



KAKEHASHI Project (United States of America)

Outbound Program for High School Students

Program Report

1. Program Overview

Under the “KAKEHASHI Project” of Japan’s Friendship Ties Programs, 25 Japanese high school students and supervisors visited the United States of America from January 25 to February 1, 2020 to participate in the program aimed at promoting the understanding of Japan with regard to its politics, economy, society, culture, history, and foreign policy.

During the school exchange program, they delivered a presentation and performance to introduce the attractiveness of Japan. Through the observation of various sites, the participants enjoyed a wide range of opportunities to improve their understanding of the U.S. and Japan-US relations and shared their individual interests and experiences through social media. Based on their findings and experience in the U.S., each group of participants made a presentation in the final session and reported on the action plans to be implemented after returning to Japan.

【School Names and Number of Participants】

Aichi Prefectural Asahigaoka Senior High School	3 Participants
Aichi Prefectural Handa Senior High School	2 Participants
Aichi Prefectural Toyota Nishi High School	2 Participants
Aichi Prefectural Jishukan Senior High School	3 Participants
Aichi Prefectural Okazaki Senior High School	3 Participants
Aichi Prefectural Kariya Senior High School	2 Participants
Aichi Prefectural Tsushima High School	3 Participants
Aichi Prefectural Ichinomiya High School	3 Participants
Aichi Prefectural Meiwa Senior High School	2 Participants
Aichi Prefectural Education Center	1 Participant
Aichi Prefectural Government Policy Planning Bureau, International Relations Division	1 Participant

【Destination】




State of Indiana



2. Program Schedule

1/25 (Sat)	【Arrival】
1/26(Sun)	【Orientation】 【Observation】 Indianapolis Museum of Arts 【Observation】 The Central Library in Indianapolis
1/27 (Mon)	【Courtesy Call】 Indiana Economic Development Corporation 【Courtesy Call】 The Indiana Statehouse President of the Senate 【Observation】 Toyota Material Handling, Inc.

1/28 (Tue)	【School Exchange】 Jefferson High School
1/29 (Wed)	【Observation】 Purdue University 【Workshop】
1/30 (Thu)	【Reporting Session】 【Observation】 The Indianapolis Motor Speedway Museum 【Observation】 Eiteljorg Museum
1/31 (Fri)	【Departure】
2/1 (Sat)	【Arrival in Japan】

3. Program Photos

	
1/26 【Observation】 Indianapolis Museum of Arts	1/27 【Courtesy Call】 Indiana Economic Development Corporation
	
1/27 【Courtesy Call】 The Indiana Statehouse President of the Senate	1/27 【Observation】 Toyota Industrial Equipment Manufacturing (TIEM)

	
1/28 【School Exchange】 Jefferson High School	1/29 【Workshop】

4. Voice from Participants (abstract)

◆ The most impressive thing is that a culture of giving has developed widely in the U.S. I learned that the theater at Jefferson High School was constructed with donations from a graduate. I was really impressed by the graduate making such a big donation. In addition, there was a bank and a cafe (neither are typically found in Japanese schools), and students could receive vocational training there in a supportive environment. In particular, since high school is compulsory education, I wonder if students who benefited from such donations, or students who grew up in such a good environment, have a spirit of giving when they enter the real world, resulting in a solid tradition of donations. Unlike in Japan, there is an atmosphere where you can speak freely at school. I think that this kind of encouragement helps foster self-reliance and a positive attitude in students, which is another difference between the U.S. and Japan.

◆ I was able to visit many places and learn many things during this visit. The observation programs were all impressive, but the workshop that produced the summary presentation was the most impressive for me. Upon sharing my own perspectives, I was able to see that all of the team members had different opinions and ideas. I felt that the experience of the program was enriched by the exchange of opinions and ideas. The conversation with the students of the Japanese Club at the Jefferson High School was interesting. Getting to know each other's culture gives us a sense of closeness.

