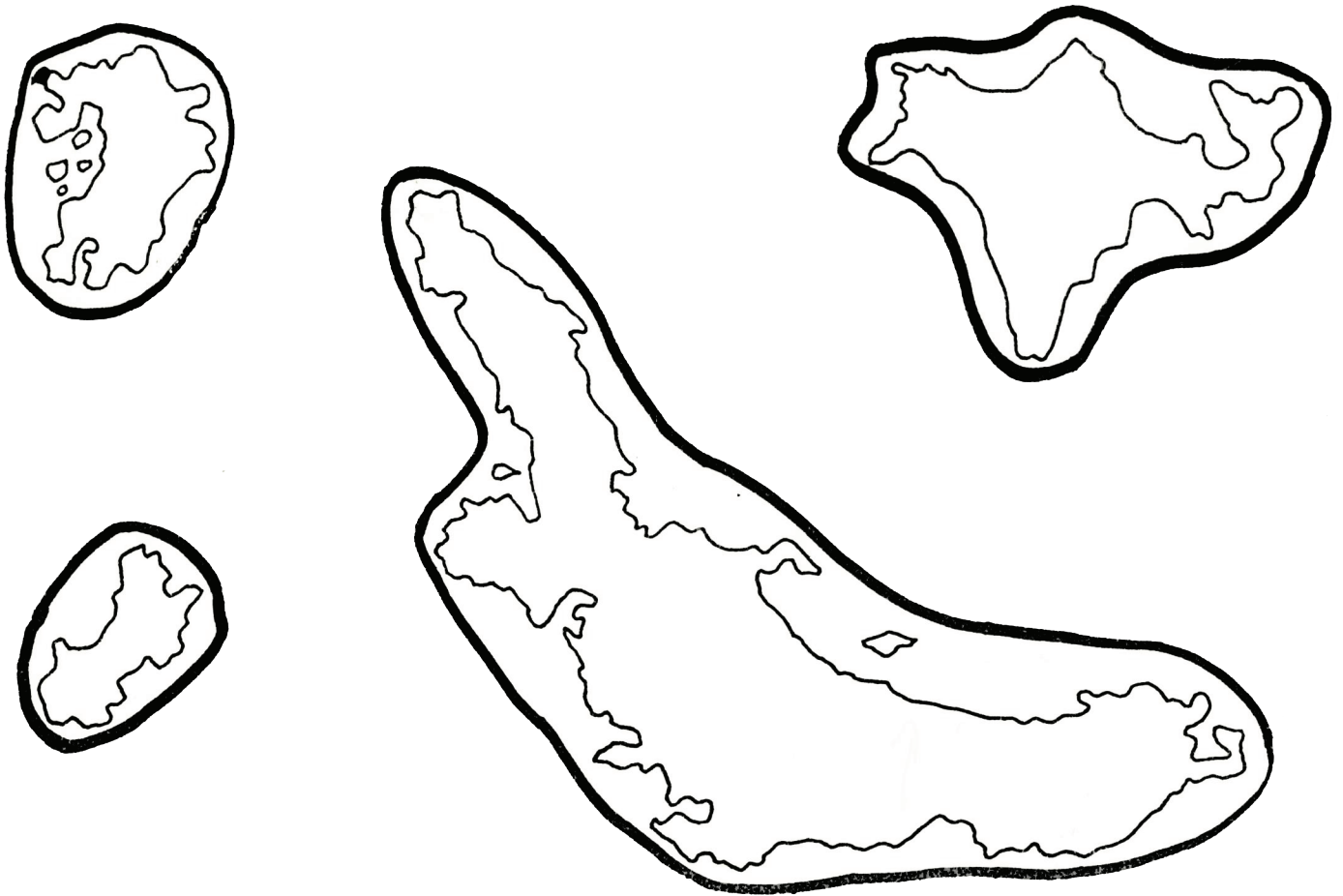


The capital of Japan is **Tokyo**. It is a very rich and crowded city. It is on the main island of *Honshu*.



In Japan there are many volcanoes, and sometimes earthquakes, typhoons, and tidal waves occur.

JAPAN is a country of four big islands and many little islands.



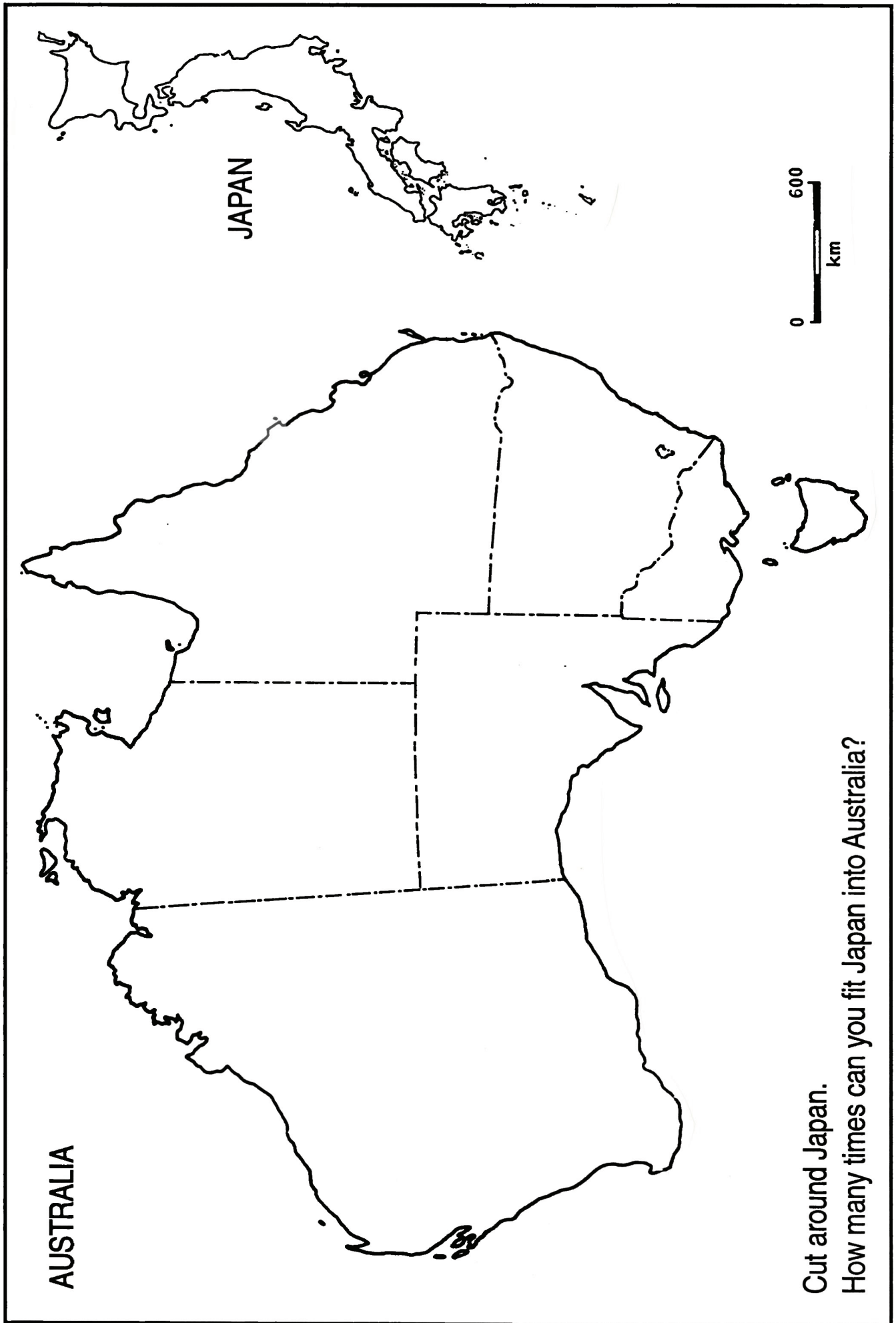
INSTRUCTIONS

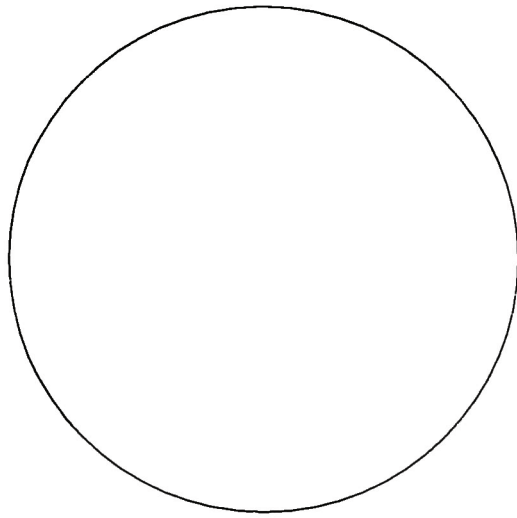
1. Colour in the island shapes.
2. Cut out the island shapes
3. Place them in their position on a blank sheet of paper Use your atlas to help you.

JAPAN AND AUSTRALIA

Use your School Library, computers, and any other sources of information you can find to help you fill in the grid below.

FACT	AUSTRALIA	JAPAN
Total population		
Largest city		
Main religion		
Highest peak		
Tallest tower		
Longest river		
Major export		
Nearest neighbours		
Capital city		
Area in square kilometres		
National flower		
Currency		
Popular dish		





The Japanese flag

The Japanese flag is called **hinomaru** which means 'circle of the sun'.

The Japanese name for Japan is **Nihon**. This means 'the land of the rising sun'.

The flag has a red circle on a white background. The red circle represents the sun and the white background represents purity (which means that it is clean, clear, and not a mess).

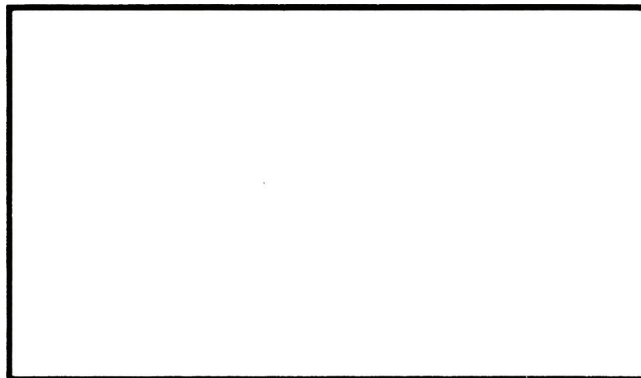


HOW TO MAKE THE FLAG OF JAPAN

Think about how you made your Japanese flag. The instructions (what to do) have been jumbled. Read, cut and paste the instructions in the correct order so that the procedure makes sense.

MATERIALS. (What you need)

- ★ 1 sheet of white paper
- ★ 2 red circles
- ★ 1 straw
- ★ scissors, glue, sticky tape



INSTRUCTIONS (What to do)

☐ Cut 2 red circles.

● DRAW a Japanese flag in this box.

☐ Paste the edges of the white paper together.

☐ Tape the straw inside the folded white paper, along the edge.

☐ Paste a red circle in the centre of each side of the folded white paper.

☐ Fold the white paper in half.

FOR LABELLING ON THE WORLD MAP:

Australia

Japan

Northern Hemisphere

Southern Hemisphere

Equator

the

is

Japan

in

Northern

Hemisphere

Hemisphere

Australia

in

is

Southern

the

☐ Students cut out and label on map – Australia, Japan, Equator, Northern Hemisphere, Southern Hemisphere.

☐ Students unjumble sentences about Australia and Japan's location.

Students paste one sentence above the map; the other sentence is pasted below the map.

FIND-A-WORD

Name: _____



Japan
Tokyo
sumo
Japanese
kimono
konnichiwa
welcome
exchange
students
Shikoko
Kyushu
Honshu
Hokkaido
carp
yen
Mt Fuji
Shinto
Buddhism
haiku
lantern

B	U	D	D	H	I	S	M	A	E	O	J	R	G	C
S	Z	J	B	S	T	U	D	E	N	C	T	A	H	A
H	N	L	C	F	D	N	E	V	I	O	G	C	Q	R
S	T	U	D	E	N	T	S	B	K	F	W	I	K	P
A	K	T	J	U	L	U	Q	Y	P	K	P	W	Y	D
G	S	L	M	A	R	B	O	M	F	Y	X	E	O	Z
Y	E	G	U	X	P	E	V	D	X	U	N	L	C	O
W	Q	E	X	C	H	A	N	G	E	S	Y	C	N	Y
H	S	W	U	I	J	O	N	W	T	H	M	O	C	S
R	H	H	J	S	A	K	N	A	L	U	B	M	S	H
U	I	T	A	V	W	O	I	S	Y	Q	J	E	D	I
Z	K	W	P	B	I	A	F	Z	H	E	R	S	C	N
H	O	P	A	X	H	M	T	J	S	U	U	M	L	T
A	K	I	N	N	C	U	C	K	W	M	K	D	X	O
I	O	P	E	H	I	G	R	F	O	I	E	N	F	L
K	A	Q	S	V	N	O	Q	K	J	D	E	Y	H	G
U	Z	M	E	S	N	L	H	O	K	K	A	I	D	O
A	J	R	G	T	O	V	P	P	N	W	D	O	O	Z
Y	B	C	U	B	K	I	M	O	N	O	I	E	K	X
M	T	F	U	J	I	H	F	L	A	N	T	E	R	N



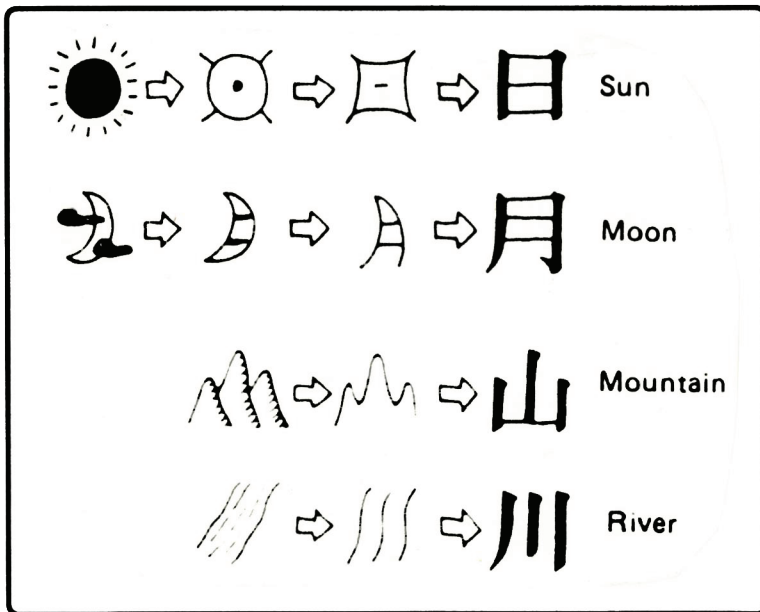
JAPANESE LETTERS

Japanese is written using Chinese characters in combination with two sets of syllabaries—HIRAGANA and KATAKANA. The Chinese characters, or KANJI, all have meanings, while hiragana and katakana represent sounds only.

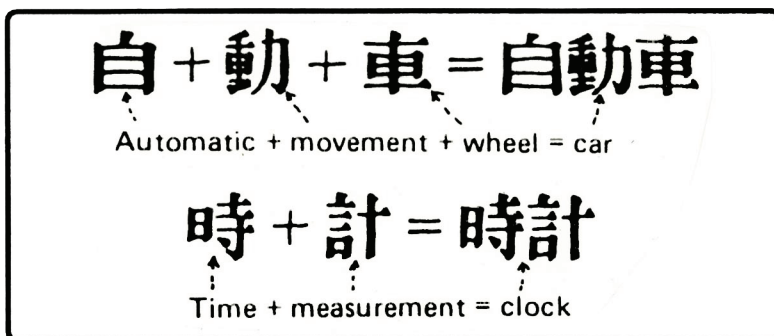
Kanji

Kanji are ideographs representing objects or ideas.

