

Message from the President



*Yukio Kataoka
President, HATJ*

I hope you rested well, have become energized during summer break, and had a great start of the new academic year. I'm also excited to launch this newsletter to you.

This academic year, HATJ will focus more on ACTFL's Core Practices—facilitate

target language comprehensibility, guide learners through interpreting authentic resources, design oral interpersonal communication tasks, plan with the backward design model, teach grammar as concept and use in context, and provide appropriate oral feedback. Accordingly, these are going to be the main topics in the upcoming benkyoukai. Please keep your eye on our announcements, come to share your ideas, and invite your colleagues as well. We hope we all become more familiar with core practices and in turn, core practices will become our common language in teaching Japanese. We are also planning a workshop inviting Yoshiko Saito-Abbott and Yo Azama sensei of California State University at Monterey Bay next spring.

As a Japanese teacher in Hawaii and a member of the HATJ, your participation is critical for us to grow together in terms of articulation, advocacy, and networking. Our members number around 75-80 consistently, yet actively participating members are probably one third. Don't be just a "card carrying" member; your voice and participation matter!

Have a great semester!
Yukio Kataoka, President HATJ ■

Hawaii Association of Teachers of Japanese
<https://hatj.weebly.com/>
hatjwebmaster@gmail.com

UPCOMING HATJ EVENTS

- 8/25/18** Benkyoukai @ Hawaii Baptist Academy
Topics: Nengajo Contest 2019, 4 Koma Manga Contest, Designing lesson plans 1: Planning with the Backward Design Model (ACTFL Core Practices)
- 9/29/18** Benkyoukai @ Sacred Hearts Academy
- 11/3/18** Conference & workshop
- 1/19/19** Benkyoukai
- 2/9/19** Benkyoukai
- 3/2/19** Benkyoukai
- 3/30&31/19** Conference & Workshop
- 4/20/19** Benkyoukai

For the most current updates, please check the HATJ Website.

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HATJ NEWSLETTER AUGUST 2018



Click here to renew your membership for 2019 for full access to the activities of the HATJ and AATJ.

Message from AATJ President Suwako Watanabe

HATJ NEWSLETTER AUGUST 2018

Greetings!

Dear Members of The Hawai'i Association of Teachers of Japanese. As the president of the American Association of Teachers of Japanese, I would like to send my congratulations for your long history of Japanese language education in Hawaii and active participation by HATJ members. It has been more than 5 years since the ATJ and NCJLT merged in 2012, but I am pleased to see that AATJ continues to offer many opportunities for our members to take part in the Japanese language education outside of their classroom setting. The Japanese National Exam, Nengajo Contest, AATJ Teacher Award, and Journal of Japanese Language and Literature are some of the key activities of the national organization. While there's certainly a physical distance between Hawai'i and the mainland, the current technology enables us to connect each other quite easily. I earnestly encourage HATJ members to participate in the AATJ's activities, especially the fall and spring conferences. And please let us know what AATJ can do to help enhance our profession in your local setting. これからもよろしくお願いします。

Suwako Watanabe

President, AATJ

(Professor of Japanese, Portland State University)



Nami Grafia, Sacred Hearts Academy, Honolulu

My name is Nami Grafia, and I am currently teaching Japanese 2~AP at Sacred Hearts Academy. I am the new HATJ vice-president and am looking forward to meeting and working with teachers in Hawaii to establish a community to network and support!



Kazuyo Kitaguchi, Roosevelt HS

My name is Kazuyo Kitaguchi, and I am the Public School Representative for the HATJ. I have been teaching at Roosevelt High School for ten years. Please feel free to let the board members know if you have any suggestions. Thank you!



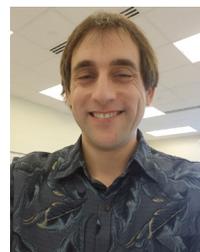
Lisa Kobuke, Kapiolani CC

Aloha, I am Lisa Kobuke. It is a privilege to serve as the College/University (Public) Rep. for the HATJ. I teach Japanese language and literature and am the Japanese Language Program Coordinator at Kapi'olani Community College. I am excited to work with everyone to promote and support Japanese language education in Hawaii.



Yukio Kataoka, Kapi'olani CC

My name is Yukio Kataoka, and I am the HATJ President for 2018-20. I have been teaching Japanese at Kapi'olani Community College since 1997. I look forward to meeting you all.



Andy Scott, Kamehameha Maui

My name is Andy Scott, and I am the Newsletter Editor and Neighboring Islands Liason. I am in my second year teaching at Kamehameha Maui. I look forward to serving you all.



