



## KAKEHASHI Project (United States of America)

### Inbound program for High School Students the 1st Slot

### Program Report

#### 1. Program Overview

Under the “KAKEHASHI Project” of Japan’s Friendship Ties Program, 96 high school students and their supervisors from the U.S. visited Japan from July 24 to July 31, 2018 to participate in the program aimed at promoting their understanding of Japan with regard to Japanese politics, economy, society, culture, history, and foreign policy. Through the lectures, observations and interactions with Japanese people etc., the participants enjoyed a wide range of opportunities to improve their understanding of Japan and shared their individual interests and experiences on social media. Based on their findings and learning in Japan, each group of participants made a presentation in the final session and reported on the action plans to be taken after returning to the U.S.

#### [Participating Countries and Numbers of Participants]

United States of America: 96 participants,

(Breakdown)

Group A (25 participants): Edmonds School District (State of Washington)

Group B (25 participants): Northside College Preparatory High School (State of Illinois)

Group C (25 participants): Ridgewood High School (State of New Jersey)

Group D (21 participants): Chicago Futabakai Japanese Saturday School (State of Illinois)

#### [Prefectures Visited]

Tokyo (All), Hokkaido (Group A/B), Tochigi (Group C/D)

#### 2. Program Schedule

	Group A	Group B	Group C/D
July 24 (Tue)	[Arrival]		
July 25 (Wed)	[Orientation] [Lecture] First North America Division, Ministry of Foreign Affairs [Observation] Edo-Tokyo Museum, Asakusa		
July 26 (Thu)	Move to Hokkaido from Tokyo		Move to Tochigi from Tokyo
	[Culture Experience] Houkouji Temple (Zazen & Calligraphy)	[Observation] Historical Village of Hokkaido	[School Exchange] Tochigi Prefectural Sano Senior High School

July 27 (Fri)	[Observation] Historical Village of Hokkaido [School Exchange] Hokusei Gakuen University High School	[Culture Experience] Houkouji Temple (Zazen & Calligraphy) [School Exchange] Tokai University Sapporo Senior High School	[Courtesy Call] Tochigi Prefectural Government [Observation] Oya History Museum
	[Meeting with Host Family]		[Meeting with Host Family]
July 28 (Sat)	[Homestay]		[Homestay]
July 29 (Sun)	[Farewell Party with Host Family] [Workshop]		[Farewell Party with Host Family] [Workshop]
July 30 (Mon)	Move to Tokyo from Hokkaido [Reporting Session]		Move to Tokyo from Tochigi
July 31 (Tue)	[Observation] Meiji Jingu Shrine, Harajuku (Group A/C) [Departure]		

### 3. Program Photos

#### All groups (Tokyo)



7/25 [Lecture] North America Bureau,  
Ministry of Foreign Affairs



7/30 [Reporting Session]

#### Group A/B (Hokkaido)



7/26 [Culture Experience] Houkouji Temple  
(Group A)



7/27 [School Exchange] Hokusei Gakuen  
University High School (Group A)



7/27 [School Exchange] Tokai University  
Sapporo Senior High School (Group B)



7/29 [Farewell Party with Host Family]

### Group C/D (Tochigi)



7/26 [School Exchange] Tochigi Prefectural  
Sano Senior High School



7/27 [Courtesy Call] Tochigi Prefectural  
Government



7/27 [Courtesy Call] Tochigi Prefectural  
Government



7/29 [Farewell Party with Host Family]

## 4. Voice from Participants

### Group A (Hokkaido)

◆ The homestay and school exchange had the biggest impact on me. Though there was a language barrier, we were all joking around by the end. It was very culturally uplifting.

◆ The homestay left the most memorable experience overall. It combined all the components on the trip (history, culture, language) and made it into a unique learning experience. My second family will always be in my heart, and I intend to communicate with them in the near and far future.

### **Group B (Hokkaido)**

◆ I learned a lot from the lecture about Japan's history. It was very interesting, it had a good balance of historical and current events. I understood how Japan got to its current state. The school exchange program was interesting because I communicated with a Japanese student and watched impressive student performance of karate, dance and tea ceremony. The homestay program was probably the best part. My host family spoke very good English, although I did try to say some sentences in Japanese to them, but I really never needed to. We went shopping for a long time. The food that we ate for meals from restaurants like "udon" and "sushi", or at home like "takoyaki," were all amazing. They were great people and I would do homestay again.

◆ Learning Japanese in the classroom, I didn't really understand the meaning or how useful it would become. However, when it came to speaking with Japanese people, I realized just how much I could understand. I realized that I could communicate with people who have led different lives than me and it was wonderful. I also really liked learning about Japan-U.S. history. This experience was wonderful and has made me more open-minded.