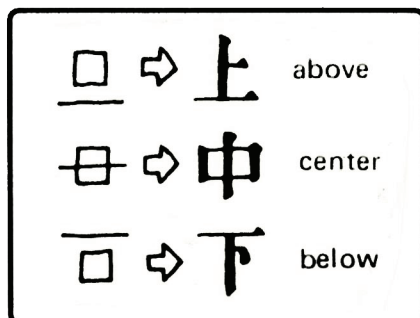
How some simple *kanji* representing objects developed:



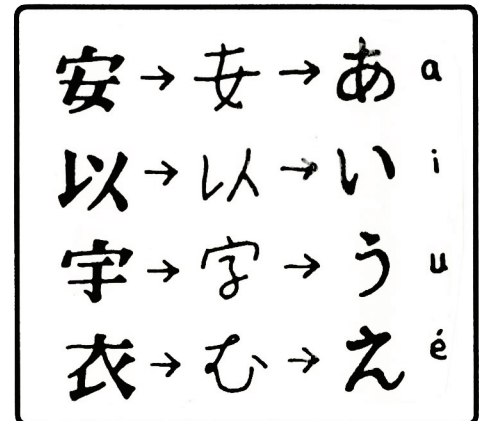
How *kanji* are combined to make words:



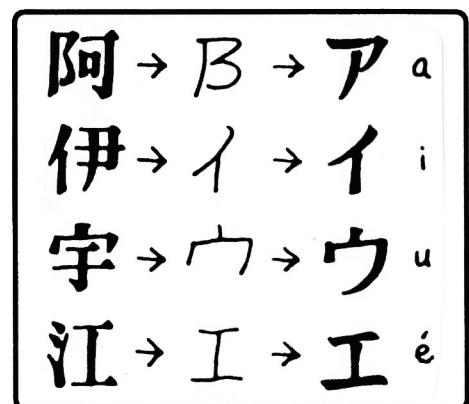
Characters representing concepts:



The *hiragana* sound syllabary was developed from the cursive writing of whole *kanji*:



The *katakana* sound syllabary was developed from parts of *kanji*:



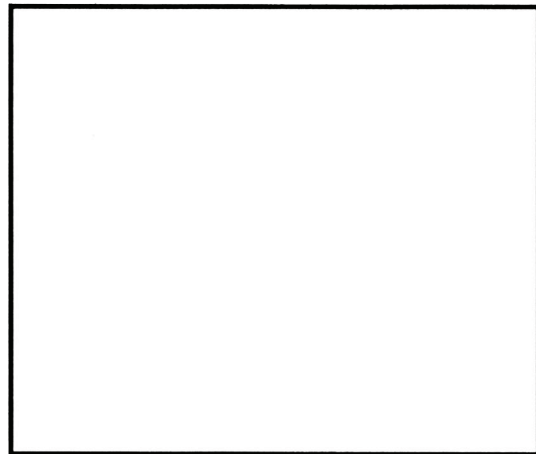
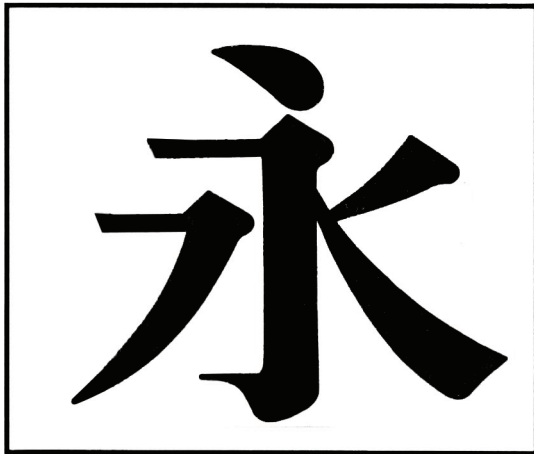
ACTIVITY WORKSHEET

Calligraphy

Equipment:

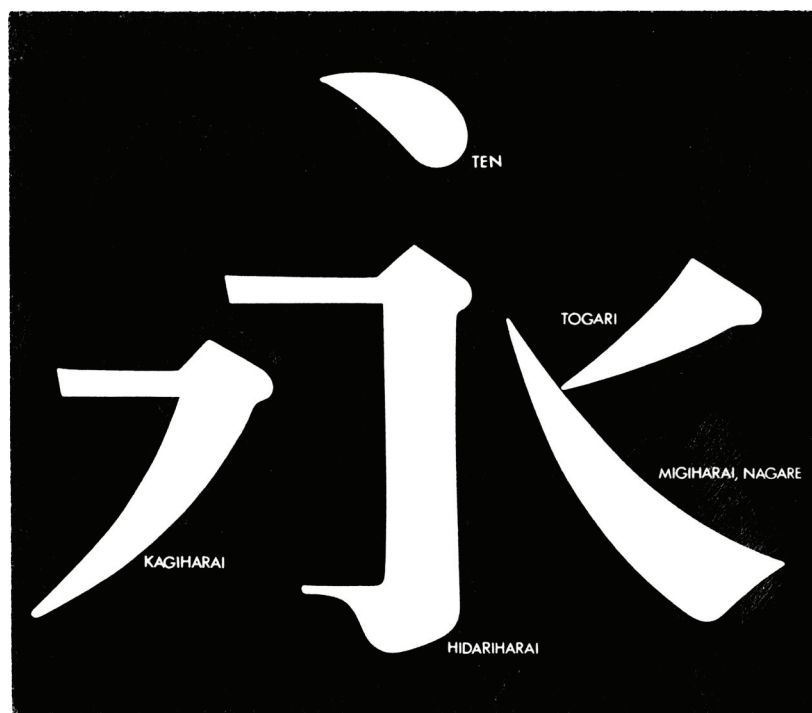
1. Chinese or Japanese calligraphy brushes
2. Art paper or practice books
3. Black ink stones
4. Calligraphy books

In the practice books there are spaces for the students to practice.
It is easier to practice on large sheets of paper first.



The ideogram nagai and its brushstrokes

All of the equipment is readily available in Chinese stores in any *Chinatown* areas such as the Haymarket in Sydney.



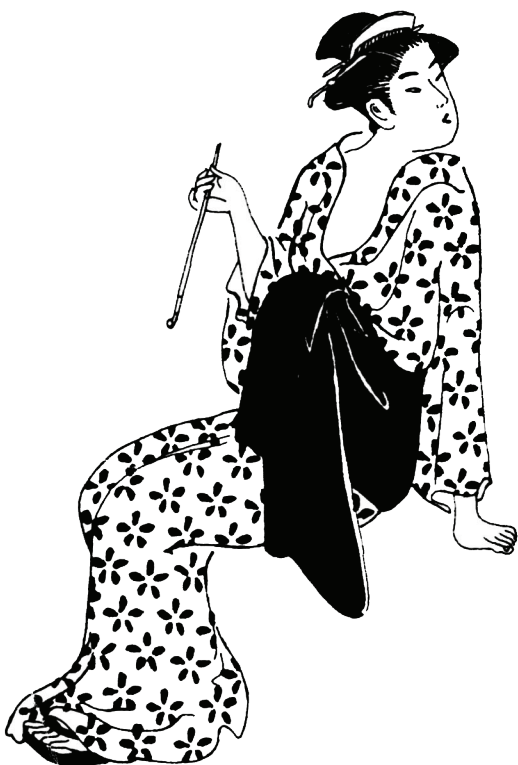
THE KIMONO

The Japanese kimono is a full-length dress in the wrap-around style, with long flowing sleeves. The *kimono* (basic outer robe) with the *obi* (sash) is the traditional dress of the Japanese in both summer and winter.

The kimono is lined or quilted in winter, thin and cool in summer, and always held in place at the waist by the obi. When the hem of the dress is swirled around, or when the lady is walking, under-layers of the kimono can be seen.

Great care is given to the colours and the patterns of these layers so that they look beautiful together. Kimono of young or unmarried women feature sleeves that are very long, dangling almost to the ground.

The kimono is especially designed to meet the needs of the Japanese culture, climate and geography. It is practical for daily use, and is pleasing to look at. It allows women freedom and comfort when they move, and makes it easy for women to sit or kneel on the floor.



A worksheet on national dress

THE KIMONO

Read the information sheet and complete the following:

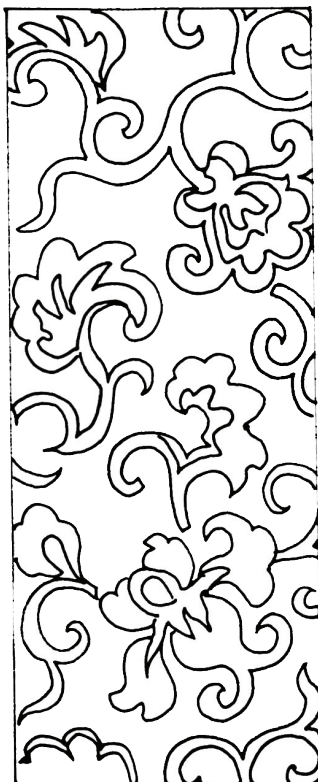
1. List five important features of kimono.
2. Explain the importance of the *obi*.
3. What type of footwear was/is worn with kimono?
4. How was colour significant in kimono?
5. What is 'special' about wedding kimono?
6. Many kimono have crests or *mons* on them. Find out about the significance of *mons* in Japan and draw some examples, modern and traditional.

A large, empty rectangular box with rounded corners, intended for drawing or writing.A large, empty rectangular box with rounded corners, intended for drawing or writing.A large, empty rectangular box with rounded corners, intended for drawing or writing.A large, empty rectangular box with rounded corners, intended for drawing or writing.A large, empty rectangular box with rounded corners, intended for drawing or writing.

7. How is a *yukata* different to a kimono and what is its purpose?
8. After looking at books and magazines on Japan, design a pattern for your own kimono.

KINOMO PATTERNS

ACTIVITY: Colour in the patterns



JAPANESE BUILDING MODELS

Model building is a useful method of teaching students about other cultures, and the different types of buildings, building materials, structures, temples, etc.

This can lead to an investigation of the landscape in which such buildings exist, their relationship to the building materials, and the purposes of the structures as part of daily life in the past and the present.

The students should be encouraged to be creative and innovative in their choice of materials for their models. For more complicated structures students could work in groups.

Here are a few examples that students could copy.

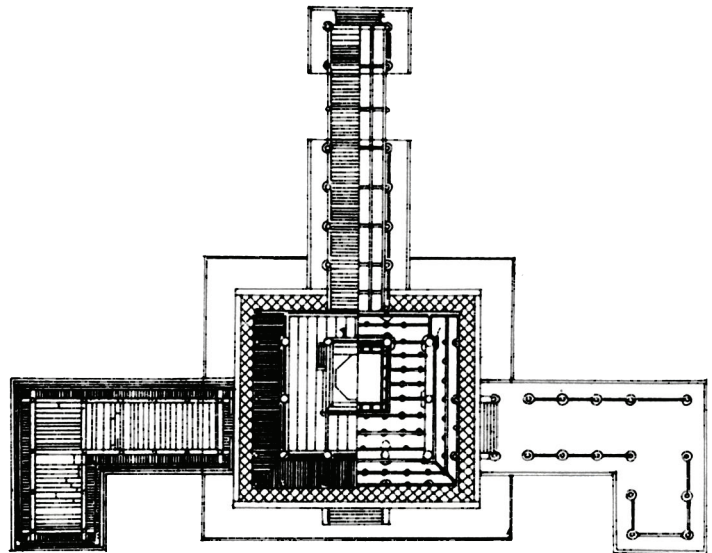


Haniwa

2-storied house, clay
middle-Tumulus period
Mie Prefecture
National Museum, Tokyo



5-storey pagoda
of Muroji Temple
(cross section)
wood
Early 9th century
Nara Prefecture



Hoodo

Phoenix Hall of the Byodo-in (plan and elevation), wood
Heian Period, Kyoto Prefecture



Kinkaku

Golden Pavilion of Kinkakuji
Temple (Rokuonji), wood
Built 1394, rebuilt 1955
Kyoto Prefecture

◀ 5-storey pagoda of Horyuji Temple, wood
Asuka Period, Nara Prefecture



Kondo

Golden Hall of Horinji, wood
Built 1737
Nara Prefecture



Himeji Castle

wood and stone
Built 1610
Himeji, Hyogo Prefecture

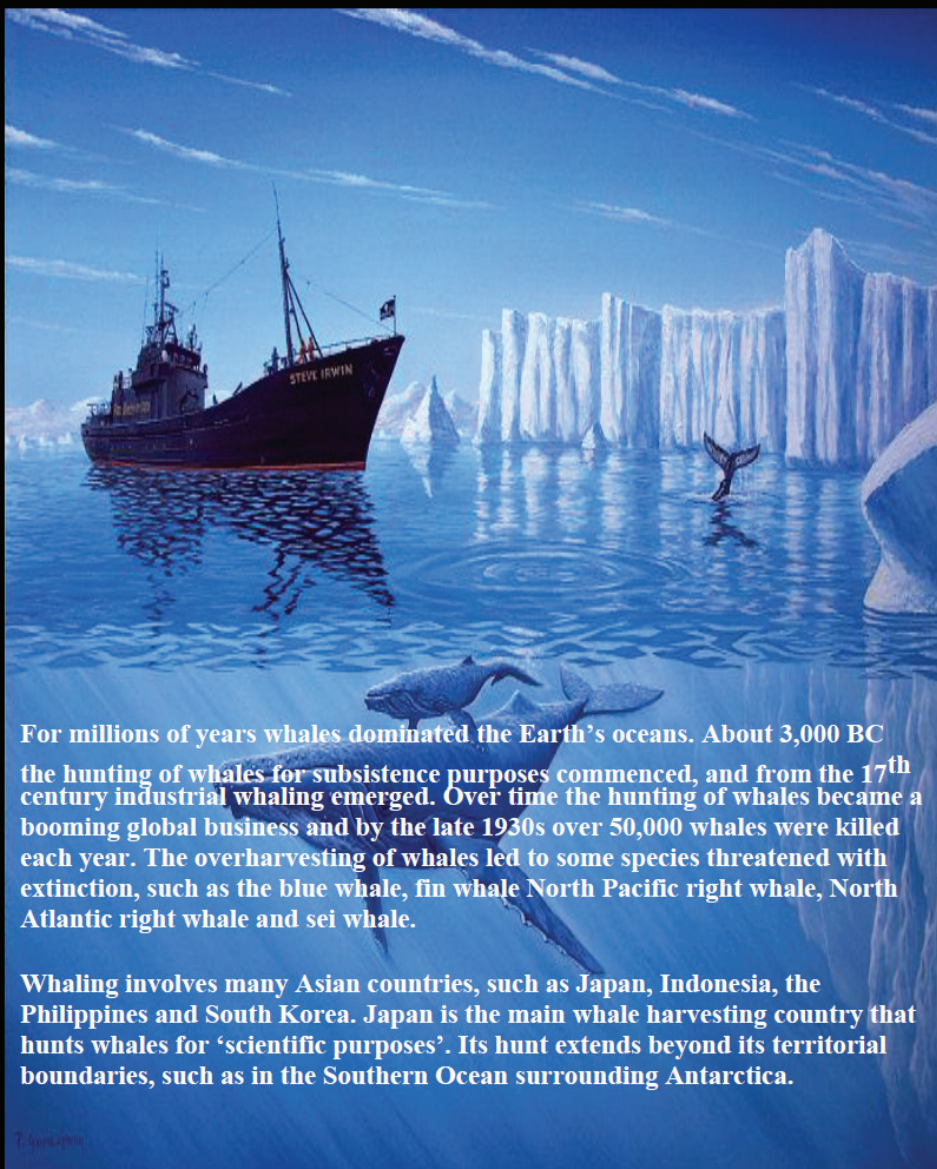
JAPAN'S **OBSESSION** WITH WHALES

Culture or Exploitation?

by Dr Susan Bliss
Educational Consultant

At the completion of this topic students will develop an understanding of:

- whaling past and present, focussing on countries of the Asia region
- the whaling debate between Australia and Japan



For millions of years whales dominated the Earth's oceans. About 3,000 BC the hunting of whales for subsistence purposes commenced, and from the 17th century industrial whaling emerged. Over time the hunting of whales became a booming global business and by the late 1930s over 50,000 whales were killed each year. The overharvesting of whales led to some species threatened with extinction, such as the blue whale, fin whale North Pacific right whale, North Atlantic right whale and sei whale.

Whaling involves many Asian countries, such as Japan, Indonesia, the Philippines and South Korea. Japan is the main whale harvesting country that hunts whales for 'scientific purposes'. Its hunt extends beyond its territorial boundaries, such as in the Southern Ocean surrounding Antarctica.

Photograph: 'Guardian Angels' (M/s Steve Irwin, Sea Shepherd)
Source: <http://www.gerasimon.com.au/theguardianangels.htm>

EMPTYING THE OCEANS

The vast oceans and the constant migration of whales prevent scientists obtaining accurate statistics on how many whales exist and the numbers facing extinction. However, scientists from the New Bedford Whaling Museum calculated that from 1900-1999 that at least 2.9 million whales were killed by the whaling industry. The catch was divided between:

- Southern Hemisphere - 2,053,956
- North Pacific Ocean - 563,696
- North Atlantic Ocean - 276,442

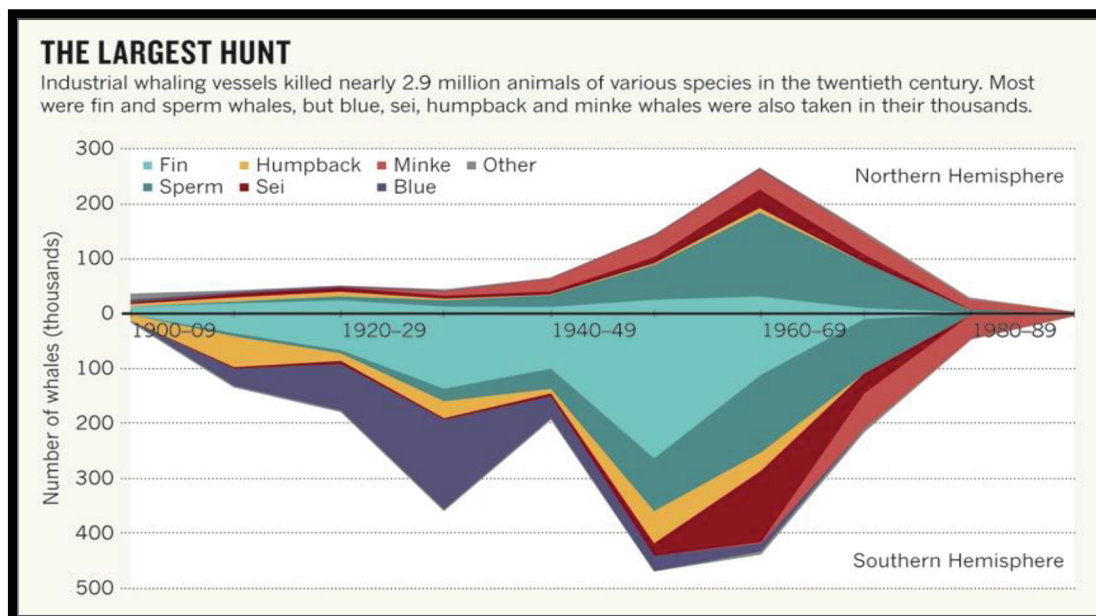
During the 20th century the following species were killed:

- Fin whales – 1,000,000
- Sperm whales – 560,000
- Blue whales – 379,000

These grim statistics were attributed to the industrialised approach to whaling with its exploding harpoon guns and steam-powered whaling vessels.

