



KAKEHASHI 2015 Outbound Program 3rd Slot (United States / High School Students) Program Report

1. Program Overview

Under “Japan’s Friendship Ties Programs”, 18 Japanese high school students who are interested in introducing an attractive Japan overseas visited the United States of America. During the 5 days program from March 24 to March 31, 2016, the participants introduced various attractive points about Japan to Americans and also learned lots of things about the U.S. The participants aimed to promote Japan through mediums such as SNS. The Delegation also participated in the 5th Anniversary of Hand in Hand Concert in New York at the end of the program.

2. Organization Name and Number of Participants

Natori Kids Musical (18 students and 3 chaperones)

3. Destination

The United States of America (21 participants)

4. Program Schedule

March 24 (Thu) Depart International Airport to New York

【City Observation】 Times Square

March 25 (Fri) 【Interaction】 Metropolitan Hospital Center

【City Observation】 Metropolitan Museum of Art / Central Park

March 26 (Sat)【Historical and Cultural site visit】The Cathedral Church of St. John the Divine
Columbia Univ. Campus

【Program of Hand in Hand 5th Concert in New York】 Rehearsal

March 27 (Sun) 【City Observation】 Easter Parade (on the Fifth Avenue)

9/11 Memorial Museum / Staten Island Ferry (Statue of Liberty)

【Workshop】

March 28 (Mon) 【Program of Hand in Hand 5th Concert in New York】

【School Exchange】 The College of New Jersey (TCNJ)

March 29 (Tue) 【City Observation】 Hamilton Park (Weehawken)

【Program of Hand in Hand 5th Concert in New York】

March 30 (Wed) Depart New York

March 31 (Thu) Arrive at Narita International Airport

5. Program Photos



3/25 【Interaction】 Metropolitan Hospital Center Presentation about Introduction of Japan and Tohoku Great Earthquake



3/25 【Interaction】 Metropolitan Hospital Center Performance of Natori Kids Musical



3/25 【Interaction】 Metropolitan Hospital Center



3/25 【Observation】 Central Park



3/27 【City Observation】 Easter Parade (on the Fifth Avenue)



3/27 【Workshop】

	
<p>3/28 【School Exchange】 The College of New Jersey (TCNJ) Campus Tour</p>	<p>3/28 【School Exchange】 The College of New Jersey (TCNJ) Campus Tour</p>
	
<p>3/28 【School Exchange】 The College of New Jersey (TCNJ) Reception Party</p>	<p>3/29 【Observation】 Hamilton Park (Weehawken)</p>

6. Voice from Participants

◆High SchoolStudents

By participating in this trip, I was forced to notice how much I had been closed-minded. In a heterogeneous country like the United States, us Japanese students were not treated any differently and were expected to speak English. I realized that English is not just something to study for entrance exams but a real, practical skill to be used to communicate with people with different backgrounds and life style. Also, I noticed how hygienic Japan is, and how excellent services are provided everywhere. This trip allowed me to re-think many aspects and provided new ideas in regards to my future and which academic direction to take.

◆High SchoolStudents

I was so happy to be able to go to New York under KAKEHASHI Project and Hand in Hand. One of the main objectives of the KAKEHASHI Project is to share information of Japan, and my group decided to promote the “Kawaii” culture of Japan through J-POP performance, which I believe we did pretty well. I heard that many people living in the U.S., especially in New York, are able to speak more than one language. However, I could only speak Japanese. I wasn’t able to communicate very well during exchange programs or shopping, so I would like to study

English harder.

Also, learning about history in a church and the 9.11 Memorial was unforgettable. It was painful to see the steel beams from the Twin Towers and hearing detailed descriptions of the exhibited items at the 9.11 Memorial Museum. It gave me great appreciation for the people who decided to keep and exhibit the items as they are to be reminders.

During the workshop, our group decided that before internationally sharing information on Japan, it is necessary for us to have a deeper understanding on Japan. All of us would like to work in an international field, so we will gather people around us with a similar aspiration and study both Japan and other countries.

◆High SchoolStudents

I felt that the most important element to communicating with a person from another country is to be assertive. It is important to want to learn about the other person as well. I also had instances where, depending on the person's background, what I thought was "normal" wasn't so to that person. Another important element is the ability to communicate. Including what I was taught in school, to use what you know to read, listen, and speak as much as possible is very important. There are many things I can do as an individual, but it is necessary to have a place to actually practice these skills. I would like to continue studying English and possibly other languages to be able to communicate better.