### **Group C (Tochigi)**

◆ The school exchange impressed upon me the friendliness, well-natured mannerism, and generosity of the Japanese people. Despite the obvious language barrier between some of the students at the school exchange, we were still able to engage in meaningful conversation that brought out the similarities of American and Japanese people despite many cultural, linguistic, and societal barriers. As for the Homestay, I was extremely impressed by the selfless generosity and care imparted on our group during our stay. Our host family, despite the language barrier, took every opportunity to explicate and detail certain aspects of Japanese culture. They shared internal details about their family history, and took every opportunity to spoil us with gifts and food.

◆ Each of the programs exemplified different aspects of the Japanese way of life. The school exchange showed the differences in education between students of Japan and students of the USA, yet at the same time, showed me that even though we are raised differently and on different sides of the world, the people are really all the same. The moment this hit me was during the homestay, when I woke up at sunrise, and the whole house was dead silent. I was thinking about irrelevant things, and the trees in the window caught my eye. While I was watching the tree, I realized how I could not tell if that tree was in America or Japan. The homestay and school exchange showed me how similar the two countries really are. The lectures and government showed me the unique culture of Japan. All of the other activities highlighted the similarities between opposite sides of the Earth.



### **Group D (Tochigi)**

◆ The most memorable part of the school exchange were the friendly connections I made in such a short amount of time. At first, I was walking around the classroom during the meet and greet very hesitantly and too shy to make conversation. Apparently, the Japanese students felt the same way. But, after the teachers introduced us to each other, the conversation started to flow, and the end of our exchange I ended up exchanging email addresses with all of my new friends. We still keep in contact! The most memorable part of my homestay was the strong bond I formed with my family in such a short amount of time. It was an indescribable experience. I feel as though they are my second family, and that I am always welcome.

◆ The lecture about Tochigi and the school exchange were very valuable and memorable. Being able to make friends in Sano High School in such a short amount of time was a fun experience that I will not forget. I enjoyed visiting the government buildings of Japan. That is an experience that not everyone can experience, so it was very interesting. I learned so much about the history of Japan (and the Tochigi prefecture), the matter of the aging population and the recent economy. Additionally, I loved the time I spent with my whole host family.

## **5. Voice from Japanese Students/Schools/Host Families/Organizations**

### **◆ Host family (Group A/B)**

We enjoyed talking with the students by writing instead of speaking as some English were hard to understand in word. Especially my child in 4th grade who had so much fun playing cards with them even though she did not speak English at all. It was a very special 2 days for us.

### **◆ Student who participated in school exchange program (Group B)**

I found difficulties to speak English through this exchange program, and I felt that I need to put more effort in studying English. Although I would have rather talked about their religion or politics, I could ask them only about foods they like and their stay in Sapporo. I intend to improve my English vocabulary day by day.

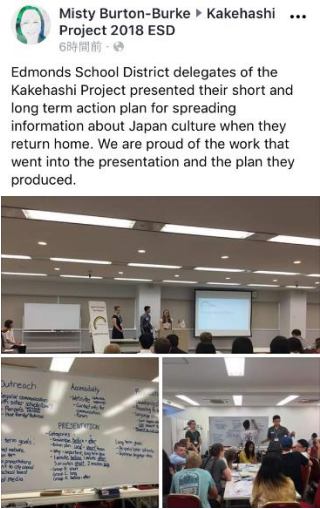



### **◆ Host family (Group C/D)**

While we have cultural differences in between Japan and the U.S., I was glad that we both could share our time and bond like a family. We promised to meet again.


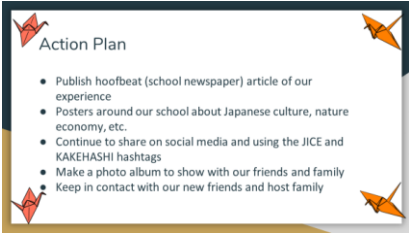

### **◆ Student who participated in school exchange program (Group C/D)**

I enjoyed having a debate with the American students who spoke some Japanese. During the exchange party after the program, I met the students who did not know any Japanese, and it was also very fun. This exchange program was a very valuable opportunity for me as I basically have no chance to talk with foreigners in my daily life.