Largest hunt of whale species

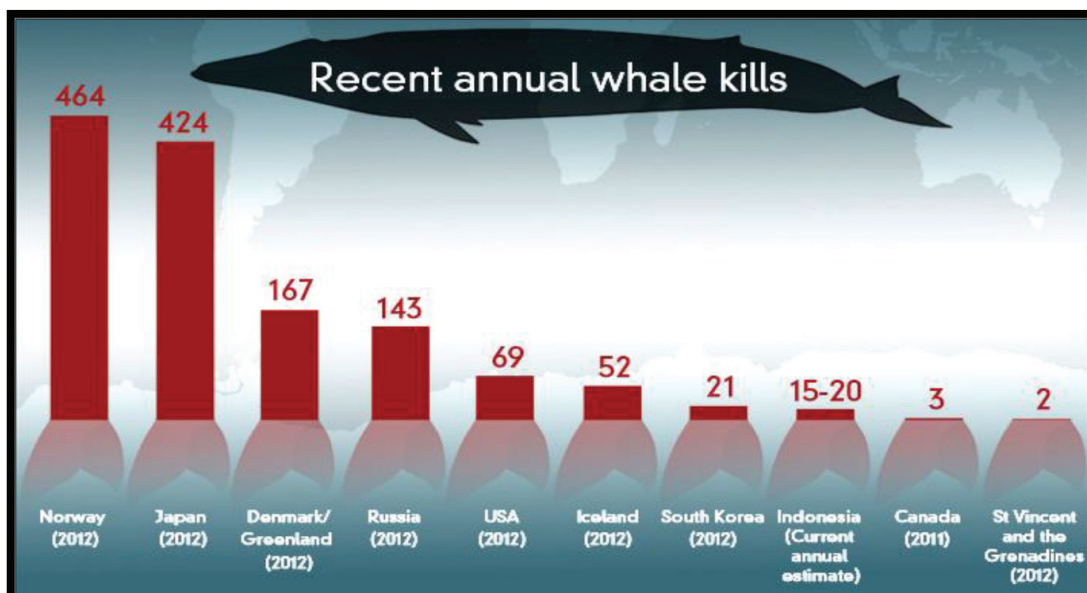
Graph source: <http://www.nature.com/news/world-s-whaling-slaughter-tallied-1.17080>



Recent annual whale kills by country

Number of whales killed in 2011/2012. (ABC Fact Check)

Column table source: <http://www.abc.net.au/news/2014-04-08/whales-killed-in-2012-or-2011/5375856>

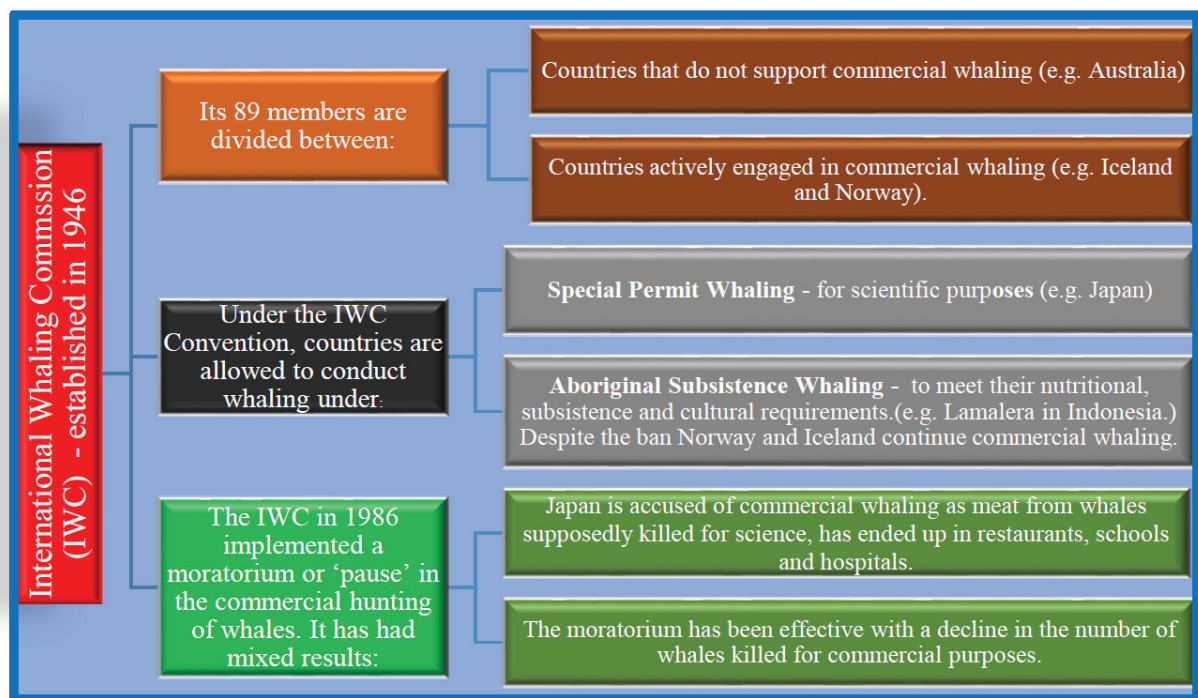


INTERNATIONAL WHALING COMMISSION (IWC)

The **International Whaling Commission (IWC)** was formed in 1946 to conserve whale stocks as well as ensure the sustainable development of the whaling industry. Today, the IWC addresses non-whaling threats such as ship strikes and marine debris, as well as establishing the Southern Ocean Whale Sanctuary. Additionally, numerous international conventions and organisations support the ideas and work of the IWC.

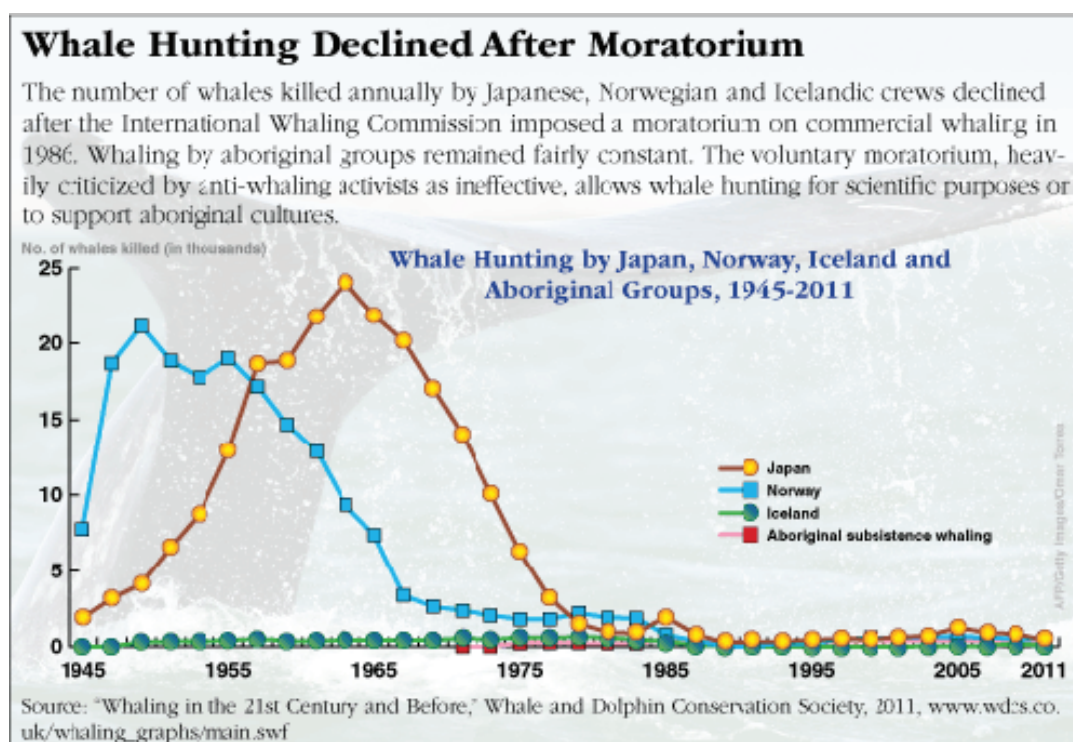
The International Whaling Commission

Graphic: S. Bliss



Good news - whale hunting declined after IWC moratorium (1986)

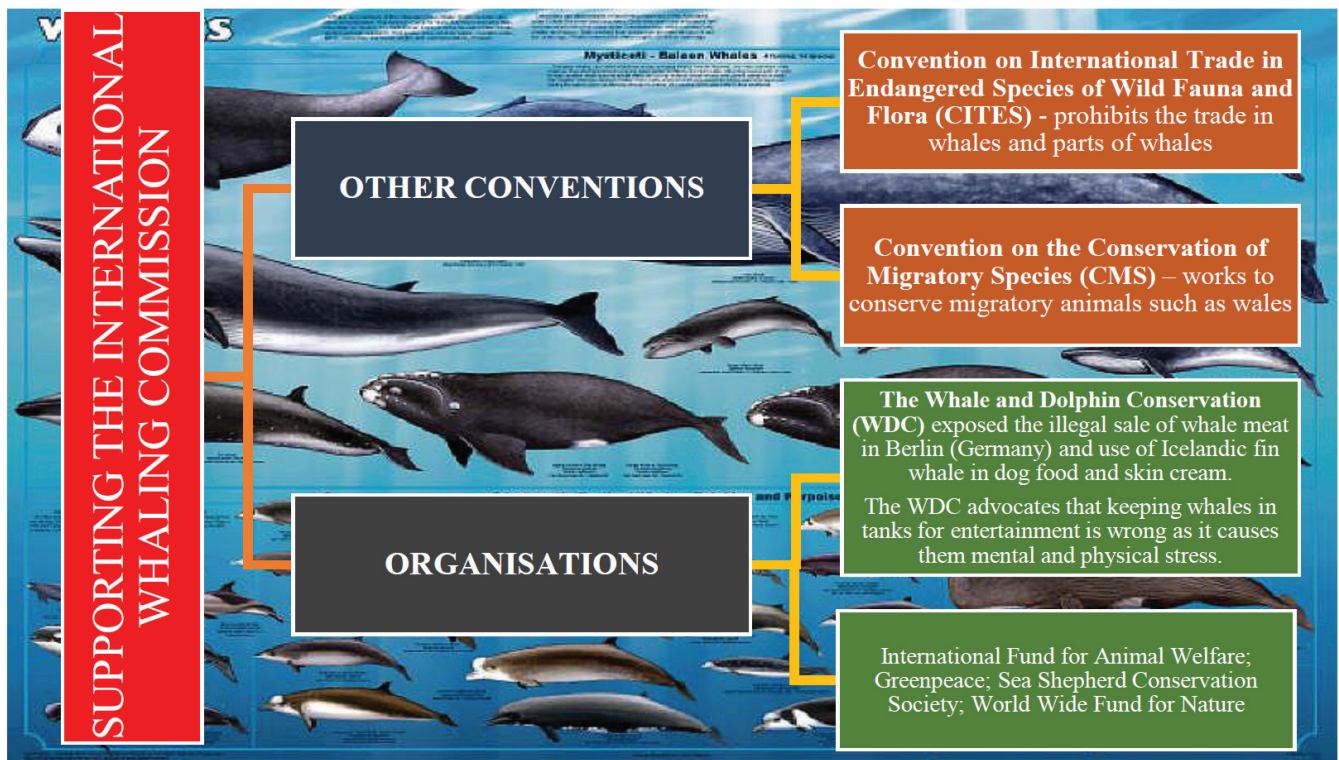
Source: http://photo.pds.org:5012/cqresearcher/file.php?path=/images/CQ_Researcher/r20120629-whohunts.gif



Conventions and organisations support the International Whaling Commission

Graphic: S. Bliss

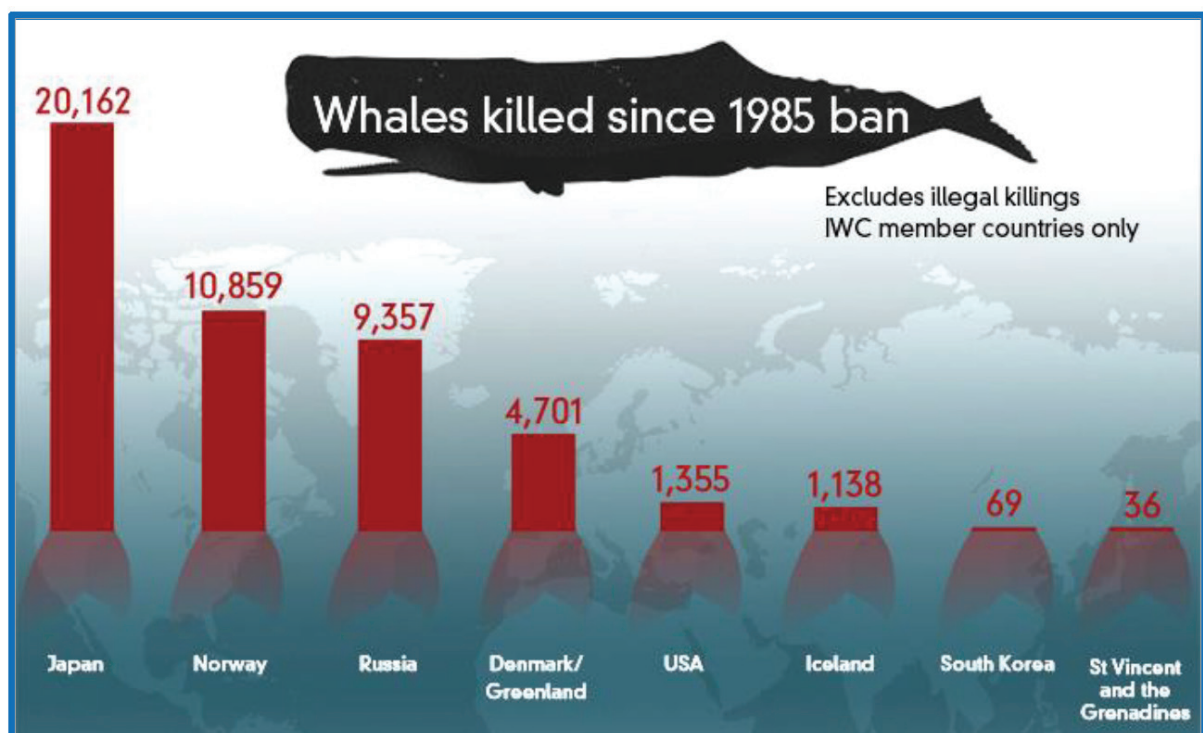
Background photo: <https://oarnorthwest.com/wp-content/uploads/2013/03/A234-Whales-522-6x9x72rgb.jpg>



Whales killed 1985-2012 –Japan largest culprit

ABC Fact Check 2015: Figures sourced from the International Whaling Commission. (ABC Fact Check)

Source: <http://www.abc.net.au/news/2014-04-08/whales-killed-since-1985/5375858>



TYPES OF WHALING

Types of whaling

Graphics. S.Bliss

Photograph: Whaling in Japan

http://us.whales.org/sites/default/files/styles/content_wide/public/project/koichi_kamoshida_feature_08.jpg?itok=C44VbokL

SPECIAL PERMIT WHALING

– to take, kill and treat whales for scientific purposes

- in 2012 Japan killed 426 whales
- since the 1986 moratorium Japan killed about 20,000 whales

Japanese research programs:

- JARPEN 11 in North Pacific Ocean
- JARPA in Southern Ocean

ILLEGAL WHALING

Whaling contravenes national laws or international agreements on:

- quotas (numbers permitted to be caught)
- season allowed to hunt
- restricted areas (no go areas)

It is illegal when whalers target protected species and falsify records to camouflage the catch of under sized whales and lactating females.

Countries: Russia, Japan and South Korea

Humpback Whale numbers have declined from illegal catches



COMMERCIAL WHALING

- Norway 464 killed (2012)
- Iceland 52 killed (2012)
-

PIRATE WHALING

Unregulated whaling outside national/international laws and agreements such as the International Whaling Commission (IWC).

The ships usually hunt under the flag of a non-member country of the IWC.

For example Japan has hunted under the flags of Somalia, Cyprus, Curacao and Panama.