Hiroe Iwamoto, Kapi'olani CC

My name is Hiroe Iwamoto, and I am the HATJ Secretary. I moved to Hawaii 6 years ago, and am teaching Japanese at Kapi'olani Community College. I look forward to meeting you all and serving on the board.



Yoshiko Tsukamoto, Le Jardin Acad.

My name is Yoshiko Tsukamoto, and I am the K-12 Private School rep. for the HATJ. I have been teaching at Le Jardin Academy for 23 years, and IB since 2005. I look forward to meeting and collaborating with you to enhance our teaching practices.



Masa Yamaguchi Kamehameha Kapalama
Kon'nichiwa. I am Masa Yamaguchi, and I'm the treasurer of HATJ. I taught at Sacred Hearts Academy for 15 years, and this is my third year at Kamehameha Kapalama. Join us to get fantastic ideas for your professional development.



Elena Yoo, Hawaii Baptist Academy
My name is Elena Yoo. I am the webmaster for HATJ. I teach high school level Japanese language & culture at Hawaii Baptist Academy. This year's biggest personal goal is to sleep at least 7 hours and exercise daily. ■

HATJ (and AATJ) Membership Benefits

Being a member of the HATJ (Hawaii Association of Teachers of Japanese) automatically entitles you to not only local HATJ benefits but the National benefits of being a member of the HATJ. While we are always working on expanding what we provide to you, here is a list of our local benefits:

Local Benefits:

Professional Development:

Monthly Benkyoukai (月例 勉強会)
Semi-Annual Symposium & Workshops (年二回のシンポジウム&ワークショップ)
Announcements on other PD opportunities (日本語教育、教育一般に関する題材やテクノロジー勉強の情報収集)



2018 HATJ Spring Conference

Mentoring

Opportunities to mentor or be mentored by your fellow teachers

Bi-annual (Aug/Jan) HATJ Newsletter

This provides additional opportunities to discover opportunities for professional development and support and gives you a powerful forum to network and share ideas.

Networking

Networking is so important in our profession. One of HATJ's goals is to be the central hub for networking among Japanese teachers and students.

Scholarship Information

Scholarship and internship information related to Japanese language and culture will be posted on the website and in the newsletter.

Advocacy

We, as Japanese language teachers, are obligated to advocate for the education of our language and culture to the students, the community and beyond. Help us by joining the association and being a member of the team! If you need support and advocacy, please contact us. All of us are stronger together!

Jobs

From time to time, job openings will be posted on the web or sent out via emails. Be sure to join us if you are interested in becoming a 21st century educator in Japanese language and culture!

Student Activities

Every year, we offer our HATJ Nengajoo Contest and support/disseminate other student activities.



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National AATJ Benefits: Being a member of AATJ also entitles you to:

- Opportunities for awards and grants such as the AATJ National Teacher Awards, The Cheng and Tsui Professional Development Award and access to several more.
- Opportunities for recognizing student achievement, such as the Japanese National Honor Society, National Nengajo Contest.
- Opportunity to participate in the National Japanese Exam, and Japanese Language Proficiency Test
- Two amazing national conferences (ACTFL (Fall) and AATJ (Spring) Conference and significant discounts.
- National newsletter and journal
- And many more!



To become a member, you will need to sign up on the AATJ website (<http://aatj.org>) and select the HATJ as your 'local affiliate.' Think of what your annual fee of \$45 can get you. If there is something that you need that is not listed above, please contact us, and we will work tirelessly to support you.

Mahalo-Nui,
HATJ Board ■

Aloha to Our Neighboring Islands Members and Ohana Andy Scott

Aloha!

As I said in my introduction, my name is Andy Scott, and I am the Neighboring Island Representative. I am also from Maui. This position was created to ensure that those HATJ members who cannot travel to O'ahu are given a voice to drive professional development opportunities (from HATJ) on their islands. We hope to work with you to create and host events on your islands

and also ensure that you are provided with as much information and teaching ideas as possible. Being on Maui, I understand the difficulty in participating actively in the HATJ especially due to travel costs and time constraints. While this may be true, I have attended quite a few of the O'ahu events over the last year. Being new to the islands, and being the only Japanese teacher at my school, this has been invaluable in providing me the PD and networking I need. When I can't attend in person, the HATJ has always been willing to Skype me in. For a non-native teacher, any opportunity to speak Japanese with adults is a bonus.