## 6. Dissemination by the participants

 <p>Misty Burton-Burke ▸ Kakehashi ... Project 2018 ESD 6時間前 · 公</p> <p>Edmonds School District delegates of the Kakehashi Project presented their short and long term action plan for spreading information about Japan culture when they return home. We are proud of the work that went into the presentation and the plan they produced.</p>	 <p>「いいね！」 19件</p> <p>asorif105 #KAKEHASHI2018 #JICE #JAPAN #USA Hokkaido Jingu Shinto Shrine! One of the new experiences I had was having to clean before entering the shrine. Also we got Omikuji (fortune) and had fun with our homestay family!! it was really fun</p>
<p>(Group A) About the reporting session (Facebook)</p> <p>Edmonds School District delegates of the KAKEHASHI project presented their short and long term action plan for spreading information about Japan culture when they return home. We are proud of the work that went into the presentation and the plan they produced.</p>	<p>(Group B) About Hokkaido jingu shrine (Instagram)</p> <p>Hokkaido Jingu Shinto Shrine! One of the new experience I had was having to clean before entering the shrine. Also we got Omikuji (fortune) and had fun with our homestay family! It was really fun!</p>
 <p>rhvstjapan2018 · 7時間前 · 公</p> <p>rhvstjapan2018 Team A for the win! Competing in PDA style debate, we all had to collaborate with our team and our given position on a topic to develop our points. Pictured here is our very own Andrew and Caroline, Naoki, Mutsumi, and Karen. #Kakehashiproject #debate #importantpeople #importantdiscussion</p>	 <p>「いいね！」 8件</p> <p>kakehashi_2018 Thanks to our host family, we were lucky enough to be able to go to one of the many summer festivals in Tochigi prefecture, Japan! We helped our family sell 揚げパン (deep fried bread) and 冷やしうどん (chilled udon). Our host mother even rented us yukatas so we could fully experience a Japanese 夏祭り! We will definitely be visiting our wonderful host family in the future!</p>
<p>(Group C) About the school exchange (Instagram)</p> <p>Team A for the win! Competing in PDA style debate, we all had to collaborate with our team and our given position on a topic to develop our points.</p>	<p>(Group D) About the homestay (Instagram)</p> <p>Thanks to our host family, we were lucky enough to be able to go to one of the many summer festivals in Tochigi prefecture, Japan! We helped our family sell deep fried bread and chilled udon. Our host mother even rented us yukatas so we could fully experience a Japanese summer festival! We will definitely be visiting our wonderful host family in the future!</p>

## 7. Action Plan Presented by Participants at the Reporting Session

<p>Project Goals</p> 	
<p>Action Plan 1 (Group A)</p> <p>1) Short term plan:</p> <ul style="list-style-type: none"> <li>- Group/Individual Home Page</li> <li>- Personal experiences</li> <li>- Share Link with friends, family, community</li> </ul> <p>2) Long term plan:(Project goal: Encourage cultural exchange, Dispel stereotypes)</p> <ul style="list-style-type: none"> <li>-Promote exclusive experiences</li> <li>-Encourage American students to become “Pen Pals” with Japanese students</li> <li>-Advocate for Sister City Program for Lynnwood, WA</li> <li>-Encourage home stay of Japanese students in America</li> <li>-Introduce idea of Japanese Language &amp; Culture Classes in community</li> </ul>	<p>Action Plan 2 (Group B)</p> <ol style="list-style-type: none"> <li>1) Publish hoofbeat (school newspaper) article of our experience</li> <li>2) Posters around our school about Japanese culture, nature, economy, etc.</li> <li>3) Continue to share on social media and using the JICE and KAKEHASHI hashtags.</li> <li>4) Make a photo album to show with our friends and family</li> <li>5) Keep in contact with our new friends and host family</li> </ol>
<p>Asian Fest and Japanese Art Gallery</p> <ul style="list-style-type: none"> <li>• Share experiences with students of Ridgewood High School the Asian Festival</li> </ul> <p>Japanese Culture Club</p> <ul style="list-style-type: none"> <li>• Start a club and meet to talk about Japanese culture</li> </ul> 	<p>Action Plan: <i>The Chicago Shimpō</i></p> <ul style="list-style-type: none"> <li>- We already made an appointment with the famous Japanese Newspaper Company             <ul style="list-style-type: none"> <li>- Urayama Yoshiko (president)</li> </ul> </li> <li>- Creates an Opportunity to deliver our message</li> <li>- Access to a older age group that is different than the teenagers</li> <li>- Bilingual article (Access to both Americans and Japanese)</li> <li>- Started in 1945 and has a past filled with history</li> </ul>
<p>Action Plan 3 (Group C)</p> <ol style="list-style-type: none"> <li>1) Share experiences with students of Ridgewood High School the Asian Festival</li> <li>2) Start a club and meet to talk about Japanese culture</li> <li>3) Have the authors of the Ridgewood HS newspaper and the Ridgewood News share newly gained knowledge and interest of Japan</li> <li>4) Put up a video about the KAKEHASHI Project and broadcast on the RHS Morning Report</li> </ol>	<p>Action Plan 4 (Group D)</p> <ol style="list-style-type: none"> <li>1) The Japanese Chamber of Commerce and Industry of Chicago (JCCC) is a regional establishment that has connections to multiple companies and organization. We’d like to work with JCCC to create a two-prong advertising method: Students advertise to young adults through technology, JCCC advertise to older adults and organizations through connections.</li> <li>2) Chicago Shimpō is a bilingual newspaper in Japanese and English which started in 1945 and has a past filled with history. We already made an appointment with them. This interview will create an opportunity to deliver our message and to access an older age group that is different than the teenagers. Through the bilingual article we can access both Americans and Japanese.</li> </ol>