ABORIGINAL WHALING

- Denmark (includes Greenland) 167 killed (2012)
- Russia 143 killed (2012)
- USA 69 killed (2012)

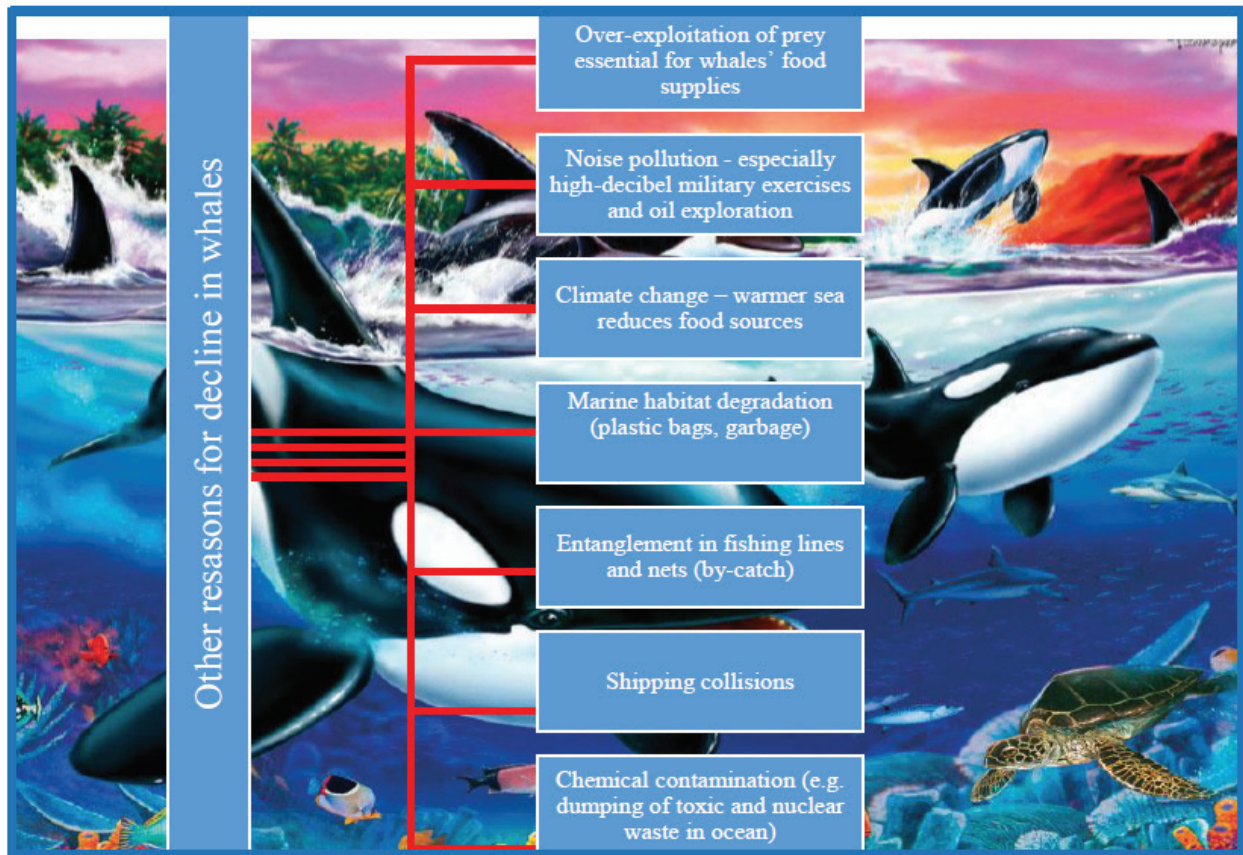
Japan claims the four indigenous communities involved in whaling are Abashiri, Ayukawa, Wada and Taiji.

Aboriginal Subsistence Whaling (ASW) covers the traditional use of whale products by aboriginal, indigenous or native communities in meeting their nutritional, subsistence and cultural requirements.

NON WHALING THREATS

Non whaling threats

Graphics: S. Bliss. Photograph: <http://www.outsetmedia.com/sites/default/files/52010-killer-whales.jpg>



Activity

In pairs select one of the following non-whaling threats from the diagram above:

- Describe the threat
- What is the impact of the threat on whales?
- How does this threat contribute negatively to the conservation of whales?
- Suggest strategies to reduce the threat

Refer to the internet to investigate the topic. Present research as an oral report.



Photographs: A. Whale caught in fish net

http://e360.yale.edu/slideshow/how_fishing_gear_is_killing_whales_in_the_north_atlantic/143/1/; B. Polluted water from industrial activities <http://wildwhales.org/wp-content/uploads/2008/03/Pollution2.jpg>; C. Beached whales <http://www.abc.net.au/news/image/1606074-3x2-940x627.jpg>



A



B

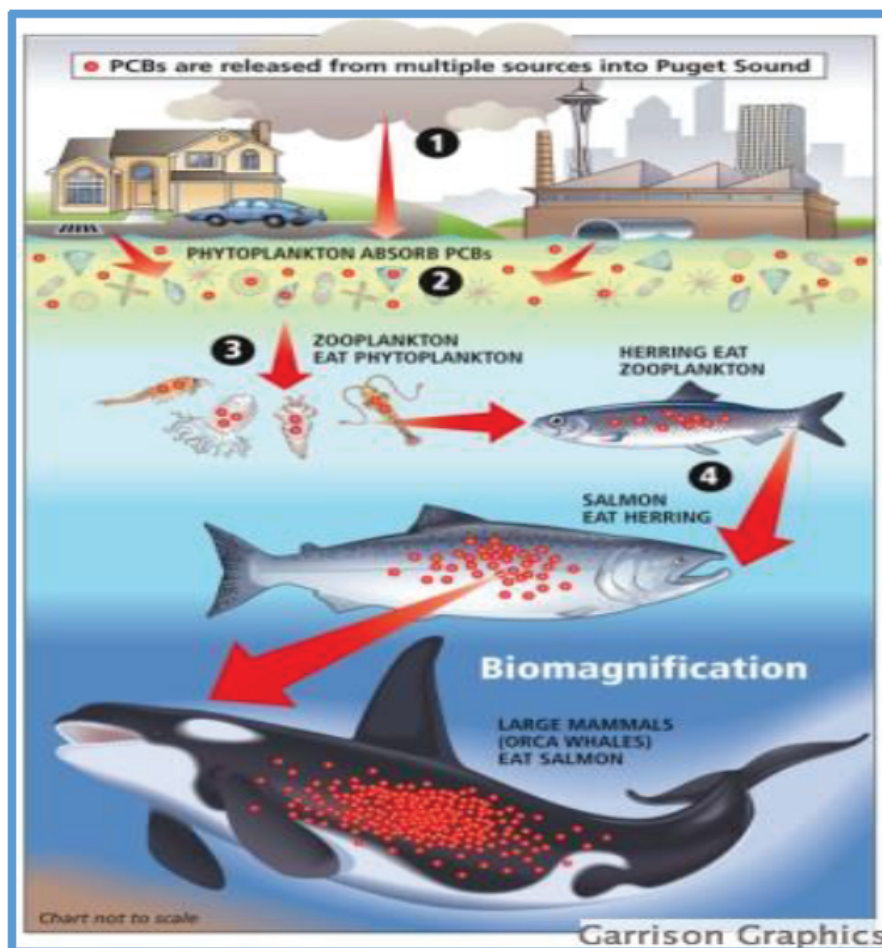


C



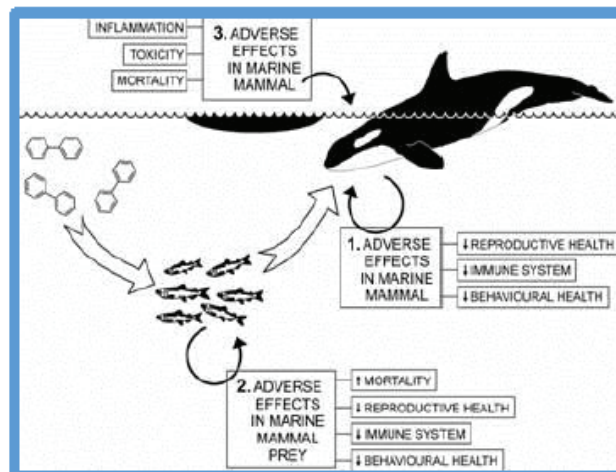
Activities:

1. Why are the statistics on whales subject to debate?
2. What do the following acronyms mean: CITES, CMS, WDC and IWC?
3. **Refer to Whales killed 1985-2012.** What is the proportion of whales killed by Japan compared to Norway and South Korea?
4. **Refer to the largest hunt of whale species**
 - a) In what hemisphere are most whales killed?
 - b) From 1960-69 approximately how many whale species were killed in the southern hemisphere?
 - c) Name the main whale hunted from 1980-1989.
5. **Refer to recent annual whale kills:** List three countries with the largest number of whale kills?
6. **Refer to types of whaling**
 - a) List five main reasons for hunting whales.
 - b) Distinguish between illegal and pirate whaling.
7. Explain what is meant by aboriginal whaling.
8. **Refer to whale hunting declined after 1986 moratorium.**
 - a) Calculate the number of whales caught by Japan in 1945, 1965, 1975 and 2005.
 - b) Explain the reasons for the decline in the killing of whales since 1985.
9. Describe the impact of scientific whaling by the Japanese on whale numbers.
10. In groups, research aboriginal whaling communities in one Asian country and whether their catch meets nutritional, subsistence and cultural requirements. For example:
 - a) Indonesia - Lamalera and Lamakera.
 - b) The Philippines - Lila, Bohol, Sagay, Camiguin, Salay, Misamis Oriental or Sulu-Salawesi
11. **Refer to non-whaling threats.** Whales think plastic bags are jellyfish. What are the other causes of ocean pollution?
12. **Refer to biomagnification of PCBs** <http://www.nuclearworld.net/wp-content/uploads/2015/04/biomagnification.jpg>
 - a) How does PCBs end up in whales?
 - b) What is meant by biomagnification?
 - c) Tests on whale meat taken from Taiji, in Japan found 2.6 ppm of persistent organic pollutants (PCBs), dioxins and mercury. The government's limit on PCBs is 0.5 ppm. In humans, PCBs can cause liver disease and cancer. There appears a relationship between Japanese people who eat large quantities of fish, dolphins and whales and high levels of PCBs, mercury and dioxins. In pairs research whether this statement is correct.



13. Refer to effects of toxins in whales <http://www.registrelep-sararegistry.gc.ca/document/doc1855p/whale-epaulard-002-eng.gif>

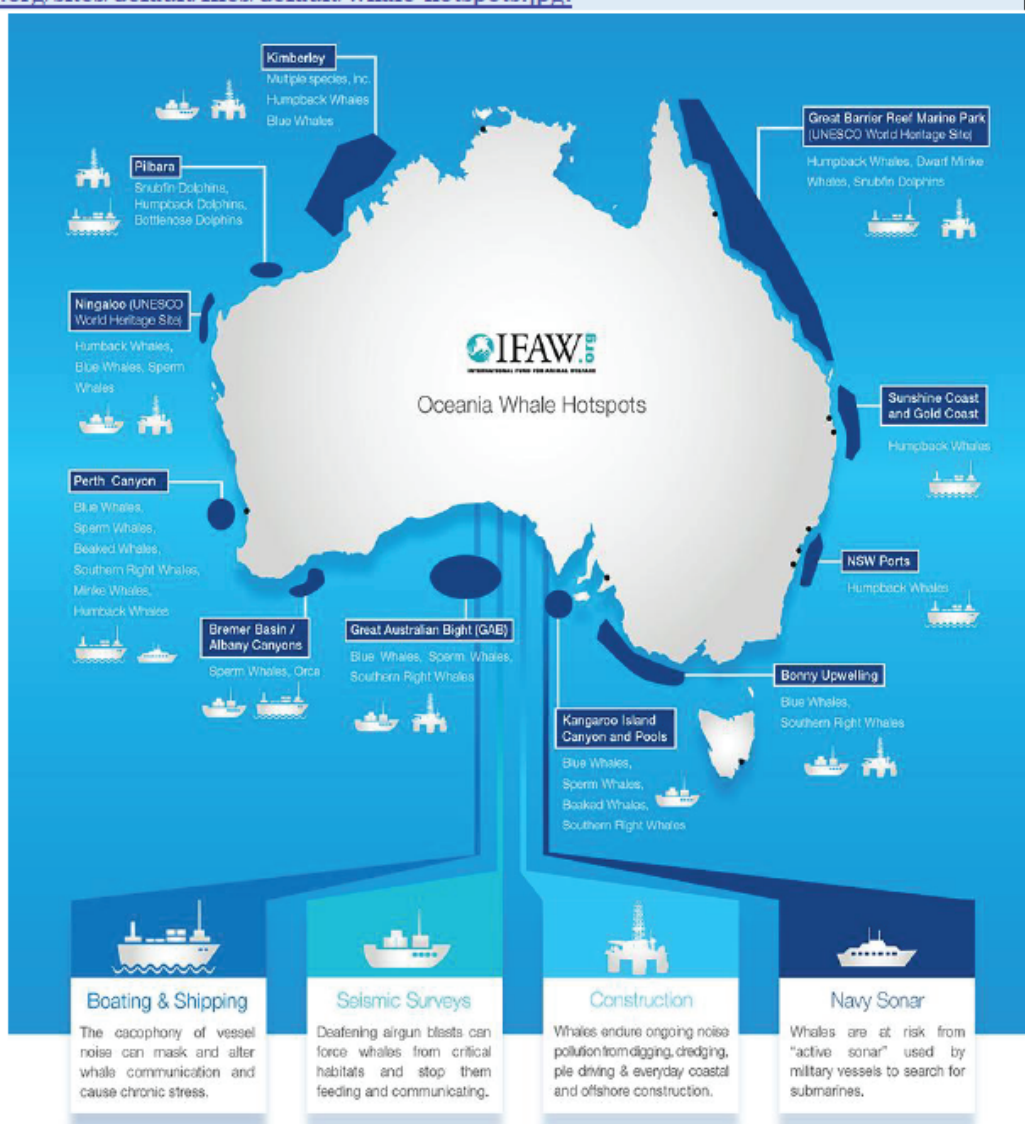
- Using the internet list the toxins found in water.
- How do toxins move from land to water?
- What are the impacts of toxins in water on whales?



14. Refer to the map on whale hotspots around Australia's coastline

Source: <http://www.ifaw.org/sites/default/files/default/whale-hotspots.jpg>

- Whales feed in the Southern Ocean near Antarctica in summer, and migrate north to Queensland's coast in winter to give birth in tropical warm waters. What are the problems facing these whales along their journey?
- How does the hunting of whales by the Japanese in the Southern Ocean impact on the number of whales migrating along the Australian coast to the Whale Watching industry?



ICT

White whale spotted off far north Queensland – Migaloo

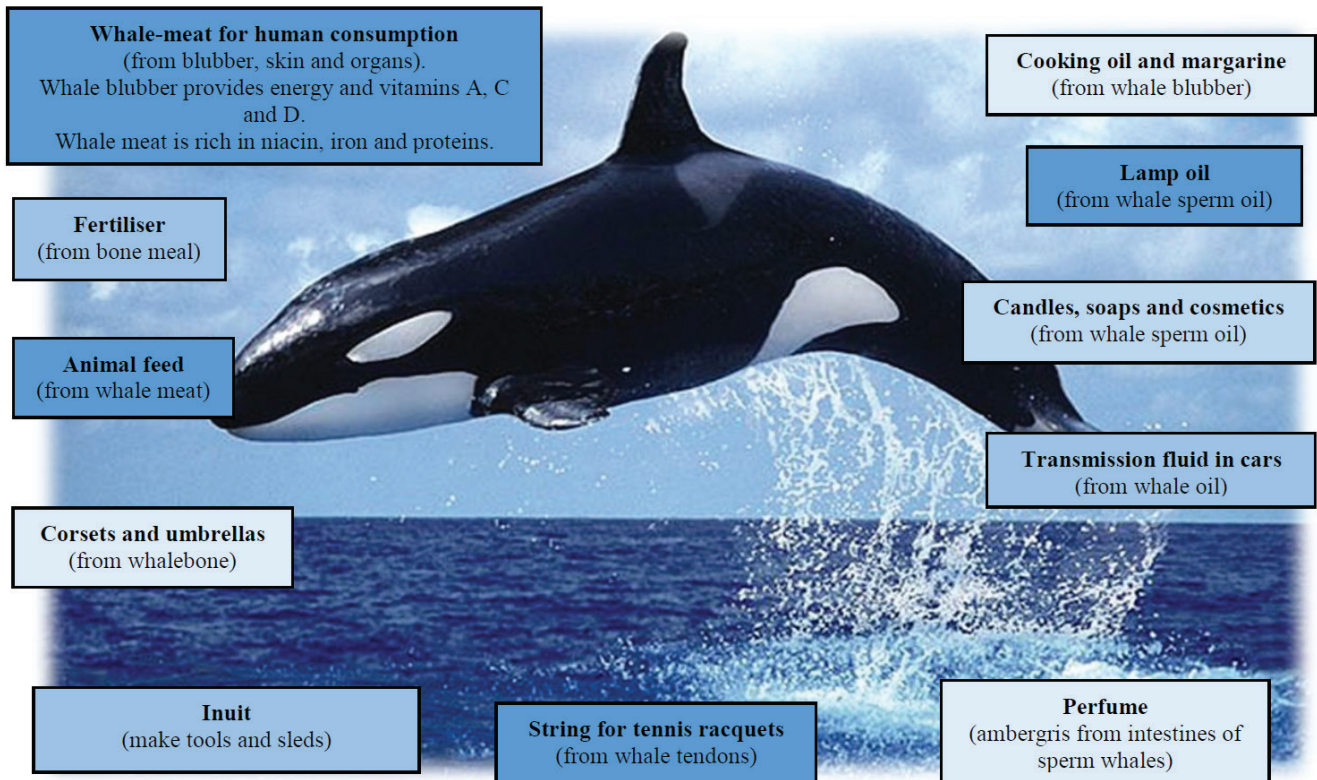
<http://www.abc.net.au/news/2013-08-08/white-whale-migaloo-spotted-off-far-north-qld/487311>

WHY HUNT WHALES?

Widespread commercial whaling began in the 17th century when whales became an important resource and humans found that every bit of the whale, from flesh to bone, could be used.

Past reasons to hunt whales

Graphics: S. Bliss. Photo source: http://i.telegraph.co.uk/multimedia/archive/02027/AXYTG7_2027733b.jpg



REASONS TO STOP HUNTING WHALES

Today there is no commercial reason to hunt whales as petroleum has replaced whale oil, synthetic strings on tennis racquets replaced whale tendons, and farming (crops and livestock) provides humans with protein. Additionally whaling is inhumane and has caused a decline in species:

- **Inhumane:**

UK naturalist Sir David Attenborough said ‘there is no humane way to kill a whale at sea’.