We are trying to remove any barriers for you to participate, not in order to drive up membership numbers or fees, but to ensure that each and every one of our Japanese teachers in Hawaii are supported and that we, as a local affiliate are examples for others on the mainland to follow.

For those who are on neighboring islands, please help us help you by filling out the confidential Google Survey in English or Japanese. Any opinions, feelings, and ideas will help us better serve you. Here is the link:

<https://goo.gl/forms/NUp4jxJ32N3tfxA23> ■

The New HATJ Newsletter

The new HATJ newsletter is finally here! We have been working to provide you with even more networking and professional development opportunities, and this is one of our first steps.

The HATJ Newsletter is meant to be an additional hub where we as Japanese language teaching professionals can exchange ideas, support each other and find out important information about activities, scholarships, etc. While it is produced by the HATJ board, it is communal and we would like your support by contributing articles, ideas, and feedback. Here are some basic FAQ's to introduce you.

When does it come out?

Currently, for this year, there will be two issues: one in August (this one) and one in January.

How will we obtain a copy for ourselves?

We will convert it to a PDF and send via email and post on our HATJ website.

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Who can contribute?

Any HATJ member, at **any**-level, **any** location.

What things can we contribute?

You can contribute anything that is relevant to the Japanese language teaching profession. Here is what we accept:

- **Teaching Ideas/Projects/Techniques:** If you are doing anything "cool" in your classroom/teaching, this would be a great place. There is no need to submit a full lesson plan. Summarize what the technique is, how you implement it, and benefit to your students or your teaching.
- **Longer, more formal articles:** While our maximum length is about 4 pages, we can and will accept articles whether formal or not, that may be related to our theme.
- **Write-ups of activities:** such as Japan trips, Japan-nights, Japan-Club events
- **Questions about Technology or Teaching Issues/Methodology:** Send us a quick issue and we may be able to help you out with it. Ex. "I heard of this Quizlet-live thing... how do I use it?," or "How do I motivate kids in my classroom?" If we can't answer it ourselves, we will find an expert that can.
- **Longterm Events:** Currently, we have only two issues/year, so previews of events about four to five months out are good; otherwise, they belong on the website.
- **Art/photography**
- **Useful links**

Please note that we will not be able to accept everything for every issue and that we will edit for grammar, spelling and formatting.

What should we avoid?

- Copyrighted images or texts
- Advertisements for businesses or school fundraisers.
- Photos of students with identifying information
- Anything with extremely complicated formatting.
- Anything not relevant or appropriate for our diverse audience. *Who can contribute?*

日本語で書いてもいいですか。

We will accept either English or Japanese equally.

When are the deadlines??

Currently, the deadlines for the two issues are August 1st for the August issue and January 10th for the January issue.

Whom do I contact to contribute?

You can contribute articles by emailing hatjnewsletter@gmail.com. If you have questions or want to contribute, but are not sure, please email.

Thanks so much for your support. We look forward to your contributions!■

The HATJ Benkyoukai

Approximately every month, the HATJ holds a benkyoukai on Saturday. It is a valuable opportunity not only to gain insight from guest speakers, but to network and come together to exchange ideas. This year's theme will be The ACTFL Core Practices. Please consult the HATJ website for the most current updates.

There is no cost to attend the Benkyoukai and all members are welcomed to attend.

For those who cannot attend, in person due to travel, please contact us and we will try our best to Skype you in.



Benkyoukai

Our next Benkyoukai is :

8/25/18

Benkyoukai @ Hawaii Baptist Academy
Topics: Nengajo Contest 2019, 4 Koma Manga Contest, Designing lesson plans 1: plan with the backward design model (ACTFL Core Practices).



The HATJ Nengajoo Contest 2019

HATJ hosts the Annual Nengajo Contest to provide students an opportunity to demonstrate their understanding of the relationships among perspectives, products, and practices of Japan in sending nengajō at New Years. The contest is not meant to be an art contest although the design and the artistic talent will be a part of the criteria during the selection process. The main purpose of this contest is to promote the cultural awareness in the Japanese language classes. Teachers and students will have the opportunity to explore the history and custom of sending Nengajō, research the classic and modern design styles of Nengajō in Japan and create their own original Nengajō by observing culturally appropriate format, rules and customs. 2019 is the Year of Wild Boar (亥年、いのしし年). Detailed information and rules will be made available to HATJ members at its first monthly Benkyo-kai on Saturday, August 25. It will be also posted on its website later. ■

FEATURED CONTRIBUTIONS

Spring Leadership Workshop Report Yukio Kataoka, HATJ President Kapiolani Community College

Leadership Workshop Report (April 20 & 21, 2018)

Along with the workshop last spring, there was a leadership workshop led by Professors Motoko Tabuse, Eastern Michigan University, and Yoshiko Saito-Abott, California State University at Monterey Bay. Twenty participants, ranging from elementary school to post-secondary schools, discussed issues facing Japanese education in Hawaii—horizontal and vertical articulation, HATJ's activities, and encouraging more participation by DOE teachers in HATJ's activities.

