



KAKEHASHI Project (Canada)

Outbound program for High School Students

Program Report

1. Program Overview

Under the “KAKEHASHI Project” of Japan’s Friendship Ties Programs, 14 Japanese high school students and supervisors visited Canada from January 18 to January 26, 2020. The program aims to promote a better understanding of Japan through an introduction to its history, culture and society, political-economic situation, and foreign policy.

During the program, the students were given opportunities to promote Japan and its merits, as well as its charm to the local Canadian community, and to high school, university and language school students. Through visits to various sites, the participants had wide-ranging opportunities to improve their understanding of Canada and of Canada-Japan relations. They consistently shared their interests and experiences through social media. In a workshop before departing Canada, the participants developed an action plan to share their findings and experiences in Canada after their return to Japan.

【School Names and Number of Participants】

Sapporo Kaisei Secondary School: 12 high school students and 2 chaperones

【Destinations】

Canada (Vancouver, British Columbia and Victoria, British Columbia)




2. Program Schedule

1/18 (Sat)	【Arrival】 【Orientation】 【Observation】 Stanley Park, Gastown
1/19 (Sun)	【Observation】 Grouse Mountain 【Homestay】
1/20 (Mon)	【School Exchange】 Moscrop Secondary School
1/21 (Tue)	【Observation】 Kamui Mintara 【Observation】 Britannia Shipyards 【Observation/Lecture】 Gulf of Georgia Cannery 【Observation】 Chinatown
1/22 (Wed)	【Observation】 Legislative Assembly of British Columbia 【Observation】 Royal British Columbia Museum 【Observation】 Craigdarroch Castle
1/23 (Thu)	【Cultural Experience】 Curling (Royal City Curling Club) 【Observation】 Nikkei National Museum 【School Exchange】 Simon Fraser University 【School Exchange】 Vancouver Japanese Language School
1/24 (Fri)	【Courtesy Call】 Dr. Scott Harrison, APFC Program Manager, Asia Pacific Foundation of Canada

	【Observation】 Sun Yat Sen Classical Chinese Garden 【Observation】 Bill Reid Gallery 【Observation】 Robson St.
1/25 (Sat)	【Workshop】 【Reporting Session】 【Departure】
1/26 (Sun)	【Arrival in Japan】

3. Program Photos

	
1/20 【School Exchange】 Moscrop Secondary School	1/20 【School Exchange】 Moscrop Secondary School
	
1/20 【School Exchange】 Moscrop Secondary School	1/22 【Observation】 Provincial Legislature of British Columbia
	
1/23 【Observation】 Nikkei National Museum	1/23 【Cultural Experience】 Curling (Royal City Curling Club)

	
1/23 【School Exchange】 Simon Fraser University	1/23 【School Exchange】 Vancouver Japanese Language School
	
1/24 【Courtesy Call】 Dr. Scott Harrison, APFC Program Manager, Asia Pacific Foundation of Canada	1/25 【Workshop】

4. Voices from the students

◆ The most impressive contents of the program was the homestay. My host father said “In Canada, each person has a sense of identity as a Canadian. In addition to that, we respect each other’s original background.” The host parents were Serbian. They experienced harsh times when they migrated to Canada. I was really moved to notice that their son, my buddy, was proud of his Serbian roots, spoke Serbian language and respected his identity. I think that it happens because Canadian society is very tolerant. It really touched me. I think we need to study Canadian society and education, refer to their perspectives to realize a society.

◆ I was truly impressed by Canadians’ view on cultural diversity. When we visited Moscrop Secondary School, I noticed that all students regardless of culture and roots were studying together without hindrance. I found a variety of national flags such as US and Japan displayed on the ceiling. I heard that they regularly had “Multi-cultural festivals” to study culture of other countries. All of them showed me that Canadian people regularly think about multiculturalism. In addition, during the homestay program, my host family member said “To live in a country like Canada where each person has a unique background, we need to open our minds to others.” I told him, “I envy you how at classes in Canada, students have a lot of opportunity to speak out their opinions.” He responded, “Canada has its own good aspects while Japan also has its good aspects.” I was

impressed that Canadian people would not compare cultures of any countries and never mark a grade on them, they just respect the cultures.