Inhumane actions:

- Scientists found whales are intelligent and social animals who feel pain. This is of concern as most whales are not killed instantly but linger up to 2 hours before death.
- Whaling accidentally kills female whales, resulting in the starvations of their calves.

Consequence:

Development of the **International Fund for Animal Welfare (IFAW)** that opposes inhumane whaling.

- **Endangered whale species**

At least ten whale species are listed as endangered. Sperm whales have fallen to one-third of their pre-whaling population. The blue whale depleted by 90% is now hovering on the brink of extinction.

Since 1976, the **International Whaling Commission (IWC)** has set catch limits at zero for fin whales in the North Pacific Ocean and in the Southern Hemisphere Ocean.

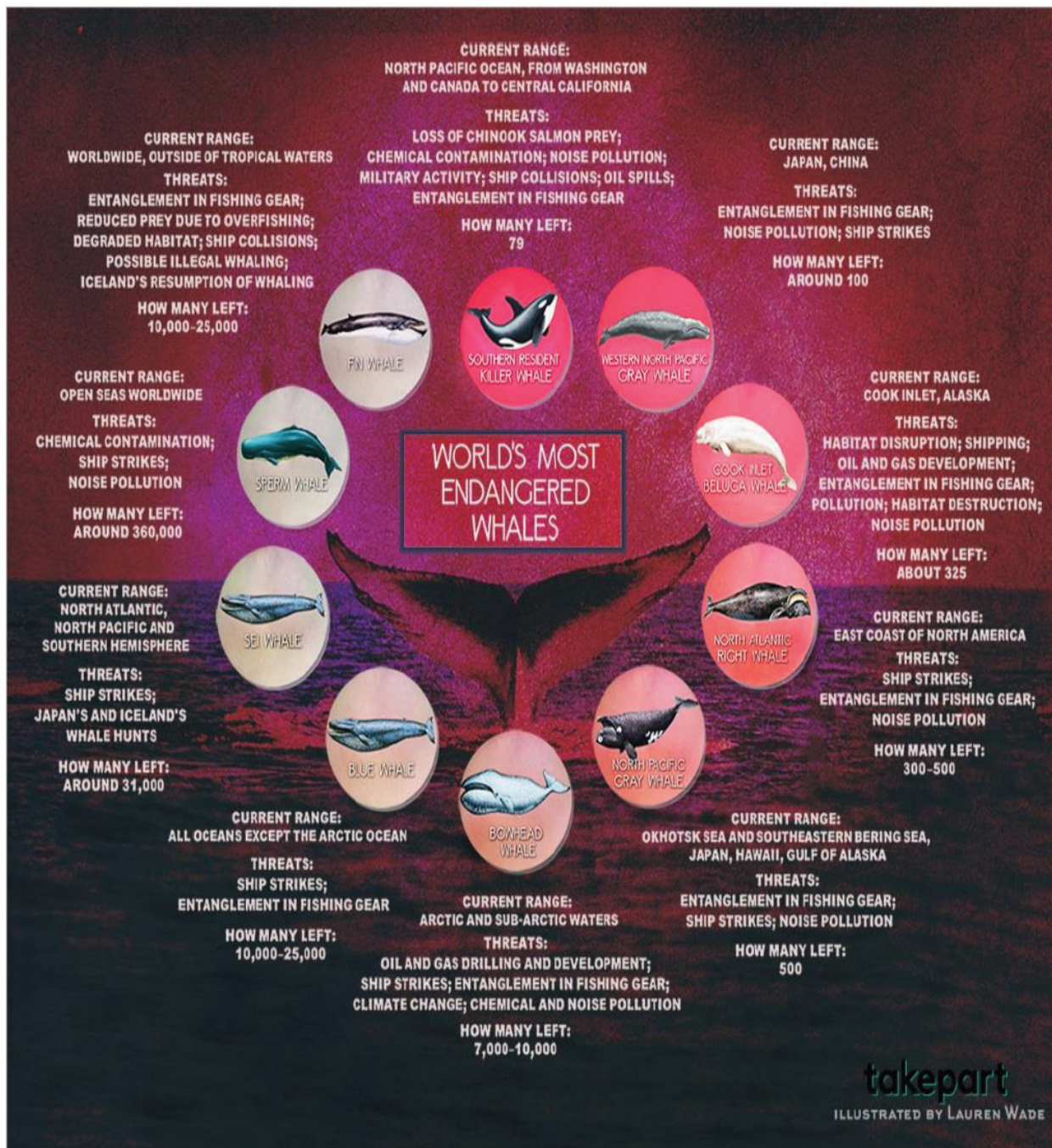
However the numbers continued to fall causing the **International Union for Conservation of Nature (IUCN)** to place the fin whale on the Red List of Threatened Species.



World's most endangered whales

It is thought that five baleen and five toothed whales are among the most endangered species on Earth.

Source: <http://www.takepart.com/article/2015/03/26/worlds-most-endangered-whales>



WHALES WORTH MORE ALIVE THAN DEAD!

Conservationists argue that a *'whale is worth more alive than dead'* for a variety of reasons:

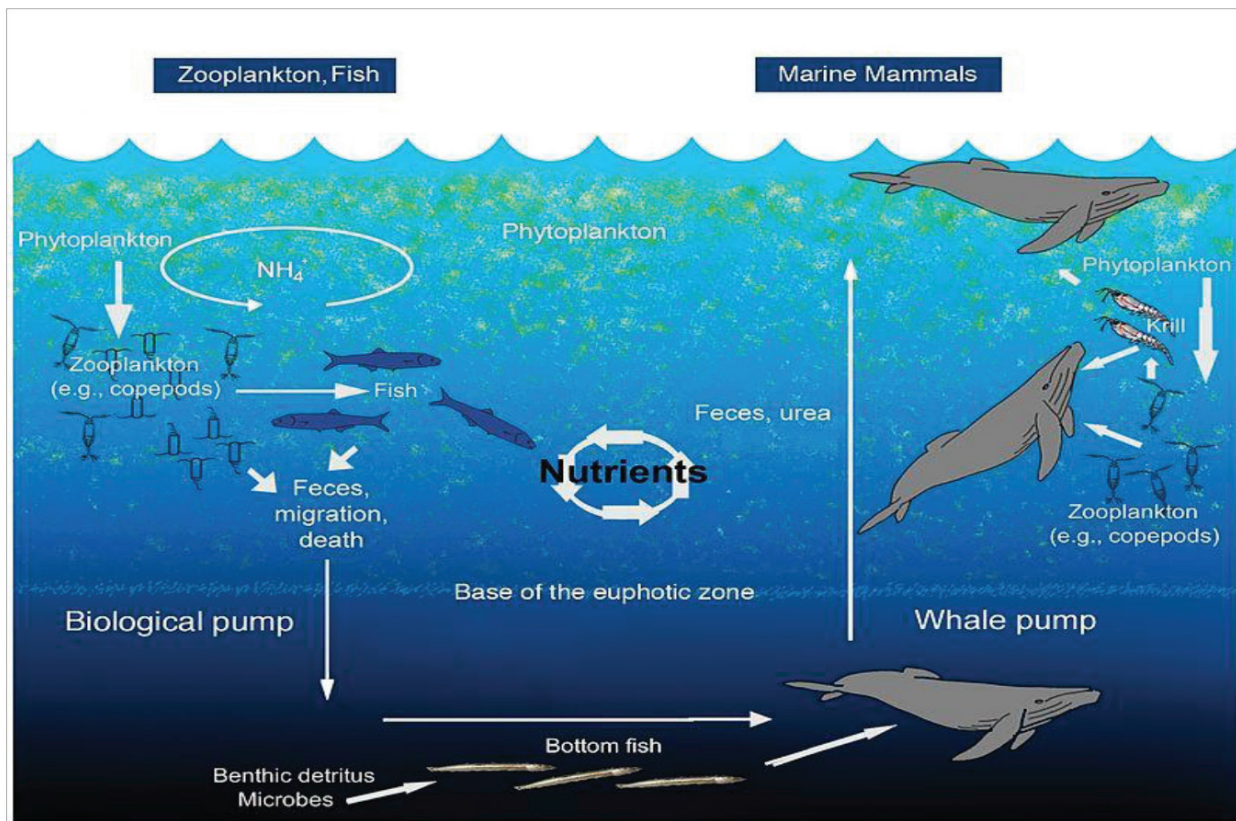
- Whale pump:** whales are important in the functioning of marine food webs.
- Whale watching industry:** whales are of economic value to countries especially in Asia.

a) Whale pump

From the largest blue whale to the smallest pygmy sperm whale, whales are important to healthy marine ecosystems. Whales consume microscopic plankton, krill, fish, and killer whales eat other whales. Whales carry nutrients such as nitrogen from the bottom of the ocean to the surface of the ocean. They defecate at the surface of the ocean providing iron and nitrogen to fish and other marine species. Upon death their carcass falls to the deep ocean providing food for marine species. **What would occur if there were no whales?**

Source: <http://en.wikipedia.org/wiki/Whale#/media/File:WhalePump.jpg>

Source: <http://en.wikipedia.org/wiki/Whale#/media/File:WhalePump.jpg>

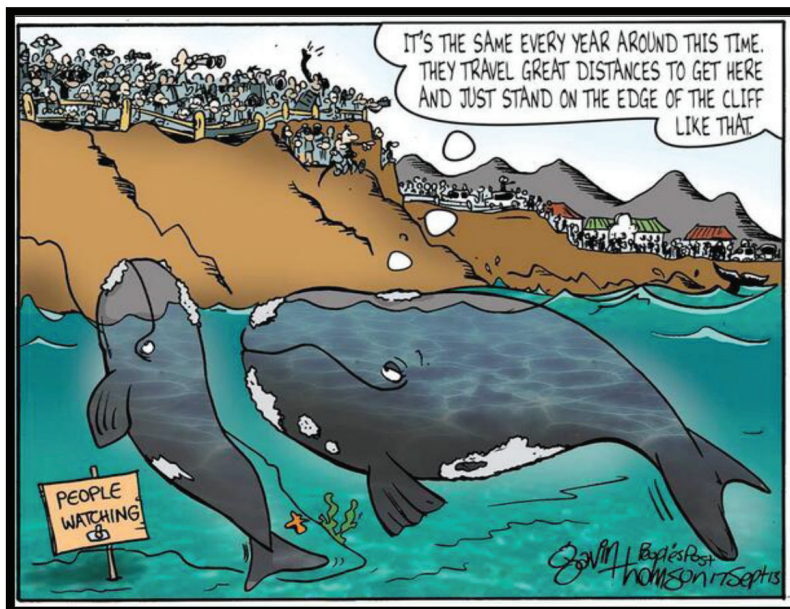


b) Economic returns from whale watching tours

The end of commercial whaling after the 1986 moratorium, has given rise to a new whale-based industry. In 2014, 13 million people enjoyed whale watching in 119 countries. The industry is worth more than \$2 billion. Many countries in Asia, such as Japan, China, Indonesia and the Philippines have large whale watching industries. However, the growth in the number of whale watching trips could affect their migratory patterns and breeding cycles. However, most popular whale watching regions support ethical tourism and have implemented regulations to protect whales.

Cartoon: human watching

Source: <https://pbs.twimg.com/media/BUd8J9BCIAAvxUX.jpg>



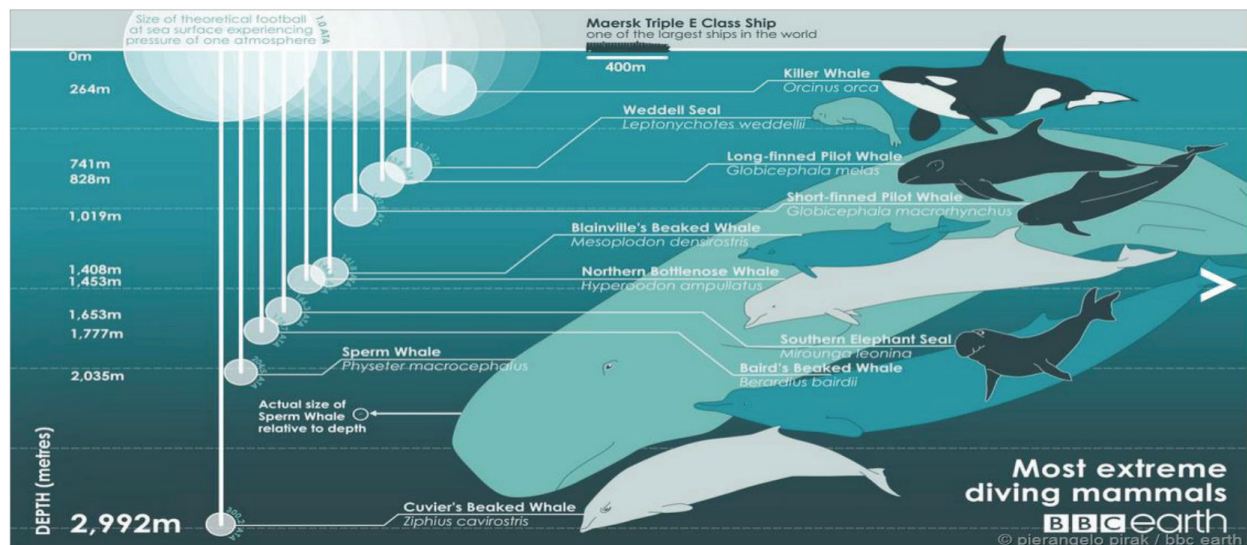
CHALLENGES: UNDERSTANDING AMAZING WHALES

Many challenges face environmentalists to sustainably manage whale populations. For example:

- commercial and illegal whaling is difficult to monitor in isolated rough seas and in Antarctic waters
- there is limited knowledge about these animals such as dive depths and reproduction. For example the Cuvier's beaked whale dives down to 2,992m and stays underwater for 138 minutes. *'To stop using so much oxygen, diving mammals can stop their breathing and shunt blood flow from their extremities to the brain, heart and muscles, as well as shut down digestion, kidney and liver function'...* *'By unravelling the physiology of extreme diving, researchers may figure out how to treat certain clinical conditions in humans.'* (<http://www.bbc.com/earth/story/20150115-extreme-divers-defy-explanation>)

Diving deep

Source: <http://www.bbc.com/earth/story/20150115-extreme-divers-defy-explanation>

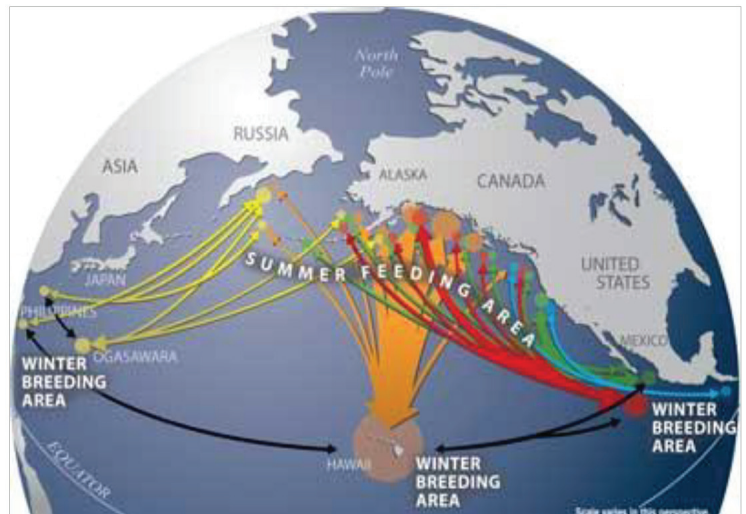


Spatial technologies are helping scientists better understand whales including **migration patterns** (feeding and calving). Aimed to improve knowledge, **tags** are implanted behind the blowhole into the whale's blubber. Tags cause no harm to whales, but tracking technology and satellite transmission is expensive. Scientists track species to identify threats to whales from hunting, vessel traffic and industrial activities. The **humpback whale** is an endangered species. Most **North Pacific humpback whales** travel:

- **south in winter** to warmer areas to mate and calve such as in Hawai'i, western Mexico and **southern Japan**.
- **winter in spring** and **summer** to colder polar feeding areas.

Migration patterns of humpback whales – near Asian waters

Source: <http://hawaiihumpbackwhale.noaa.gov/explore/images/splashdatamap.jpg>



Activities

1. In groups design a poster illustrating that whales are 'worth more alive than dead'.
2. **Refer to world's most endangered whales:**
 - a) Name 10 endangered whale species.
 - b) List the reasons for the decline in whale numbers.
 - c) What species tend to migrate near Asian countries such as Japan and China?
3. **Refer to the Whale pump:** In pairs summarise the importance of whales to marine ecosystems.
4. **Refer to migration patterns of the Humpback Whale.** Describe the seasonal movement of North Pacific humpback whales
5. Explain how technology can improve our knowledge of whales.
6. What does the phrase 'there is no humane way to kill a whale at sea' mean?
7. In a short paragraph explain why whales are considered an amazing animal



CASE STUDY: JAPAN

Since 800AD Japan hunted whales for their meat. By the end of the Edo period (1868), Japan had not only become a seafaring country but had created a whaling industry and culture.

Japan has always had a close relationship with the sea. Over 2,500 years ago archaeological evidence confirms the Japanese ate whales. In the early 16th century fishermen used hand harpoons to kill whales trapped in shallow water. Whaling boats would encircled the whale. Fishermen then made loud noises, forcing the whale towards shallow water into nets. Harpoons were then used. The first person to spear the whale was financially rewarded. Whale processing was carried out at land stations. The net method dominated Japanese whaling until the end of the 19th century.