We met again on May 26 to hold further discussions and put what we have discussed into action. We decided to make taskforces on three areas—Articulation, Advocacy, and Networking. In the future, we will meet at least once a semester and share the information and progress of each taskforce group.

Growing Awareness of the Seal of Biliteracy Dina R. Yoshimi, Director, Hawai'i Language Roadmap, University of Hawaii-Manoa

Awareness of the Seal of Biliteracy is growing:

- *across the nation*, 31 states and the District of Columbia now have a Seal of Biliteracy policy in place;
- *across the field of world language education*, numerous scholarly articles, doctoral dissertations, professional publications and conference presentations about implementing the Seal, improving instruction to help learners improve their proficiency, and beneficial outcomes of Seal programs now appear regularly;
- *across private sector* employers nationwide, published surveys report that employers not only value the Seal of Biliteracy as a demonstration of additional language ability, but that, across all workforce sectors, they are also more likely to hire an applicant who has earned the Seal; and
- *across Hawai'i*, as the Hawai'i Department of Education (HIDOE) reported at a Spring Board of Education meeting that in this, the second year of the statewide Seal of Biliteracy program, the number of students earning the Seal will be at least triple the more than 35 recipients from the inaugural year (and, as an editorial note, I add: with solid representation by students earning the Seal for their Japanese ability).

Efforts to further grow awareness of the Seal of Biliteracy among Hawaii's students, WL/EL teachers and employers are also notable. In March, the Hawai'i Language Roadmap partnered with HIDOE and the State of Hawai'i Office of Language Access (OLA) to convene a Multilingual Career Development Day. More than 60 students from six high schools representing ten languages (speakers of Japanese formed the second largest cohort after Spanish speakers) participated in a full morning of career information and resume preparation sessions. The keynote speaker, Steven Silver (CEO, Silver Bridges Translation International), who counts Japanese as one of the several languages in which he works, explained his career as an interpreter and translator, and provided valuable tips on how to improve listening and speaking ability in a second language. Kristin Keeno, a returning JET, shared how the Japanese ability she

developed during her time teaching English in Japan helped her to reach out to Japanese-speaking locals and visitors in her work as a pharmacy technician at a neighborhood drug store. A presentation by Melody Kubo, who represented the Hawai'i State Judiciary Office of Equal Access to the Courts (OEAC), coached students on the types of experiences that are valued by the OEAC when they review applications for court interpreters.

The day culminated with a Multilingual Career Fair. Students spoke with employers from the OEAC, HIDEO, community non-profits, the federal government, and the private sector, learning about employment opportunities available only to those with bilingual and/or biliteracy abilities. Japanese-speaking students were in high demand among a number of the employers; and students expanded their appreciation for the value of their language abilities. One student enthusiastically reported that s/he had "Found companies I would love to work for that I would never have thought of before! Being one on one with these companies was amazing, since one question led to another question and a lot was learnt from the booths." The Roadmap is planning a second Multilingual Career Development Day for Spring 2019, and we look forward to welcoming your students to the event! ■

Easy Board-Game Hacks For Language Learners **Andrew Scott, HATJ Newsletter Editor** **Kamehameha Maui**

In the classroom, one of the biggest challenges besides developing strong curriculum, is competing for the students' attention, energy and focus, while also maintaining an appropriate level of rigor. We are competing with miniscule attention-spans, social and family factors outside our control, social media and cell phones, and often, a sense of minimalism among the students. They are used to cellphone games which provide immediate reward with very little work, and sometimes when they are confronted with a language-learning task, they are quick to try, but also quick to say, "it's too difficult." Some tricks I use are physical movement, very brief Youtube videos to get them 'back,' and finding hooks with each student, among others. While all of our students are absolutely intelligent and capable beings, it feels as though I am a parent trying to feed children broccoli, but hiding the broccoli in something more delicious like mashed potatoes, or as in Mary Poppins, "a spoon full of sugar makes the medicine go down." Masking very well-structured language learning practice in something more desirable/

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Yoshimi-Sensei Presenting at the 2018 HATJ Spring Conference

more meaningful, and more personally rewarding for the students, is key. Creating activities which are rigorous, but are so engaging that students forget they are doing rigorous language-learning is definitely a feat and a difficult one to pull off.

