



KAKEHASHI Project (United States of America)

Inbound program for Okinawa Program the 1st Slot

Program Report

1. Program Overview

Under the “KAKEHASHI Project” of Japan’s Friendship Ties Program, 50 high school students and supervisors from the U.S. visited Japan from December 16 to December 23, 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: 50 participants,

(Breakdown)

Group A (25 participants): Kamiak High School (State of Washington)

Group B (25 participants): Kohala High School (State of Hawaii)

[Prefectures Visited]

Tokyo, Okinawa

2. Program Schedule

	Group A	Group B
Dec. 16 (Sun)	[Arrival]	
Dec. 17 (Mon)	[Orientation] [Lecture] Ministry of Foreign Affairs	
	Move to Okinawa from Tokyo	
Dec. 18 (Tue)	[Cultural Experience] Okinawa Karate	[Observation] Shuri Castle
	[Observation] Okinawa Prefectural Peace Memorial Museum	
	[Meeting with Host Family] Naha Kokusai High School	[Meeting with Host Family] Koyo High School

Dec. 19 (Wed)	[Observation]Shuri Castle [Cultural Experience] Tea Ceremony Experience	[School Exchange]Koyo High School
Dec. 20 (Thu)	[School Exchange]Naha Kokusai High School [Workshop] [Farewell with host family]	[Farewell with host family] [Culture Experience] Okinawa Karate [Workshop] [Culture Experience] Eisa Traditional Dance
Dec. 21 (Fri)	Move to Tokyo from Okinawa	
	[Reporting Session]	
Dec. 22 (Sat)	[Observation] Edo Tokyo Museum [Observation] Asakusa, Senso-ji Temple, Odaiba	
Dec. 23 (Sun)	[Observation]Meiji Jingu Shrine, Harajuku [Departure]	

3. Program Photos

All groups(Tokyo)

	
12/17[Lecture] Ministry of Foreign Affairs	12/21[Reporting Session]

Group A (Okinawa)

	
12/18[Cultural Experience] Okinawa Karate	12/18[Observation] Okinawa Prefectural Peace Memorial Museum



12/19[Observation]Shuri Castle



12/19[Cultural Experience] Tea Ceremony Experience



12/20[School Exchange]Naha Kokusai High School



12/20[Farewell with host family]





Group B (Okinawa)



12/18 [Meeting with Host Family]
Koyo High School



12/19[School Exchange]Koyo High School

	
12/20[Farewell with host family]	12/20[Culture Experience] Okinawa Karate
	
12/20[Workshop]	12/20[Culture Experience] Eisa Traditional Dance

4. Voice from Participants (abstract)

Group A (Okinawa)

◆U.S.A. Student

The lecture felt very emotional and inspiring. The deeply personal story truly struck a chord and left a lasting message of how important peace is. The school exchange was memorable for the many activities performed, for example making tofu. While talking with other students, it surprised me how natural it felt. Everyone was so friendly and welcoming. The Home stay experience was a little rough at first due to the language barrier, but quickly became a lovely experience. It was nice meeting my host family and answering questions about America while practicing my Japanese.

◆U.S.A. Student

I learned about the history of Ryukyu and about the different eras of Japan as a whole. It was interesting to see how Ryukyu people had (and still do have) a separate identity. The school environment was completely different from what I am used to. There is a larger emphasis on club activities and the students were all very friendly. The traditional Japanese house was very interesting not only structurally but also culturally. When I arrived at the home and offered omiyages, the family showed me how they first offer the gifts to their

ancestors, and then receive it from them. I also learned that while Okinawa people offer three sticks of incense, other people in Japan offer only one. There was also a difference in where I slept and the shower/bath. Japan as a whole feels very connected and convenient. There are many vending machines and the subway/monorail system is well-integrated into the lives of the people of Japan.

Group B (Okinawa)

◆U.S.A. Student

Homestay was by far my favorite aspect of the program. Staying with my host family was insightful, because they constantly informed me on Japanese customs, culture and values. For example, they explained to me the cultural significance of “Natto.” Furthermore, the homestay was also heartwarming, because my host family treated me like one of their own and always put my needs before their own. This selflessness is something I will translate more into my own life back home and it really gave me appreciation for the Japanese people as a whole.