Changes in Japanese whaling



Changes	Past	Present
Technology	<ul style="list-style-type: none"> • rowing boats • hand thrown spears called harpoons 	<ul style="list-style-type: none"> • factory ships • exploding harpoons
Location of hunting grounds	<ul style="list-style-type: none"> • coastal waters- limited whaling 	<ul style="list-style-type: none"> • open sea (pelagic) such as the Southern Ocean around Antarctica
Processing	<ul style="list-style-type: none"> • on land 	<ul style="list-style-type: none"> • on factory ships
Type	<ul style="list-style-type: none"> • passive whaling (dead or wounded whales drifted into coastal seas or were breached) 	<ul style="list-style-type: none"> • active whaling (actively hunt live whales in distant locations)



Photograph past: Japanese whaling in the 19th century

Source: <http://climateerinvest.blogspot.com.au/2012/02/spectacular-rise-and-fall-of-us-whaling.html>

Photograph present: Japanese whaling today

Source: <http://www.dailymail.co.uk/news/article-2550690/Dramatic-video-Japanese-harpoon-whaling-ship-ramming-conservationist-vessels-South-Pole-heartbreaking-whale-slaughter.html>

Japanese culture

Whales are part of Japanese literature, paintings, folk cultures, spiritual beliefs. Over time whale religions (e.g. **Shinto whale cults** and **Buddhist rites**) sprang up in coastal villages as well as whale graveyards and whale stone monuments. In many whaling towns there appeared a cultural division between religions that prayed to dead whales and villagers who worked for the whaling industry.

Today, Whaling Associations maintain official Whale Shrines in coastal areas.

Bakekujira is a mythical skeletal whale appeared and disappeared under mysterious circumstances off Japan's coast.

Source: https://hyakumonogatari.files.wordpress.com/2013/05/mizuki_shigeru_bakekujira.png



Nagato, in Japan

Nagato, a small fishing village, is located at the southern end of Japan's longest island, Honshu. However there have been changes over time to this community such as:

- **Past:** community based coastal whaling took place from late 1600s to early 1900s. During this period foreign fleets arrived with more effective hunting methods and used explosive devices, causing whales to disappear.
- **Present:** there has been no hunting of whales for a century in Nagato. However the community maintains a number of cultural activities:
 - daily prayers for whales by Buddhist nuns
 - every year, citizens wear traditional clothes, use traditional boats and harpoons, to ceremoniously hunt a whale made of metal and powered by an outboard motor.

Religion and spirituality has been a significant force in the whaling industry in Nagato. For example **Buddhism** discourages the killing of living things.

In 1207, Shinran Shonin founder of the Jodo Shinshu Buddhism sect met a fisherman and his wife. They informed him that they lived on catching, eating and selling fish and were concerned they would go to hell after they died. Shonin said that if you thank the fish and pray for their resting in peace, there will be no problem. The husband and wife cried with relief.

To appease the souls of the dead whales, people living in whaling communities:

- prayed for lost whale souls
- built temples located at whale hunting ports
- held funerals and built graves for whales
- gave posthumous Buddhist names to dead whales
- released deceased fetuses back to the sea

International programs to save whales have attempted to be socially fair by allowing cultural and indigenous practices to continue.

Nagato fishing village

Source: <http://mw2.google.com/mw-panoramio/photos/medium/209506.jpg>



Shrine dedicated to whale fetuses – 17th century Nagato

Source: <https://studyofenglish.files.wordpress.com/2008/01/kujirahaka.jpg>



Whale cults

Ebisu, Japanese God. Statue in Kesen-numa city, Japan.

Source:

http://upload.wikimedia.org/wikipedia/commons/b/b4/Statue_of_Ebisu_the_God_of_Fishermen_%28Kesen-numa%2C_2005-07-16%29.jpg

Originally, villagers did not understand where whales came from or why whales came ashore. They only knew that a whale meant wealth and full stomachs.

The original whale cults said prayers to send more whales.

Over time, the god of abundance Ebisu became the whale deity. Fishermen carried images of Ebisu to give them fish-controlling powers.



Japanese food

Japanese villagers considered whales a blessing as they were part of their culture and a vital source of food, oils and materials. During World War II whale meat contributed to reducing hunger and the death of millions of people.

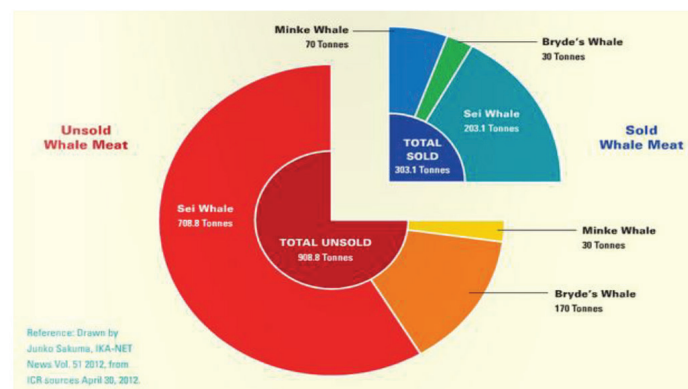
'Nothing is thrown away except the whale's voice.' Whale meat is eaten raw as sashimi. Its tongue is processed and is an ingredient in oden (soup), its belly meat made into bacon, and its skin is fried (resembling cracking). There are also dishes on the menu such as grilled blubber, whale skin stew and cartilage salad.

The strong links between whales and Japanese culture resulted in the **International Whaling Commission** (IWC) allowing the Japanese fishing fleets to kill a specified **quota** of whales, for scientific purposes.

In recent years the consumption of whale meat in Japan fell causing the whale market to collapse. From 2011-2012, around 75% of whale meat harvested was not sold. Older generations tend to eat whale, but changing tastes and younger generations have little interest in eating whale. The decline in eating whale meat resulted in the government subsidising the market and distributing whale meat in school lunches. Hisayoshi Mitsuda, professor of environmental sociology at Bukkyo University in Kyoto, added: *'Financially, whaling doesn't pay—it's a decaying industry.'*

2011-2012 sold and unsold whale meat in Japan (IFAW Report)

Source: http://motherboard140.rssing.com/chan-6898904/all_p33.html



Whale meat on sale at Tsukiji fish market in Tokyo. The largest fish market in the world

Source:

http://en.wikipedia.org/wiki/Whale_meat#/media/File:Whale_meat_on_sale_at_a_Tokyo_fish_market_in_2008.jpg



Activities

1. What evidence indicates that whaling existed in Japan for about 2,500 years?
2. What is the difference between passive and active whaling?
3. What are the changes to hunting whales by the Japanese since 800AD?
4. Do you think whaling is part of Japanese culture? Justify your answer
5. In groups collect a recipe that includes whale as an ingredient.



WHAT DOES JAPAN THINK?

Small type coastal whaling

- Japan aims to fight the IWC's classification of **Aboriginal Subsistence Whaling (ASW)**.
- 'Japanese small type whaling' in Japanese coastal seas should be viewed as '**indigenous/aboriginal subsistence whaling**' as authorised by the IWC, in USA, USSR and Denmark.

Hunting endangered whale species

- Japan officially **supports the protection of endangered whale species**.
- They argue:
 - that most whales they pursue, such as minke whales, are not endangered.
 - the number of endangered humpback whales they hunt each year is sustainable.

WHAT DO OTHER COUNTRIES THINK?

Power of Japan

The Observer May 2001, Atherton Martin, Dominica's former Environment and Fisheries Minister said:

- *They [Japan] make it clear, that if you don't vote for them, they will have to reconsider the aid. They use money crudely to buy influence.* — Atherton Martin

In 2001 Sandra Lee-Vercoe, the New Zealand delegate for IWC, accused Japan of buying votes. The Japanese denied allegations:

- *Japan gives foreign aid to more than 150 nations and that includes strong anti-whaling nations such as Chile, Argentina, Brazil, Mexico and others who receive far more aid than the Caribbean nations.....If Japan was buying votes, you would see 150 nations in the IWC and as a consequence the unnecessary moratorium would have been lifted years ago.* — Masayuki Komatsu

Activities

1. What are Japan's views on killing endangered whale species?
2. What is ASW? What are Japan's views on ASW?
3. Do you think Japan is influencing the IWC vote? If so, do you think this is ethical?



JAPAN'S ANTARCTIC WHALE HUNT

Japan conducts whaling in the open ocean (**pelagic**) such as the North Pacific Ocean and the Southern Ocean near Antarctica. Factory ships hunt and process whales. The whalers use explosive tipped harpoons with trailing ropes to prevent whales escaping. In Antarctica, the main target is the **minke whale** that is not an endangered species. However the **Fin Whale** is in danger from extinction from historical hunting, pollution, ship strikes and whaling. Very few Fin whales have been caught by Japan since 1985.

Japan states it is whaling in Antarctica for **scientific research**. The **Japanese Research Program in Antarctica (JARPA)** conducts scientific research on the bodies of dead whales. Additionally, the program researches the dietary habits, lifecycles and breeding of whales.

Anti-whaling groups claim that scientific research can be conducted without killing whales. As a result, countries, scientists and environmental organisations opposed to whaling, consider the Japanese research program unnecessary. They advocate that it is not scientific but really 'commercial whaling' as it provides meat for Japanese restaurants and supermarkets.

From 31st March 2014, Japanese Antarctic whaling was declared illegal by the United Nations International Court of Justice in The Hague. However Japan aims to restart its controversial program in Antarctica in 2015.

Conflict: Japan and Australia

Australia claims a 200km **Economic Exclusion Zone (EEZ)** around its Antarctic territory. Japan does not recognise Australia's Antarctic claim and conducts whaling within Australia's Antarctic territorial waters. Some people feel Australia should assert its sovereignty and stop Japan from whaling within the Australian Antarctic EEZ. Passionate anti-whalers and environmental organisations like Greenpeace are working to end whaling. This has led to conflicts in the Southern Ocean. From the other perspective, Japan argues that objections to whaling are based upon cultural differences and has made a new application to the IWC to continue hunting in 2015.

In 2014 Australia's Environment Minister Tony Burke stated that Japan's whaling vessels are not welcome when it entered Australia's exclusive economic zone in the Southern Ocean. In 2015 Australia sent a government jet to conduct aerial surveillance of the Southern Ocean as the annual showdown brews between Japanese whalers and conservationists (e.g. Sea Shepherd Conservation Society). The international community is concerned about violence from both sides.

2013 Japanese whaling ship rams Sea Shepherd fleet in Antarctic incident

Sea Shepherd claims the Nisshin Maru blasted the Bob Barker (Sea Shepherd vessel) with water cannons, and rammed them into the Sun Laurel.

Source: http://www.australianimes.co.uk/wp-content/uploads/2013/02/485394_10151451290968259_1154562099_n-890x395_c.jpg



WHALE WARS

Humans have different perspectives on whales. Some view whales as highly intelligent mammals with an intrinsic right to exist and important to marine ecosystems, while others view them as a resource to be exploited.

Whale Wars –pro-whaling versus anti-whaling groups

Source: <http://pugetsoundblogs.com/waterways/files/2013/01/whale-wars.jpg>



In recent years the schism between anti-whaling groups and pro-whaling groups resulted in conflicts. The consumption of whale meat is denounced by conservation organisations, such as Greenpeace and the Sea Shepherd Conservation Society. These groups advocate that catching endangered species, such as fin whales and humpback whales, is unsustainable.

Generalised table showing countries for and against commercial whaling

Pro- whaling	Anti-whaling
Japan, Norway, Iceland, Russia, Denmark/Greenland	Australia, New Zealand, South Africa, India, most English speaking countries, all of South America

TV show Whale Wars

In 2007, the Discovery Channel began production of a reality show which uncovered the activities of the Sea Shepherd Conservation Society's campaign against Japanese whaling in the Southern Ocean Whale Sanctuary, off the coast of Antarctica.

The Japanese claim that their whaling is legal research. Sea Shepherd and others contend it is a cover for commercial whaling. Sea Shepherd's tactics includes throwing stink bombs of butyric acid, and ramming and boarding Japanese vessels.

From 2007-2015 there have been 7 seasons of the TV show. The first season was named Operation Migaloo, after the only known albino humpback in the world. In 2012, the sixth season was called Zero Tolerance.

https://en.wikipedia.org/wiki/Whale_Wars



Activities

In groups research Whale Wars. Present your findings as a report explaining both sides of the argument.

ICT

https://en.wikipedia.org/wiki/Whale_Wars

YouTube

Whale Wars Season 7 Episode 1: The Devil's Den 2015 <https://www.youtube.com/watch?v=9kBveiAzcBk>

All the episodes are on YouTube



AUSTRALIA: INDIGENOUS WHALE DREAMING

Whale Dreaming Elder – Elko Island Source: <http://northcoastvoices.blogspot.com.au/2010/06/indigenous-whale-dreaming-in-australia.html>



Aboriginal rock engravings of whales date back over 1,000 years. To many coastal indigenous groups, whales are part of their culture. They believe that whales connect them with their ancestors spiritually and some groups possess sacred whale totems such as the Darkinjung people on the central coast of NSW and the Woppaburra people on the Keppel Islands, Great Barrier Reef.

Aboriginal people considered stranded whales an important resource. They used the whale's fat to varnish their spears and boomerangs and whale bones to manufacture weapons as well as provide roofs for shelter. Traditional practices such as whale dreaming ceremonies still exist today. In 2009 a beached humpback whale was given a traditional burial by Aboriginal elders. Whales inhabit Australia's waters as they migrate to and from **Antarctica**. Concern over whaling in Antarctica resulted in formation of the Antarctic Ocean Alliance (AOA) and a letter from the Woppaburra people to the Emperor of Japan in 2007.

Mirning people in South Australia

Ceremony at Whale Rock on the Great Australian Bight

Whale Rock is shaped like a whale's tail. Legend notes that the Head of the Australian Bight is the gateway to the stars and to Aboriginal dreamtime that connects their memories of past, present, and future together in one dream.

So intertwined is Mirning life with the whale that when they die, 'It is with the whale that we return to the Morning Star.' <http://www.i-sis.org.uk/WhaleDreamers.php>

Whale Dreaming ceremony, Balmoral Beach, Sydney

The ceremony begins with the greeting of the Sun, rising over the sands of Balmoral Beach, to celebrate the first day of the rest of our lives.

The Whale Dreaming is for the safe passage of whales that are migrating with their young. The whales were once tribal people and are following ancient songlines. This ceremony in Sydney coincides with the start of the whale migration, when whales travel south down the NSW coastline, through September and October.

<http://events.mosman.nsw.gov.au/events/1496/ancient-whale-dreaming-ceremony>



TO EMPEROR OF JAPAN

We respectfully request to cease the slaughter of our sacred spiritual totem - Mugga Mugga (whale)

Every living thing is here for a purpose, all elements, mankind, flora, fauna, we are dependent on each other's existence, Aboriginal people of Australia, have known this since our ancestors

The Woppaburra language name for the humpback whale is 'Mugga Mugga', which is our 'Sacred Spiritual Totem', our sacred emblem - it is our life-long responsibility to protect them and the environment in which they live.

The beautiful songs and singing of our whale is the way they communicate, and we believe, they also sing songs of sorrow, sorrow for mankind.

Each year, on the commencement of their migration journey from the Antarctic to the Great Barrier Reef to breed, the Woppaburra People of the Keppel Islands, rejoice and wait in anticipation and celebrate in knowing that their sacred spiritual totem, Mugga Mugga, will soon be home for another year. They hope and pray their Sacred Spiritual Totem, Mugga Mugga will continue to have safe passage as they travel their annual migratory journey.

It is a 'good omen' that all elements of our mother earth are continuing and there is 'balance' in the life cycles of all living things. We will always feel the 'full fury' of our Mother Earth, as a global family - it is her warning, to stop and think, before it's too late.

**FROM
WOPPABURRA TRIBAL GROUP OF THE KEPPEL ISLANDS**

CONSERVATION: WHALE SANCTUARIES

Sanctuaries are underwater national parks to protect marine species from human actions and threats. They aim to help depleted whale populations recover and improve the health of marine ecosystems.

