



November 2017

Newsletter

The KKC Fellowship Program

Since 1980, more than 700 U.S. and Canadian social studies teachers have taken part in the KKC Study Tour to Japan. The program aims to deepen participants' understanding of Japan and contribute to international mutual understanding across the Pacific.



(Tokyo Stock Exchange)

The 2017 KKC Japan Study Tour

One of the highlights of the 2017 KKC Japan Study Tour was teaching at Japanese schools. The fellows taught Japanese high school students at Mejiro Kenshin High School in Tokyo and Yokkaichi High School in Mie Prefecture.

Four fellows taught at Mejiro Kenshin High School on a variety of topics including the agricultural economy and history of California's Central Valley, American Indians before 1492, the culture and festivals (Mardi Gras) of Louisiana and the geographic importance of the Mississippi River, and U.S. politics focusing on voting age, voter turnout, and citizen engagement. At Yokkaichi High School, fellows gave lessons on U.S. geography.

They also visited Tokyo Metropolitan Koishikawa Secondary Education School and had a roundtable discussion with Japanese teachers.

Other visits included:

- Benesse Corporation
- East Japan Railway Company
- Honda's Suzuka factory
- McKinsey & Company
- Ministry of Education, Sports, Culture Science and Technology (MEXT)
- Ministry of Foreign Affairs (MOFA)
- National Institute of Population and Social Security Research
- Sony Corporation
- Tezuka Production
(Japanese manga-anime company)
- Tokyo Stock Exchange
- U.S. Embassy

The fellows also had the chance to have a discussion with Diet member Mr. Taro Kono, who is now serving as the Foreign Minister of Japan. They also met with political analyst Mr. Ataru Takizawa to discuss Japan's history and talked about



(teaching at Japanese schools)



(Ise-jingu shrine & Tokyo station with East Japan Railway Company)

the Japanese youth with Ms. Akiko Konishi of Toray Corporate Business Research Inc..

On the last day of the program, fellows participated in a symposium titled "Challenges of U.S.-Japan People-to-People Exchange".

Cultural programs included a visit to the Sky Tree, watching a kabuki performance, making a Japanese folding screen, a homestay with a Japanese family and a 3 day trip to Ise in Mie Prefecture.



(Making folding screens)



A Life Changing Experience

Jacqueline Dukes, 1999 KKC Fellow

My experience with the program in 1999 was life changing. Among the most significant influences was brainstorming with teachers from five different countries while viewing Japan up close and personal. Upon return, I conducted workshops at my school and at local libraries. I shared what I learned with others who were interested in the culture. I participated in a history class in which Japan and China were discussed in depth.

I was so impressed with the culture, I decided to spend more time teaching in another country. Luckily an opportunity to return to Japan as an assistant language teacher was presented to my school district in 2000. I seized the opportunity and it was one of the most memorable experiences I've ever had. I worked in Ginan-Cho, Hashima Gun in Gifu Prefecture. While

there, I worked with students from pre-school through junior high, helped a private student prepare for an overseas experience, and tutored some employees at the city hall. I got to practice my Japanese and I picked up on local gossip. I made friends with some local women, and during my three years I experienced so much more than I could have ever done on my own.

Beyond the classroom duties, I facilitated several other experiences with the students. I helped my Japanese students visit Cuyahoga National Park (Ohio) for art camp three summers in a row. I ensured the camp was prepared for diet, basic communication phrases, and interests of students. I helped prepare students for the experience, plus homestays with families in my home district. A few teachers took advantage of my presence in Japan, so their students had exchange partners. I wrote a column for the town paper that reflected my observations about living abroad. The information was published in a bilingual column called "Hello Jakki."

While in Asia I had tons of opportunities to visit other countries, and once my curiosity had been aroused, I sought to experience as much of Asia as possible. I witnessed student unrest in Hong Kong, after being returned to China. I was personally invited to visit Thailand by a young man I met. So, of course I did the following Christmas and New Years. I also went to Bali, Singapore, Malaysia, South Korea, and Australia. My daughter and I drove around Hokkaido with little more guidance than instructions from the concierges in our hotels, since I could not read the map. Those journeys were the beginning of a decade of travel when not at work, and interacting with numerous cultures. **My students were taught basic Japanese, and because I have more than a cursory understanding of Japanese culture, any information I share is based upon fact or experience--not gossip, speculation or stereotype.** I had good models, so I too have tried to have better understanding of all cultures I discuss with students. Students have informed me that this has made a difference.