◆ I think I need to study hard to understand my own country. I was embarrassed because I was not able to fully answer questions about the Ainu, Japan or Hokkaido. As a Japanese citizen, I need to deepen my understanding about Japan before I learn more about other countries. Also, I would like to enhance my English skills. I managed to communicate during the homestay program, but I wish I could speak English more fluently to enjoy conversations with the host family or to dig deeper in discussions with Canadian students. Even though the homestay program was a short, two-day program, I was delighted to be immersed in an English-only environment. I was glad when they understood my English. Regarding education, I think we need to change the grade-oriented education system in Japan, to a system which builds character. In the future, I would like to work in the educational field and facilitate such kind of system.

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

◆ Student who participated in the school exchange program

I really enjoyed their presentation. I thought it was cool to learn about the culture they grew up with. It was fun to see them put personal connections into the presentation. The calligraphy was interesting to experience. Canadian and Japanese cultures can be very similar and also very different.

◆ Student who participated in the school exchange program

I felt that the Japanese students were very friendly and kind. Their performances were energetic and enthusiastic. So, it was extremely enjoyable. I also found them very talented and skilled as they performed really professionally. I had the chance to communicate with them and they were very open-minded and eager to share their culture. I also learned a lot from their presentations.

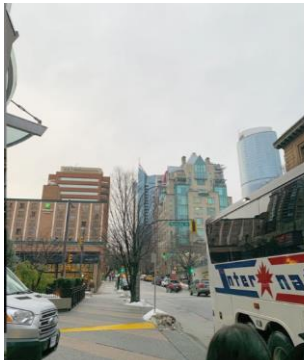



◆ Student who participated in the school exchange program

The Japanese High School students' traditional performance "YOSAKOI" was really excellent. All of them were so kind and nice. So impressed to watch this energetic dance. I think this was a good opportunity for both Simon Fraser University students and Japanese High School students to have a better understanding of different learning environments as well as cultures.

◆ Student who participated in the school exchange program

I thought that their dances and performances were very interesting and presented a new side of Japan that I never knew. Overall, the presentations were very positive. All of the students were very friendly and deepened my impression of Japanese culture. With the exchange program, our relations with Japanese students further cultivated our interests in Japan.

6. Dissemination by the participants

 <p>木や家、ビルは日本よりも大きく、道は日本よりも広いです。また、バンクーバーはビルが多く建っていますが、自然に生えていた木も残されているので都会でありながらも自然を感じられます。</p> <p>Everything in Vancouver seems bigger than Japan for me. Trees, Houses and buildings are very big, and streets are wider than Japan. What's more, there are many buildings in Vancouver but there's also a lot of nature, so we can enjoy City and Nature at the same time.</p> <p>C.N. #カナダプロジェクト #vancouver #バンクーバー #kanada #カナダ #kakehashiproject #2020/01/18</p> <p>Liked by jarroddavies and 14 others</p> <p>JANUARY 18</p> <p>Add a comment...</p>	 <p>校長先生の演説には広い世界を知った感じがしました。</p> <p>This is the scene of performance and presentation in Japanese Language School. It was a fun time. After that, we listened to principle's talking, and it carries weight because he taught many people in the world. By K.T.</p> <p>#IT #kakeforfollow #kakeforlikes #kakeforlikes #カナダ好きな人と繋がりたい #カナダプロジェクト #日本好きな人と繋がりたい #カナダプロジェクト #kanada #Japan #東京もなり子どもたち</p> <p>Liked by m.j.0306 and 54 others</p> <p>JANUARY 14</p> <p>Add a comment...</p>
<p>About the observation (Instagram)</p> <p>Everything in Vancouver seems bigger than Japan for me. Trees, Houses and buildings are very big, and streets are wider than Japan. What's more, there are many buildings in Vancouver but there's also a lot of nature, so we can enjoy City and Nature at the same time.</p>	<p>About the school exchange (Instagram)</p> <p>This is the scene of performance and presentation in Japanese Language School. It was a fun time.</p> <p>After that, we listened to principle's talking, and it carries weight because he taught many people in the world.</p>
 <p>中庭の展示は日本人に比べて大きく、私たちが楽しくプレゼンテーションをすることができました。</p> <p>We had a presentation about Japanese culture and government in Moscrop high school. We were happy because students and teachers listened our presentation with interest. Their reaction was bigger than Japanese! I want to learn from them.</p> <p>T.F</p> <p>#IT #kakeforfollow #kakeforlikes #kakeforlikes #カナダ好きな人と繋がりたい #カナダプロジェクト #日本好きな人と繋がりたい #カナダプロジェクト #kanada #Japan #東京もなり子どもたち</p> <p>Liked by pavel338 and 37 others</p> <p>JANUARY 22</p> <p>Add a comment...</p>	 <p>Think a needs of world to run a company.</p> <p>ジョージア製罐工場に行きました。サーモンの缶詰に加えて、ニシンの加工品を作る工場です。グラフは白が漁獲量、青が利益を示しています。漁獲量が減少したにもかかわらず利益が増した理由は、日本人に人気の数の子を作り始めたからです。金銭感覚の違いで、今も昔も他国のニーズに目を向けることの大切さを知りました。</p> <p>Liked by ableenglishstudies and 24 others</p> <p>JANUARY 22</p> <p>Add a comment...</p>
<p>About the school exchange (Instagram)</p> <p>We had a presentation about Japanese culture and government in Moscrop Secondary School. We were happy because students and teachers listened our presentation with interest. Their reaction was bigger than Japanese! I want to learn from them.</p>	<p>About the observation (Instagram)</p> <p>We went to Gulf of Georgia Cannery. It is the factory that make a can of salmon, and herring. The graph of white shows a catch of herring, and a blue shows profits. Although the catch decreased, profits increased because they started to make a herring roe. I learned important thing that I should think a needs of world to run a company.</p>