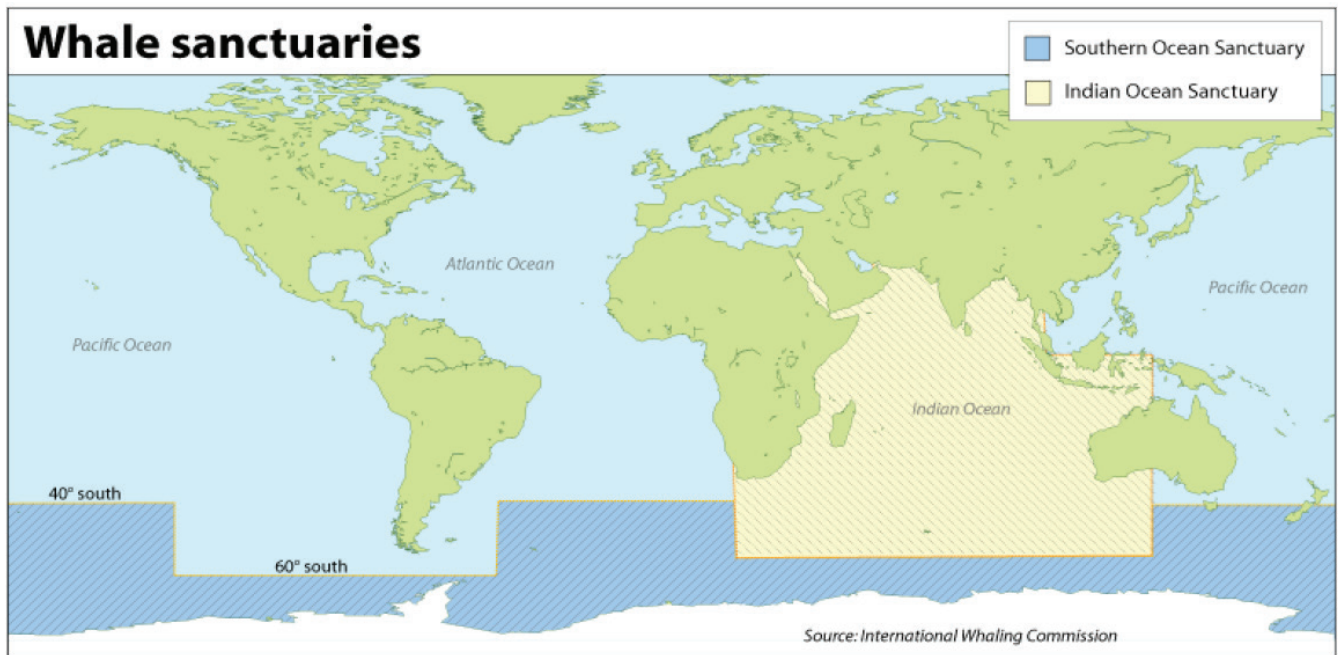
Major whale sanctuaries are located in the:

- **Indian Ocean** established 1979
- **Southern Ocean** established 1994

Repeated proposals at the IWC for a South Atlantic Sanctuary and a South Pacific Sanctuary have yet to be passed.

Indian and Southern Ocean sanctuaries

Map source: http://d2ouvy59p0dg6k.cloudfront.net/img/original/whale_sanctuaries2.png



Australian Whale Sanctuary

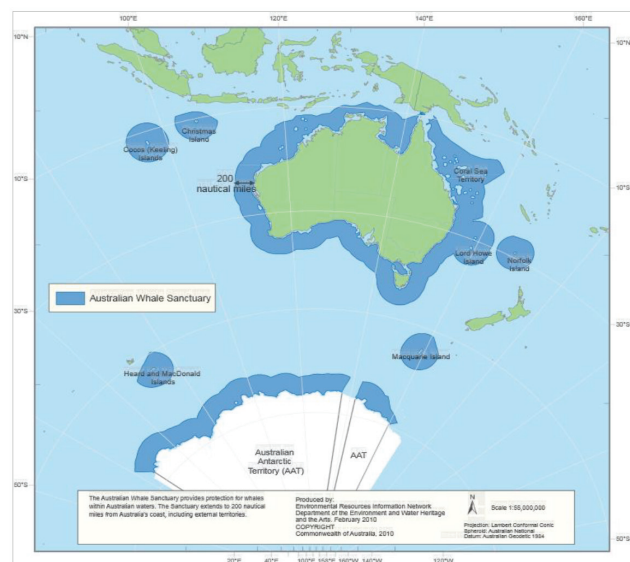
The Australian Whale Sanctuary was established to protect all whales and dolphins found in Australian waters and Commonwealth waters from the three nautical mile state waters limit out to **the Exclusive Economic Zone (EEZ)** (i.e. 200 nautical miles or 370km).

Within the Sanctuary it is an offence to kill, injure or interfere with a dolphin or whale. Severe penalties apply to anyone convicted of such offences.

Australian Whale Sanctuary

Map source:

<http://www.environment.gov.au/system/files/pages/e0444cc5-6dd7-4afb-b3f5-2d9642482e96/files/sanctuary-map.pdf>



Today, whales are still part of Australian culture; however, the role they play reflects a degree of cultural evolution. Instead of been harvested, they are watched. Tour groups take people to watch the whales as they migrate up the Australian coast. This industry is worth an estimated \$250million a year. In order to protect the whales that migrate up the Australian coastline, the Australian Whale Sanctuary was created in Australia's Antarctic Territory in 2000.

Should those whales be killed, then part of Australia's culture dies with it.

Japan might be deliberately targeting these waters because Australia is trying to stop the Japanese taking whales from their own waters.

What are your thoughts?

Photograph: <http://www.convictcreations.com/culture/japan.html>

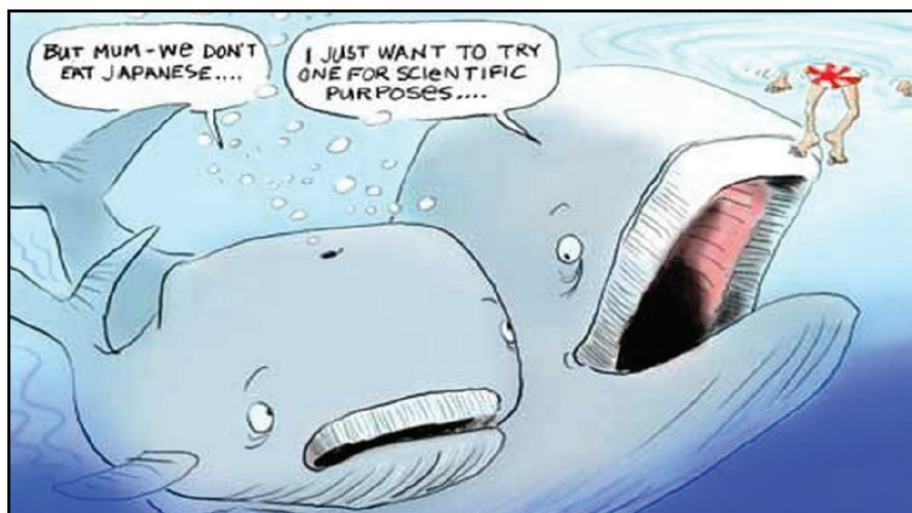


Geofacts

- In June 2015, 1,700 tonnes of whale meat left Iceland bound for Japan.
- 37,200+ whales killed since 1986 (IWC moratorium).
- 13 million people watch whales each year. The industry is worth \$2 billion a year.
- In 1998, Japan conducted its first whale watching tour in Bonin Islands.
- The Ainu are the indigenous people of Japan who used to hunt whales in Funka Bay.
- About 100 known whale graveyards exist throughout Japan.
- Minke whale is one of the most common species still hunted in substantial numbers.
- One large Right Whale provides 25 tons of oil.
- A beached whale should not be consumed. In 2002, 14 Alaskans ate whale blubber from a beached whale – 8 of them developed botulism

Cartoon

Source: <http://cdn.onegreenplanet.org/wp-content/uploads/2010/10/2014/03/WhaleMeat2.jpg>



Activities

1. What do the following anagrams mean: EEZ and JARPA
2. Explain the purpose of the moratorium
3. What do you think is scientific research?
4. **Refer to Japan's whale catch since the moratorium**
 - a) What species are caught in Antarctica? Are these endangered species?
 - b) Describe the changes since 1986
5. **Refer to the letter from the Woppaburra People on Keppel Islands to the Emperor of Japan**
 - a) What is the purpose of the sacred totem?
 - b) How does whaling in Antarctica affect indigenous people
 - c) Discuss how the Japanese government would view such a letter
 - d) Imagine you are the Emperor of Japan. Write a response to this letter.
6. Explain the right of indigenous people to hunt whales.
7. Draw a two column table listing the benefits and costs to whaling
8. Debate whether Australia has a right to an EEZ around its Antarctic claim.
9. Why does the Sea Shepherd crew oppose whaling?
10. Create a mind map or infographic to communicate the range of world views about whaling.
11. Imagine you are travelling through Japan. If you were served whale meat in a restaurant would you eat it? Explain your answer
12. Discuss whether the tagging of whales is economically viable and a sustainable response to managing whales.
13. Whales may be protected to some extent but they are also killed by sips, seismic surveys, noise pollution and offshore construction
14. Whaling fuelled economic growth in countries such as Japan, USA and Norway. What does this mean?
15. Not long ago, whaling was more or less universally accepted. Why do you think this was the prevailing attitude?
16. What is the relationship with changes in technology and the increase number of whales killed?
17. Describe how exploitation of whales has moved towards conservation

Time line (Adapted). Source: <http://photo.pds.org:5012/cqresearcher/document.php?id=cqresre2012062900>

1700s–1800s	Whaling industry flourishes.
1870	Technological advances, including grenade harpoon and factory ships
1930s–1940s	Whaling transitions from global enterprise to global concern.
1945	Whaling resumes after World War II, to supplement Japan's food supplies.
1946	Creation of International Whaling Commission (IWC) to regulate dwindling whale stocks.
1970s–1980s	Nations abandon whaling because of expense and environmental concerns.
1975	Greenpeace takes the world's first direct action against whaling
1979	IWC creates the Indian Ocean Whale Sanctuary.
1982	IWC establishes a moratorium on commercial whaling. Effective from 1986
1988	JARPA begins study of minke whales' role in the ecosystem
1994	IWC establishes Southern Ocean Whale Sanctuary.
2005	JARPA II research includes endangered Fin and Humpback Whales.
2008	Whale Wars - documents the conflict between Japanese whalers and anti-whaling activists.
2011	Sea Shepherd Conservation Society begins using drone aircraft to track Japanese whaling
2012	Creation of South Atlantic Whale Sanctuary proposed at annual IWC meeting

18. Assessment task. What did I learn?



Photograph: anti-whaling protester in Melbourne, Australia, 2007

Source: http://en.wikipedia.org/wiki/Whaling_in_Japan#/media/File:Anti-whaling.jpg

- Why did people hunt whales in the past?
- What are the effects of hunting on whale numbers?
- What parts of the whale are used?
- Why don't we require these items today?
- Why do people hunt whales today?
- Why have whales been protected?
- What does conservation mean?
- What groups or organisations are involved in conservation?
- What can you do to conserve whales?
- Write a haiku poem on whaling.
- Write a journal entry from the perspective of a person working on the Sea Shepherd.
- Hold a class debate for and against whaling. Summarise the debate.

YouTube

For more than 150 years, the Japanese government prohibited the Indigenous Ainu people for exercising their whaling rights. What are your views on indigenous groups in Japan hunting whales?

<https://www.youtube.com/watch?v=44AKaVKgOcY>

ICT

- Whaling <https://en.wikipedia.org/wiki/Whaling>
- Whaling in Japan https://en.wikipedia.org/wiki/Whaling_in_Japan
- Why do the Japanese hunt whales? <http://www.animalplanet.com/tv-shows/whale-wars/about-whaling/why-japanese-hunt-whales/>
- Whale wars https://en.wikipedia.org/wiki/Whale_Wars
- Experts reject Japan's new whaling plan <http://www.theguardian.com/environment/2015/apr/14/experts-reject-japans-new-whaling-plan>
- Whale in the bath - story (primary) <https://romisharp.wordpress.com/2014/11/23/whale-in-the-bath-teaching-notes/>
- Whaling FAQ http://www.wwf.org.au/our_work/saving_the_natural_world/wildlife_and_habitats/australian_priority_species/whales/threats_to_whales/whaling_faqs/
- Whale products http://discovery.kcpc.usyd.edu.au/9.5.1/9.5.1_whale.html
- Campaigning to end use of whale products in cosmetic industry <http://au.whales.org/wdc-in-action/campaigning-to-end-use-of-whale-products-in-cosmetic-industry>
- The return of the whale dreamers <http://www.i-sis.org.uk/WhaleDreamers.php>
- Whale watching in NSW <http://www.environment.nsw.gov.au/resources/nature/wildAboutWhales.pdf>
- Whale sanctuaries <http://www.doc.govt.nz/about-us/science-publications/conservation-publications/native-animals/marine-mammals/conservation-of-whales-in-the-21st-century/conserving-whales-a-challenge-for-the-21st-century/whale-sanctuaries/>
- Tales of Bakekujira and its relationship to Japan's whale culture <http://hyakumonogatari.com/2013/05/10/bakekujira-and-japans-whale-cults/>
- Culture, politics and Japanese whaling http://eprints.utas.edu.au/11712/2/whole-Julia_Bowett_PhD_Thesis_FINAL_7_June_2011.pdf
- Cultural differences on whaling between Japan and Australia <http://www.convictcreations.com/history/images/whalingsyd.jpg>
- Infographic hunters and the hunted https://www.scmp.com/sites/default/files/2014/07/01/20140621_whales-new41-01-ps.png
- Story - Welcome home (Tasmania) http://www.fordstreetpublishing.com/ford/images/stories/teachers_notes/Welcome_Home_Teacher_Notes.pdf
- Sea Shepherd Conservation Society <http://www.seashepherd.org/>
- Greenpeace and whales <http://www.greenpeace.org/australia/en/what-we-do/oceans/Whales/>
- Saving the whales <http://ypte.org.uk/factsheets/whales-saving-the-whales/whale-groups>
- A nasty business – why commercial whaling must end <http://www.campaign-whale.org/research-reports/whaling-industry/why-commercial-whaling-must-end>
- Hunt threatens Australia's \$300m whale-watching industry <http://www.smh.com.au/national/hunt-threatens-300m-whalewatching-industry-20111222-1p7rz.html>



- Whales in a warming sea <https://www.nwf.org/News-and-Magazines/National-Wildlife/Animals/Archives/2011/Whales-in-a-Warming-Sea.aspx>
- Marine chemical pollution and whales <http://us.whales.org/issues/marine-chemical-pollution>
- Effects of climate change on whales <http://www.ifaw.org/australia/our-work/whales/effects-climate-change-whales>
- Primary ABC- Behind the News- whaling <http://www.abc.net.au/btn/resources/teacher/episode/20130305-whaling.pdf>

Video/YouTube

- Japanese whaling <https://www.youtube.com/watch?v=u2jxSMlxsh4>
- After the whale - documentary on whales and whaling <https://www.youtube.com/watch?v=t0azqjk8Wgw>
- The *Gathering* is a 3 part TV documentary about the re-awakening of the whale dreaming by the Mirning people of the Nullabour, Australia <http://www.abc.net.au/tv/messagestick/stories/s1737658.htm>
- Ainu (Japan) and whales - the spirit of Mope't- <https://www.youtube.com/watch?v=44AKaVKgOcY>
- Whale wars <http://www.tv.com/shows/whale-wars/watch/>
- Why Japan can't quit whaling <https://www.youtube.com/watch?v=mFjVbLPCwQ4>



The Snow Leopard

A selection of worksheets and activities to support a study of an environment focussing on the consequences of human impact

http://www.freepik.com/free-vector/snow-leopard-print-background_804818.htm

INTRODUCING THE SNOW LEOPARD

The snow leopard (*Panthera uncia*) lives in the high rhododendron forests of the Himalayas and in the rocky wastes above the treeline, making its den in caves or crevices in the rock.

A cream to smoky-grey coat with black spots shaped like rings, protects it from both the searing summer heat and the freezing snowbound winters.

The pads on its paws have developed thick cushions of hair which act like snowshoes to enable the snow leopard to move quickly over the snow without sinking in. In summer the hair cushions protect the animal's feet, not only from jagged rocks but also from the heat the rocks absorb from the sun.

The snow leopard breeds towards the end of winter. The female comes on heat twice; first for about a week, and then if mating has not occurred, for a second period of up to 70 days.

The female makes a nest among the rocks, using her own fur as bedding. About 14 weeks after mating she gives birth to a litter containing one to five cubs.

The cubs are much darker than their mother. Blind for their first week, they can crawl after 10 days. By the time they are two months old, they have learned to run and are eating solid food as well as suckling milk. By mid-summer they follow their mother when she goes out to hunt, and they will stay with her until about a year old.

The snow leopard hunts alone. It preys mainly on blue sheep, ibex, wild goats such as the markhor and tahr, hare, birds and mice.

The winter weather makes hunting in lower altitudes more productive, and there the snow leopard seeks out deer, gazelle and wild boar. It hunts by stalking its prey, then springing and clinging on to it. It can leap up to 15 metres, and uses this superb jumping ability to reach inaccessible rocky crags where it rests or watches for prey.

Because the snow leopard has been relentlessly pursued by man for its remarkable coat, it is now extremely rare. It has had full protection in India since 1952 and also enjoys year-round protection in Russia. Despite this, and the fact that on the recommendation of the International Furriers Association it has become illegal to possess the fur of the snow leopard, snow leopard coats still make their way onto the market.

Commercial trade in snow leopard skins is banned between countries which have signed The Convention of International Trade in Endangered Species (CITES).

Increasing human population requires more and more living space. In the high mountains this leads to competition for grazing between domestic and wild animals. The hunting of wild goats and sheep has reduced the snow leopard's food supply. Snow leopards, if hungry, prey on farmers' stock and may be shot.

Snow leopards breed less prolifically in captivity than the lion and tiger, and its life expectancy in a zoo is 20 years.



INTRODUCING THE SNOW LEOPARD

Read the text about the snow leopard, then answer the questions.

Choose the answer you think is correct. Colour the circle beside the answer.