This has been one of those dilemmas that has perplexed me throughout my career. I have used hooks such as anime/manga, cooking, JPOP in my language activities, and the effect lasted until the language became difficult. I have created rewards systems for effort and such to encourage motivation, but alas, only a minimal effect. I made use of technology such as Quizlet Live, Kahoot, etc., which did have a substantial affect, but they were limited to drills. A few years ago, I was suffering from time constraints, lack of funds, and was prepping late at night. I had left most of my materials at school, and had little in my house except for “boring” textbooks which are of no help and a serious collection of card and board games, ranging from Scrabble to Battleship (the Star Wars kind) to Boggle, and finally Jenga, among others. A lightbulb went on, and I wondered how I could adapt them and turn them into Japanese language activities.

I started small, with constructing a simple Battleship (on paper) with Hiragana as coordinates, the card game War, with one counter representing a suit (diamonds were the tsu-counter; if a kid lays a 9 of diamonds, they had to say ‘kokonotsu). Some of these adaptations indeed failed miserably and either suffered from length and complexity issues, lack of student engagement. However, some were a “triumph” with high levels of engagement as well as massive language practice. I have spent weeks developing original games, but came to a realization, that as a language teacher, it is best to borrow and adapt.

In these years of transforming very familiar board and card games into successful language activities it has become clear what factors truly contribute to the success of these games. Here are some of the characteristics of successful games I have learned:

- They are focused on specific language-learning rather than complex gameplay, ones which contain repetition and not only frequent



(Top) Original Uno by Mattel Games
(Bottom) Adapted "Uno" Game (Scott)

language feedback, but frequent pay-off and rewards (not something like candy, but validation, sense of success, victory.) The intended nature of the game is clear. Is it simply a vocab drill, or more complex communication?

- They are cheap, easily replicable, flexible (create a game once and be able to adapt it for numerous language topics,) and have short setup time and no reliance on technology. Purchasing new board games are relatively cheap at \$7-\$20. After the first time adapting, there is very little cost.
- They have short durations/rounds (5-15 minutes max) work to maintain student-motivation, focus and chances for success. In my classroom, in one lesson, I may use three or four different short games to practice one language topic.
- They are based on original games which students know extremely well and have had fun with outside of class, lead to a much more relaxed and engaging environment. Students already start out successfully as they have likely already mastered the original game.
- They are well-monitored and facilitated, in which

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the teacher may compete with or against students (think Battleship, etc.).

- They provide massive amounts of target language use and are supplemental tools to well-designed curriculum and assessment.
- Ground rules for behavioral expectations are clearly and firmly set. The point is to create/maintain a safe, fun, and stress-free place to practice.
- They are not overused. If they are used every day, they will lose their effect.

In order to give you a practical starting point for generating your own ideas or adapting existing board/card games, I am including a link to a Google Drive for a presentation that I gave at the 2018 HALT Conference. All are organized into folders organized on the name of the game and contain exemplars as well as the original game-rules. These games are far from perfect and may contain mistakes, but as did I with the original board/card games, I hope that you can borrow, adapt, and add them to your always-

expanding tool chest.

If the link doesn't work, if you have questions, or would like to share ideas, please feel free to email me anytime at mauinihongo@gmail.com.

Link to Google Drive:

https://drive.google.com/open?id=1QSRxv8TkzuehZy7sxqAeJ_JaGPQQuNt3



Have an interesting article or an idea for an article, even a fun teaching idea, email hatjnewsletter@gmail.com. We will work with you as much as possible to flush out your ideas and ensure that they are published. Thank you in advance for all of your future contributions!

Kana Sudoku

These are Kana Sudoku to help practice difficult Hiragana and Katakana, adapted from Sudoku from <http://www.SudokuEssentials.com>. The numbers were swapped out with Kana. Solutions are on the back page.

Puzzle #1: Hiragana

ろ			を	ね				わ
		を						ぬ
る		わ	れ			を	の	
わ							を	
	の						る	
	る				の			め
	わ	る			ろ	ぬ		の
	ね					め		
め				の	わ			ろ

Kana Choices: れわねぬのるろを

Puzzle #2: Katakana

	タ	ソ				ケ		
	ネ			ソ		ク		シ
ノ					タ			ツ
		ノ						ク
	ツ	タ				ン	ソ	ノ
ケ						ノ	タ	
ク					シ			ソ
	ソ		ネ		ケ		ツ	
		ツ					シ	ケ

Kana Choices: ソソノシツクケタネ

Just like Sudoku, make sure that you fill up all boxes ensuring no Kana duplicates in any line vertical, horizontal, or diagonal line, and box. A kana must appear once in each line or box.