◆ I learned that Japanese industries (such as car manufacturing) are global. We visited Toyota's forklift manufacturing plant in Indiana. I learned that there were a lot of Toyota dealers throughout the U.S., and that Toyota was steadily increasing sales while sales of other companies in the U.S. were sluggish. In addition to Toyota, there are Subaru and Honda plants in Indiana. I saw many different Honda and Subaru vehicles in the city. After spending a week in the U.S., "Made in Japan" really resonated with me on various occasions. The U.S. may be superior in terms of the educational system and related facilities as we have seen, but I realized that Japan is the best in the world when it comes to manufacturing.

5. Voices from the Students/Schools/Organizations (abstract)

◆ Student who participated in the school exchange program

I like each and every one of their presentations and how there were lot of things I didn't know. What I liked about the presentation is that it introduced very tasty foods. I noticed that they were able to speak English pretty well so we were able to understand them.



◆ Student who participated in the school exchange program

I was impressed how they were great in introducing their topics, either tea or castles, with confidence. I had a good impression from beginning to end. Their presentations help us improve our knowledge and extend it more, which is very helpful, and it's really amazing how detailed they are. Their culture is also outstanding.

◆ Student who participated in the school exchange program

They all did very well and spoke the language well. I learned many interesting things.

6. Dissemination by participants

 <p>Liked by kaorinn1727 and 99 others</p> <p>kono_english_0128 The fifth day, we visited Purdue University!! It was so big and like a city 🤩 I hope I can go to University in abroad soon!</p> <p>That night was the time to prepare for the presentation! Our team always lost at Rock Paper Scissors, so always the team is last 🤔</p> <p>Our official poses is "third peace" 🙌</p> <p>#kakehashiproject #purdueuniversity #indiana #toyohashi #third #peace</p> <p>23 hours ago</p>	 <p>okishi_0911他が「いいね！」しました</p> <p>albalily_610 Kakehashi Project Day6</p> <p>Today we tell our discovering to JASI. We found a lot of differences between Indianapolis and Japan!</p> <p>Then we went to "Kiss The Bricks". The winner kiss on the floor (see the pic.3, they are my friends)</p> <p>Also we visited the Eiteljorg Museum. We learned a lot!</p>
<p>About School Exchange (Instagram)</p> <p>The fifth day; we visited Purdue University. It was so big like a city. I hope I can go to University abroad soon. That night was the time to prepare for the presentation. Our team always lose with rock-paper-scissors, so the order of presentation is always the last.</p>	<p>About Kakehashi Project (Instagram)</p> <p>Today we gave a presentation at the Japan-America Society of Indiana, JASI, about many things we "discovered" during our stay. Then we went to "Kiss the Bricks". The brick-laying place where the winner of the Indy 500 kisses. We also visited the Eiteljorg Museum. We learned a lot.</p>

7. Action Plan Presented by Participants at the Reporting Session

	<p>OUR PLAN IS...</p> <p>Encouragement of Evolution in English Education</p> 
<p>Action Plan (Group 1)</p> <p>We were surprised to know that the culture of giving is deeply embedded in the U.S. Donations are used to equip various facilities, such as public libraries and schools, and provide people with various programs. After returning to Japan, we would like to work on improving the giving culture in Japan through social media and presentations at our schools.</p>	<p>Action Plan (Group 2)</p> <p>Schools in the U.S. have more freedom for students than in Japan. English education is the same. In a test-centered English education in Japan, we realized that we could not keep up with the native speaking speed. After returning home, we will share our experiences with schools and students to improve English education in Japan.</p>
<p>Action plan</p> <ul style="list-style-type: none"> ●making a presentation ●going to give the hand out to graduate's association ●putting our report in newspapers ●handing out our report to government office 	
<p>Action Plan (Group 3)</p> <p>When thinking about why Americans invent great products, we have noticed their flexibility in thinking and freedom in education. Freedom and flexibility are everywhere. Factory workers chew gum and lick lollipops while working. We realize that human development is important for countries to develop. After returning to Japan, we would like to hold a presentation session, compile a report and distribute it to the government and alumni, and send it to the newspaper to spread our experiences and ideas.</p>	