7. Action Plan Presented by Participants at the Reporting Session

<p>WHY: 自分達の文化について日本人の文化についての理解を深める。また、異文化理解への理解を深める。日本人の文化理解への理解を深める。</p> <p>WHAT: 日本と異文化理解に関する歴史・変化の発表</p> <p>HOW: 発表・プレゼンテーション</p> <p>WHEN: 2月1日・2月9日・2月17日 会場：学校ホール 2月2日：最終発表会 地下鉄有明駅・東京駅・品川駅 3月1日：発表会・発表会</p>	<p>Why D: 自分達の文化について日本人の文化についての理解を深める。また、異文化理解への理解を深める。</p> <p>What D: 日本と異文化理解に関する歴史・変化の発表</p> <p>How D: 発表・プレゼンテーション</p> <p>When D: 2月1日・2月9日・2月17日 会場：学校ホール 2月2日：最終発表会 地下鉄有明駅・東京駅・品川駅 3月1日：発表会・発表会</p>
<ul style="list-style-type: none"> We will make a poster and have a presentation by the end of March to enhance our knowledge of Japanese-Canadians who have the same Japanese roots as us. We also think about our understanding toward the indigenous people and how Japanese people should face to indigenous people. The targets of the poster and presentation are Kaisei Secondary School students and Sapporo citizens. 	<ul style="list-style-type: none"> We found appealing points of Japan in the fields of education, industry, culture and technology while we were in Canada. We will disseminate how to adopt those advantages and also good points of Canada to Japanese society. Besides, we would like to show people what kind of society we would like to establish. We will make a poster and a newspaper. We will print a QR code of the questionnaire on them and have feedback from the readers. We will finish the poster and newspaper by March and have the feedback in April. The readers could be students at Kaisei Secondary School and elementary school children because younger generation has more potential in the future.
<p>① 準備作業</p> <ul style="list-style-type: none"> 発表の1週間前までに発表資料を作成し、発表資料を提出する。 発表当日は発表資料を提出する。 発表後、発表資料を回収する。 <p>② プレゼンテーション</p> <ul style="list-style-type: none"> 発表当日に発表資料を提出する。 発表後、発表資料を回収する。 <p>③ 発表会</p> <ul style="list-style-type: none"> 発表当日に発表資料を提出する。 発表後、発表資料を回収する。 	
<ul style="list-style-type: none"> We will make a poster with a design full of visual impacts to allow people to interpret the meaning of the poster on their own. The poster will be posted at Kaisei Secondary School and other venues starting on March 2nd. Students, faculties and guests of the school will see the poster. We will give a presentation with other teams at our school. We will use the keynote and other materials. We will host a round-table talk or a workshop in our school for Junior High School students who are interested in studying abroad, probably in the end of March. If possible, 	

we will host a similar workshop for general people at International Exchange Plaza.