ライトハウス 日本語 四コマまんが オリンピック

Lighthouse Hawai'i Japanese Four Block Manga Comic Olympics

Sponsored by: Lighthouse Publishing Hawai'i Inc. and Moanalua High School World Language Learning Center (MOHS WLLC)

Lighthouse Magazine is an informational magazine that shares articles about Japan, Hawai'i, and US all in Japanese. The magazine is published twice a month and you can find them in many Japanese restaurants, stores, supermarkets, hotels and streets all around Hawai'i. Many native Japanese residents and visitors take and read Lighthouse magazine. In addition to Lighthouse Magazine in Hawai'i, there are four other Lighthouse Magazines' published in the US. (LA, San Diego, Seattle and Portland).

Desiring to create a four block manga comic section highlighting middle and high school Japanese language students here in Hawai'i, they decided to create this Japanese Four Block Manga Comic Olympic contest.

*A total of 24 Four Block Manga (Comic strip) will be selected to be published in the Lighthouse Magazine. 1 Four Block Comic Strip will be used for each Lighthouse Magazine Hawai'i issue starting from Jan 2019 (1st issue of the year).

*1st place and 2nd place winner of the Japanese Four Block Manga (comic) Olympics will receive a certificate, prize and be introduced in the Lighthouse Magazine with their four block manga (comic strip).

Rules:

*Middle school (6-8th) and High school (9-12th) Japanese language students are eligible to apply for the contest

*Each student is allowed to submit up to maximum 3 four block manga comic strips.

*Each four block manga dialogue and language should be in Japanese, written or typed vertically in Japanese appropriate to language level.

*No political or religious, cultural, gender or social issues in the manga story, animation or dialogue.

*Manga story, animation and dialogue can be based on any theme (**except no political, religious, cultural, gender or social issues, as mentioned above**)

*Manga story, animation and dialogue must be original (no copyrighted materials)

*Manga story, animation and dialogue of good taste and positive

*Manga story, animation and dialogue must be written and drawn by oneself (same person)

*Submit application, release and consent form and Four Block Manga Comic strip as an either an electronic digital copy (digital) or hard copy scan (PDF) to the email listed on the application form.

*All entries must arrive by **October 29th, 2018 (Monday)** to be in the contest.



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Signature: _____

Printed Name: _____

Date: _____

Street Address: _____

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ZIP Code: _____

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Solution #1: Hiragana

ろ	ぬ	の	を	ね	る	れ	め	わ
ね	れ	を	の	わ	め	ろ	ぬ	る
る	め	わ	れ	ろ	ぬ	を	の	ね
わ	ろ	め	る	れ	ね	の	を	ぬ
ぬ	の	ね	ろ	め	を	わ	る	れ
を	る	れ	わ	ぬ	の	ね	ろ	め
れ	わ	る	め	を	ろ	ぬ	ね	の
の	ね	ろ	ぬ	る	れ	め	わ	を
め	を	ぬ	ね	の	わ	る	れ	ろ

Solution #2: Katakana

ツ	タ	ソ	ン	ノ	シ	ケ	ク	ネ
ン	ネ	ケ	ソ	ツ	ク	ノ	シ	タ
ノ	シ	ク	ケ	タ	ネ	ン	ソ	ツ
ソ	ン	ノ	シ	ケ	タ	ツ	ネ	ク
シ	ツ	タ	ク	ネ	ン	ソ	ノ	ケ
ケ	ク	ネ	ツ	ソ	ノ	タ	ン	シ
ク	ケ	ン	ノ	シ	ツ	ネ	タ	ソ
タ	ソ	シ	ネ	ン	ケ	ク	ツ	ノ
ネ	ノ	ツ	タ	ク	ソ	シ	ケ	ン



Hawaiian Association of Teachers of Japanese

Help us Improve Our Newsletter!

Please fill out the very small survey below:

<https://goo.gl/forms/FV5mBAIq1OphmOOU2>

HATJ Board of Directors

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Vice-President: Nami Grafia *Sacred Hearts Academy, Honolulu*
Secretary: Hiroe Iwamoto *Kapiolani Community College*
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