1. This text is
 - ☐ an exposition
 - ☐ an information report
 - ☐ an explanation
 - ☐ a discussion
2. The snow leopard lives in the rhododendron forests of the
 - ☐ Andes Mountains
 - ☐ Rocky Mountains
 - ☐ Atlas Mountain
 - ☐ Himalayan Mountains
3. The pads on its paws are protected by
 - ☐ thick cushions of skin
 - ☐ thick cushions of bone
 - ☐ thick cushions of muscle
 - ☐ thick cushions of hair
4. The thick cushions of hair do not
 - ☐ enable the leopard to move across the snow with sinking
 - ☐ protect the leopards' feet from the heat of rocks
 - ☐ enable the snow leopard to leap further
 - ☐ protect its feet from jagged rocks
5. Breeding season is towards the end of
 - ☐ summer
 - ☐ autumn
 - ☐ winter
 - ☐ spring
6. The female snow leopard gives birth to a litter containing
 - ☐ one to three cubs
 - ☐ one to six cubs
 - ☐ one to eight cubs
 - ☐ one to five cubs
7. By two months of age the cubs
 - ☐ are stalking and hunting their own prey
 - ☐ are climbing and leaping over jagged rocks
 - ☐ are running and eating solid foods
 - ☐ are crawling and suckling milk
8. The snow leopard hunts
 - ☐ in a pack
 - ☐ in pairs
 - ☐ at night
 - ☐ alone
9. The snow leopard preys mainly on
 - ☐ elephants
 - ☐ humans
 - ☐ blue sheep
 - ☐ yaks
10. It hunts by
 - ☐ stalking, grabbing & tackling
 - ☐ springing, leaping & mauling
 - ☐ stalking, springing & clinging
 - ☐ clinging, creeping & leaping

11. Because of its superb jumping ability the snow leopard can reach **inaccessible** rocky crags. Inaccessible means
- ☐ easily reached
 - ☐ entered easily by anyone
 - ☐ open
 - ☐ difficult to get to
12. The snow leopard has been **relentlessly** pursued by hunters. Relentlessly is an
- ☐ adjective
 - ☐ noun
 - ☐ adverb
 - ☐ pronoun
13. Relentlessly **does not** mean the same as
- ☐ persistently
 - ☐ spasmodically
 - ☐ ceaselessly
 - ☐ continuously
14. The snow leopard is extremely **rare**. Rare means
- ☐ plentiful
 - ☐ bountiful
 - ☐ abundant
 - ☐ scarce
15. A furrier is a person who trades in
- ☐ ivory
 - ☐ tropical fish
 - ☐ fur
 - ☐ exotic palms and ferns
16. Possession of snow leopard fur
- ☐ is legal
 - ☐ is permitted
 - ☐ is allowed
 - ☐ is illegal
17. The initials for The Convention of International Trade in Endangered Species are
- ☐ C.T.I.S.E. ☐ C.I.T.S.E.
 - ☐ C.I.T.E.S. ☐ C.I.E.T.S.
18. Commercial trade in snow leopard skins between the countries that have signed the CITES agreement is
- ☐ supported
 - ☐ promoted
 - ☐ encouraged
 - ☐ banned
19. Snow leopards are **not** endangered because of
- ☐ illegal trading of their fur skins
 - ☐ competition between domestic and wild animals for grazing lands
 - ☐ increasing human population invading snow leopards' territory
 - ☐ increasing popularity for snow leopard steaks
20. The life expectancy of snow leopards in a zoo is
- ☐ 15 years
 - ☐ 30 years
 - ☐ 25 years
 - ☐ 20 years

ADDING ADJECTIVES

Rewrite each sentence, adding interesting adjectives.

ADJECTIVES DESCRIBE NOUNS

Discuss the effect which the adjectives have on the reader.

- ☐ Snow leopards live in the mountains.

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- ☐ Snow leopards have thick fur.

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- ☐ Snow leopards have long tails.

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- ☐ The snow leopard is an endangered animal.

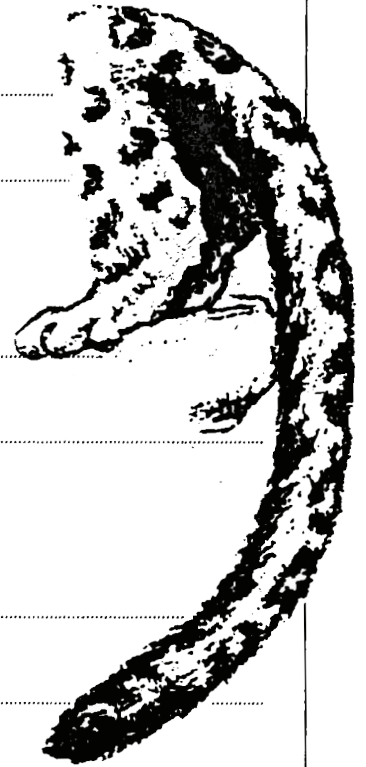
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- ☐ Cubs stay with their mother during the winter.

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- ☐ Humans kill snow leopards for their coats.

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SNOW LEOPARD FACT FILE

ORDER

CARNIVORA

FAMILY

FELIDAE

GENUS and SPECIES

PANTHERA UNCIA

RELATED SPECIES

The big cats, the lion, the tiger, the leopard, and the jaguar.

DISTRIBUTION

The snow leopard is found in northern India, in the countries bordering the Himalayas, and in the Central Asia region.

LIFESTYLE

Habit: Solitary, due to scarcity of food and harsh terrain.

Each snow leopard remains within its very large territory of up to 100 sq km.

Diet: Wild sheep and goats, deer, wild boar, small mammals, and some birds.

Lifespan: 20 years in captivity

Size: Length — head and body 1 – 1.3 m, tail 80 – 100 cm

Weight — 25 – 75 kg

FEATURES

Face: High eye placement allows the animal to stay low behind cover when stalking prey.

Paws: Large paws are protected from both heat and cold by thick cushions of hair.

Hind legs: Immensely strong back legs allow leaps of up to 15 m, useful for taking prey unawares.

Tail: At approximately one metre in length, it makes up almost half of the cat's total length. It helps the snow leopard to balance when leaping from rock to rock. The tail is often curled around its head and body for extra warmth during cold weather.

BREEDING

Sexual maturity: 2 years

Breeding season: Towards the end of winter, female comes on heat twice.

Gestation: 98 – 103 days

Number of young: Each litter contains 1 – 5 cubs.

SNOW LEOPARD FACT FILE

○ Use the information in the text to complete the following:

lifespan in captivity body length
 number of offspring weight
 length of pregnancy tail length
 size of territory leaping distance

○ TRUE OR FALSE?

The snow leopard is a very social animal.
 Snow leopards live in South East Asia.
 Their large paws are covered by thick cushions of hair.
 The tail is almost 100 cm long.
 The snow leopard can leap up to a distance of 15 m.
 Each litter contains 1 – 8 cubs.
 Deer, wild bear, sheep and goats are part of a snow leopard's diet.
 Relatives of the snow leopard include the tiger, panther and jaguar.
 The snow leopard belongs to the family *Carnivora*.
 Low eye placement allows the snow leopard to easily stalk its prey.

○ Write . . .

the countries/regions where the snow leopard lives.
 where the snow leopard lives.
 examples of its diet.
 why it lives alone.
 the family it belongs to.
 the names of the big cats it's related to.
 when the breeding season occurs.

○ LIST the heading and/or subheading under which the following would be located:

Relatives of the snow leopard
 Length of pregnancy
 20 years in captivity
 Found in Central Asia and northern India
 Wild boar, sheep and goats
 Paws protected by thick hair
 Keeps warm by wrapping its tail around its body and head
 Weight 25 – 75 kg

○ MATCH:

Family	<i>Carnivora</i>
Order	<i>Panthera uncia</i>
Genus and Species	<i>Felidae</i>

○ RESEARCH and EXPLAIN these scientific classification terms.

○ DISCUSS the purpose and text features of a fact file.

SNOW LEOPARD RESEARCH

☐ SURVIVAL SKILLS
(how the snow leopard has adapted to its environment)

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☐ BODY STRUCTURE

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☐ OBTAINING FOOD

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☐ APPEARANCE

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☐ MALE SNOW LEOPARDS
(role, behaviour, reproduction)

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☐ FEMALE SNOW LEOPARDS
(role, behaviour, reproduction)

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Efforts to save the snow leopards:

☐ ORGANISED GROUPS

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☐ LAWS

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Use the information from this research to form the basis of a report on snow leopards. Each heading becomes a paragraph. Include an introduction and a conclusion.

SNOW LEOPARD RESEARCH

**List information about the following aspects of snow leopards.
Use a variety of sources for your research, including the internet and reference books.**

○ SCIENTIFIC CLASSIFICATION OF SNOW LEOPARDS (Genus, species)

○ HABITAT (Type, location, importance of habitat to the snow leopard.)

○ FOOD and FEEDING

○ BEHAVIOUR

☐ **Caring for new born snow leopards**

○ Threats to the survival of the SNOW LEOPARDS (problems)

THE SNOW LEOPARD

Choose the correct word(s) to complete the sentences.



- ☐ Cubs leave mothers after the winter to establish own territory.
- ☐ uncertain of the exact number of snow leopards living in the wild.
- ☐ In snow leopard country are more than 130 official reserves.
- ☐ Long fur on the bottom of paws provides traction in the snow and protection from the cold.
- ☐ sometimes shot by farmers because they attack herds of tame sheep and goats.
- ☐ Herders are being encouraged to guard sheep more vigilantly when grazing close to good snow leopard habitats.
- ☐ mostly in trouble because of beautiful silky, smoky fur.
- ☐ Siblings may travel together briefly following separation from mother at about ages 18 to 22 months.
- ☐ are three stuffed snow leopards in the Natural History Museum in Ulaanbaatar.
- ☐ is a growing awareness among people around the world about the bleak future facing the snow leopard.
- ☐ typically solitary mammals, pairing only during the brief mating season.
- ☐ Female snow leopards use tails as a barrier to stop cubs from straying too far.
- ☐ are many special features of a snow leopard's body that help it survive in the harsh mountainous environment.
- ☐ thick coat is necessary for protection during the extremely low winter temperatures.

THE SNOW LEOPARD

In the following text, the boxed words are thought to be errors. Not all the boxed words are errors. Colour in the boxes with errors.

Snow leopard's belong to the family Felidae, which includes thirty-six species of cats. Snow leopards are distributed throughout the high mountains of Central Asia.

They are found in twelve different countrys over a 2.6 million square kilometre area. Snow leopards live in alpine and sub-alpine areas. In summer mounths they range in high alpine meadows and rocky areas at elevations of 2715 – 6009 m. During winter they follow pray to lower elevations. They usally sleep in rocky caves or crevises.

Snow leopards are essentially solitary mammals. In the wilde a snow leopard may range across a 99 sq km area because of it's prey's sparse distribution. Different snow leopards' territories may overlap but the animals keep far apart. The only excepsion to this is when a mated pear occasionally shares a range. In its home area, a snow leopard prefers to stay on high clifts and steep terrain because it can keep whatch for prey or danger.

The snow leopard has a thick, pale yellowish-grey coat with black rosettes, small black spots and a black broken stripe of spots along the spine. The belly and underpants are whitish. This colouring gives the snow leopard great camoflage in the snowy mountains and rocky slops where it lives. Small numbers, affective camouflage and secretive habits make the snow leopard verry hard to study in the wild. Snow leopards are most actif during the hours around dawn and dusk.

THE SNOW LEOPARD

○ Arrange these words in alphabetical order.

(a)	tahr	bobak	gazelle	markhor	boar	sheep
(b)	solitary	prey	illegal	existence	protection	inhabit
(c)	rosette	Himalayas	balance	mammal	livestock	altitude
(d)	species	pelt	poaching	threat	conservation	leopard

○ Break these words into syllables. (Each syllable contains a vowel or letter that has a vowel sound.)

protection	solitary	inhabit	conservation	endangered	attitude
temperatures	territory	habitat			
international	terrain	scarcity			

○ Compound words. Match.

finger	ground
live	wide
world	prints
back	stock

○ Write the compound words.

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○ Choose the best adjective to describe the nouns.

thick

thin

jagged

furry

luxurious

strong

.....	rocks	fur	air
.....	paws	pelts	back legs

THE SNOW LEOPARD

Here is some writing about the snow leopard. Some parts of the writing have been left out.
Choose the best answer to fill in the gaps. Circle the word you think best fits.

The snow leopard is ●●●● endangered animal.	a the an at
●●●● it lives in such remote and inaccessible areas ●● numbers in the wild are not known, but estimates range from 2000 ●●●● 10 000.	Although Since Because As
For many years people have ●●●● wearing clothes made from its soft, thick ●●●● Fortunately, however, the market is now decreasing, ●●●● a result of both law reforms and popular feelings. Commercial trade in snow leopard skins ●●●●, banned between ●●●● which have signed The Convention of International Trade in Endangered ●●●●. Increasing human population ●●●● also threatened the survival of the snow leopard.	it's its in what's
In the high mountains ●●●● people have used the land for grazing domestic animals ●●●● the leopards to go elsewhere. Uncontrolled hunting ●●● the wild goat and sheep has also reduced the snow ●●●● food supply.	and between to too
	likes like liked liking
	fir fur fer
	while since as because
	was were are is
	country's countries countrys
	specialities species specials
	had have are will would
	; , ' .
	facing freezing forcing
	for off of from
	leopards leopard's leopards'

THE SNOW LEOPARD – LET’S EDIT

- Locate and circle the mistakes in this piece of writing about SNOW LEOPARDS.
- Write the correction ABOVE the circle.
- There are twenty (20) mistakes to find.

the world of the snow leopard is a harsh one. This big cat has many special features too help it survive Off all the cats it has the thickest coat. This is necessary for protection during the extremly low winter temperatures. When summer's are hot The snow leopard moults to keep itself cool. It's coat color varies from cream to smokey grey decorated with a pattern of black rosettes. This creates the affect of dappled sunlight enabling the snow leopard to blend into it's surroundings.

At approximately 1 meter in length the snow leopards tale makes up almost half of the cat's total length. The snow leopard is a expert jumper and the long tail help it balance when leaping from rock to rock It is also used to help it steer when suddenly changeing direction. During cold whether, the snow leopard often curls its tail around its head and body for extra warmth. A female can used her tail as a barrier to stop her cubs from straying to far and also wrap it around them for extra warmth.

FOOD HABITS of the SNOW LEOPARD

- Use the words below to complete the cloze passage on the FOODS eaten by the snow leopards.
- Read through the words.
- Read through the passage. Tick off the words as you use them.
- Reread the text to make sure the words you have chosen make sense.

The snow leopard is a predator _____ of killing prey up to three _____ its own weight. It can _____ upon most mountain species _____ for fully grown yak or ass. Blue sheep and _____ are the _____ prey along with marmots, hare, gamebirds _____ small rodents. Snow leopards are also known to _____ upon argali, Himalayan tahr, markhor and other wild _____ or sheep, as well as some deer, gazelle, wild boar and domestic _____. Prey is either attacked or _____. Snow leopards attack usually from a _____ up to fifteen metres. _____ stalks its prey then springs and _____ to it. Like most _____ it feeds _____ on the chest, lower abdomen or _____. The snow leopard stays with its kill _____ it has finished it.

times wild livestock it except meat-eaters
capable feed until ambushed thigh ibex
prey clings goats distance initially and main

- Unjumble these words to find out some of the foods a snow leopard eats.

LEAGZLE _____ MAMROST _____

BIEX _____ LBEU PHESE _____

THRA _____ DILW ROAB _____

INTERNATIONAL SNOW LEOPARD TRUST

The **International Snow Leopard Trust (ISLT)** is a group that has been established to develop successful strategies for protecting the snow leopard and its habitat. It is a non-profit organisation located in Seattle, Washington.

The ISLT develops successful incentive programs to help people who live in communities that share land space with the snow leopards.

Some of these programs include the following.

⇒ **Corral Improvement Project**

The Trust provided materials such as wire mesh and concrete to the people of the village of Markha in India to build predator-proof corrals that protected the villagers' livestock from being attacked and killed by snow leopards and wolves. Since the construction of these corrals no livestock has been killed by snow leopards.

⇒ **Irbis Enterprises Project**

Irbis is the Mongolian word for snow leopard. This project offers Mongolian herdsman an opportunity to increase their household income in return for a commitment to protect the snow leopard and its natural prey. One of the major threats to the survival of the snow leopard is being killed by herdsman in response to attacks on their livestock. The herdsman are encouraged to guard their animals more closely, especially when grazing near good snow leopard habitats. They are also trying to increase the numbers of wild sheep and ibex, natural prey of the snow leopard.

⇒ **Peace Corps Mongolia Project**

Peace Corps volunteers run conservation discussions in classrooms and village centres for community members of all ages. They provide information about snow leopards, their habitat, and the National Park system.

⇒ **The Snow Leopard Survival Summit**

The Snow Leopard Survival Summit, scheduled for May 2002, aimed to develop survival strategies for the snow leopard. Conservation biologists, snow leopard experts and resource managers were to be involved in developing the strategies to help save the endangered snow leopard before it is too late. The Summit was held at Woodland Park Zoo, Seattle Washington.

Further information on the ISLT and its programs and projects can be found on the Internet. The website address for this organisation is:

<http://www.snowleopard.org/islt>

THE SNOW LEOPARD

HUNTING: List possible viewpoints towards the hunting of snow leopards by the following:

WILDLIFE BIOLOGIST

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FURRIER

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FARMER / HERDSMEN

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SNOW LEOPARD

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◆ **DISCUSS**

◆ List arguments **FOR** and **AGAINST** the hunting of snow leopards.

◆ **DEBATE**

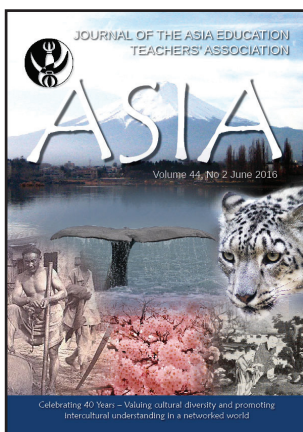
◆ **WRITE** Exposition and Discussion texts.

◆ Try to come up with **POSSIBLE SOLUTIONS** to meet everyone's needs.



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