◆High SchoolStudents

When I visited College of New Jersey, we had to introduce ourselves during the chorus rehearsal. I was worried about how to speak to the University students because of the age difference, but there was no problem and I was able to have very relaxed, fun conversations. In Japan, we would speak to older students in a way that would be considered respectful but some-what stand-offish, so I thought it is wonderful that this doesn't exist in English. Also, the visit to the 9.11 Memorial Museum left a very important impression on me. I knew about the tragedy through TV and text books, but seeing the destroyed stairs, crushed steel beams and fire trucks, and seeing the pictures of people that were killed, truly made me understand the significance of the event. At the same time, I thought it would be a good idea to have a museum similar to this one for the Great North Eastern Earthquake, so that people may have a similar experience as I did. Also, I would like to recommend my generation to go visit the 9.11 Memorial Museum to fully understand the event with their own eyes.

7. Action Plan Presented at the Reporting Session by Participants

	
<p>Presentation about Japan and Tohoku</p>	<p>Presentation about the recovery</p>
<p>A グループ: 日本のおもてなし精神、礼儀正しい、気配り、日本文化の多様性・魅力(日本の伝統、昔からの習慣)</p> <p>B グループ: 日本食の素晴らしさ、日本人の丁寧な文化、日本を訪問者の多さ、日本の団体行動、トイレの使いやすさ、品質の良さ、環境の美しさ</p> <p>C グループ: 街がきれい、衛生教育、道徳的レベルの教育が幼いころからされている、協調性、サービス精神、質の高さ、思いやり、職務上、与えられた一翼を担う意識が高いこと</p>	<p>A グループ: 積極性が高い、人目を気にしない、日本の文化に興味がある人が多い(日本人はアメリカの文化に興味がある人が少ない、アメリカについて知っているつもりでいる)</p> <p>B グループ: アメリカ人の礼儀(挨拶が良い)、フレンドリー、素直、芸術面でオシャレ、時間にルーズ、9.11を観光地にするすごさ(文化・歴史を形に残している)</p> <p>C グループ: アメリカでは「個」がはっきりしている、宗教・政治に対する関心・意見を各自持っている、人種のサラダボウルだからこそ互いの対応がある、発言をする・受け入れる対応が整っている</p>
<p>Findings about the strength of Japan through the Program</p>	<p>Findings about the US through the Program</p>
<p>A グループ:</p> <p>(1) タイトル: 「アメリカをもっと知ろう」</p> <p>(2) 発信内容: アメリカは思っているより大雑把: 日本の丁寧さ、住みやすさが分かる</p> <p>(3) 理由: 私たちはアメリカについて分かっているつもりだったが、実際は新しく気付くことが多かった。</p> <p>(4) 対象: 日本人、アメリカ人</p> <p>(5) 発信手段: TwitterなどのSNS</p>	<p>B グループ:</p> <p>(1) タイトル: 「自分たちを知る」</p> <p>(2) 発信内容: ①日本食(栄養バランス・作り方) ②品質(品質表示: MADE IN JAPAN)</p> <p>(3) 理由: ①アメリカで健康意識が高まっている ②メイド・イン・ブランドがなくなりつつあるから</p> <p>(4) 対象: 友人・知人(日本)、アメリカ人(海外)</p> <p>(5) 発信手段: TwitterなどのSNS</p>
<p>Action Plan (Group A)</p>	<p>Action Plan-1 (Group B)</p>
<p>B グループ:</p> <p>(1) タイトル: 「アメリカ人を知る」</p> <p>(2) 発信内容: ①アメリカでの体験、現地で交わした会話 ②アメリカ人の素直な感情表現を受けた体験・その背景</p> <p>(3) 理由: ①アメリカ人はフレンドリーで外国人に話しかけてくれる ②アメリカ人の素直な感情表現が特に印象強く残ったから</p> <p>(4) 対象: 友人・知人(日本)</p> <p>(5) 発信手段: TwitterなどのSNS/掲示物/報告会等</p>	<p>C グループ:</p> <p>(1) タイトル: 「日本の魅力発信」</p> <p>(2) 内容: サービスの充実・提供</p> <p>(3) 理由: サミット・オリンピック等で外国人が多く訪日するから/ツールとして英語を使う機会が少ないため</p> <p>(4) 対象: 日本を訪れる外国人</p> <p>(5) 手段: ①日本人留学生が日本の魅力を発信(留学生との交流) ②学校・企業単位で企画して実施</p>
<p>Action Plan-2 (Group B)</p>	<p>Action Plan (Group C)</p>