◆U.S.A. Student

Discovering that Japanese people (especially Okinawan residents) were a generous group of people took me by surprise. They were so kind, generous, and welcoming! The Japanese students welcomed us with open arms and talked with us in the hallways, classes and pretty much whenever they got the chance to talk to us. My host family was so kind, so hospitable and benevolent that it made me sad that I had to leave! I’m never going to forget this experience. I’m going to tell my family and friends about it and show them the photos. I hope to stay in contact with the people I met on this program. Being able to create new relationships with people of another culture greatly blessed me. I am forever grateful and the memories I made here will forever be in my heart.

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

◆ Host family (Group A)

This time, I often felt that behavior which I would usually consider ordinary in Japan was not ordinary behavior overseas. I hadn’t noticed that the Japanese custom of greetings, such as greetings before and after meals, and saying “I’m going now” when leaving home and “I’m home” on return, were actually very good until the guests pointed this out.

Moreover, it was a new discovery that it’s difficult for non-Japanese to try origami for the first time, which people do as a child in Japan. During the exchange, although I sometimes had trouble making myself understood, I was able to become friendly with the guests. From this, I felt that people can understand each other even though they have different languages and culture. I have made progress in my English and also had a good experience.

◆ Host family (Group B)

The Hawaiian students all talked to us very friendly, and it was a joy to communicate with them. I was glad that they respected the Japanese culture and were keen to try using




chopsticks.

6. Dissemination by the participants

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7. Action Plan Presented by Participants at the Reporting Session

Our plan

Action Plan(Group A)

We are planning to post on our Facebook group we made for our kakehashi trip, post on our personal social media, tell fellow peers about our experiences and perspectives, tell the Mukilteo city council about our experiences, ask the Beacon or the Everett Herald to write a brief article about what we did in Japan.

Action Plan(Group B)

Calligraphy Activity

Purpose: To educate students on Japanese written language and cultural practice. Participants will create a calligraphy of a significant word.

Cultural spirit week

Purpose: To increase student appreciation of different cultures; provide all students with insight on our findings and reflections about Japanese and Okinawan culture.

Advisory Presentations

1. Create PowerPoint using notes and pictures from our trip
2. Share PowerPoint with exchange students
3. Assign exchange students for presentations during advisories
4. Share presentations during advisories during Cultural Spirit Week

Video Presentation

1. Contact Na Leo TV personnel
2. Determine video message
3. Conduct interviews with exchange students
4. Create video utilizing imovie, etc. including video and still photographs
5. Publish video
6. Announce airing schedule

Action Plan Activity #1

Activity	Timeline	Audience	Persons Responsible	How are we going to get it accomplished
Calligraphy Activity Purpose: To educate students on Japanese written language and cultural practice. Participants will create a calligraphy of a significant word.	March 2019	Kohala HS students; grades 9-12	Lehua Jessica Mitchell Malia	1. Buy needed supplies. 2. Prepare individuals responsible for the activity 3. Publicize activity 4. Teach importance of calligraphy in Japanese culture 5. Set up classroom or booth 6. Recruit students to participate in activity and create a final product

	<p><u>News Article</u></p> <ol style="list-style-type: none"> 1. Identify newspaper venues: paper and web based programming 2. Determine submittal dates 3. Create draft of article <p>Send copies to newspaper</p> <p><u>Pen Pal Arrangements</u></p> <p>Purpose: To deepen relationships, Kohala</p> <ol style="list-style-type: none"> 1. Kohala HS exchange students will contact friends at Koyo HS to identify other students who were not part of the exchange 2. Match students with Kohala HS students 3. Encourage correspondence to learn about two cultures <p><u>Instagram Page</u></p> <p>Purpose: To share information to a broad audience, students</p> <ol style="list-style-type: none"> 1. Create instagram account 2. Actively post pictures and comments
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