The KKC Fellowship Broadened My World

Marcy Grayson, 2011 KKC Fellow

When I was selected for the 2011 fellowship, I was so excited! I had been teaching for 13 years at that point, all in the same school district: a large, mostly white, middle-class, suburban school. I had traveled to Canada a couple of times, but traveling to Japan was the first time I would go somewhere that required a passport. It was a big deal for me. I had a personal connection to Japan - we had hosted a wonderful Japanese exchange student in 2003, and she was living in Osaka. I was looking forward to possibly seeing her, and catching up with her as an adult. I was also teaching American History, and I was excited to be able to see some of the places that we talk about, and get a different perspective on the world wars, the opening of Japan to the western world, and other areas of overlap that we learned in my history classes.

From the moment I got off the plane, my life was changed. We were greeted at the airport by a KKC representative, who got us squared away with train tickets, cab fare, and directions to the hotel, but then left us on the train to get to the next stop. It

felt somewhat like an episode of "Amazing Race", as we fretted about missing Tokyo Station. Then when we got off the train, a kind stranger realized that we were looking for where to go, and he walked us to a taxi stand, spoke to the drivers, and made sure we were on the right path. This was just the first of many encounters we had where regular Japanese citizens went out of their way to help us and ensure that we were taken care of. My biggest fear was the language barrier, but even when people didn't speak English (and my Japanese was very limited), I realized that people were kind, friendly, and helpful. This opened my eyes to a whole world of travel and opportunities that I had been missing.

I got to see my exchange daughter Ryoko, which was lovely, while we were in Kyoto. I also was able to go to Hiroshima, visit the Peace Museum, and hear a survivor of the bombing speak. We met the mayor, who shared his vision for nuclear disarmament with us. It was an experience that I was able to share with government and community leaders when I returned to Michigan, and it definitely impacted the way which I was able to teach about the bombing

of Nagasaki and Hiroshima. Being able to describe the city, and share my photos and experiences, allowed students the ability to ask more questions that I could actually answer from first-hand knowledge. Our guides while we were in Japan were incredibly knowledgeable and helpful, providing us with historical background and the importance of the various shrines, castles, and temples that we visited. I was able to expand my knowledge of some religious and cultural beliefs, and that information has also been helpful for my students, as we have studied various topics in history. I have even been able to incorporate my trip to Japan into my math courses, because my homestay family in Osaka took me to a famous shrine where a version of the Pythagorean Theorem was worked out, independently of Pythagoras, and I've been able to share photos of the problem-solving that took place there.

More than anything else, I would say that the trip to Japan broadened my world.

Development of a Sister-School Relationship with Japan

Patrick Whelan, 2012 KKC Fellow

I can say with some certainty that my experience with the KKC fellowship proved transformative in my professional life.

On the last day of our stay in Japan, I met an ambitious Japanese teacher who was intrigued by my presentation on global education. Together we worked on a combined project involving her English students writing English-language brochures on their school trip to Hiroshima. We just finished our fourth year of partnering on this project with Japanese students writing in English with my students reviewing, critiquing, and ranking their efforts.

Growing out of this project has emerged a fully developed sister-school relationship. For three years students from the Shibuya Junior-Senior High School in Tokyo have visited my school of Saint Stephen's in Bradenton, Florida and had home stays with our students. Each of their stays has dealt with different issues of global peace and human rights. For example, they have visited and en-

gaged in a workshop at a nearby Holocaust Museum, they have been part of a round table discussion with American military veterans, they have met "dreamer" students who are college-bound but undocumented, they have visited a charter school for at-risk students, and they have had lunch with Chinese students at our school to discuss (rather emotionally) their countries' shared history of conflict. Since I teach at a pre-k through 12 school, I make sure that students from all divisions have a chance to meet our Japanese sister school students. As a result of this outreach, the Japanese government has recognized Shibuya Junior Senior High School as a "super global school" and has awarded a nationally top honor for its global education.

In May this year, I led a group of our students to Japan for home stays and experiences at Shibuya Junior Senior High School in Tokyo. Our students helped to teach English to seventh graders, worked in small group to discuss school life, and engaged in classroom discussions on views of American exceptionalism and Japanese culture. I made a point of having



my students visit several of the same places that I visited five years before when I was with KKC.

So, each year since I did my KKC fellowship, I have hosted a Japanese teacher in my house. Each has become a close friend. I still hear from Japanese students who visited our school from two or three years ago who talk about what an important moment our visit was in their sense of self. Many hundreds of my students have heard from the Japanese students about issues such as nuclear proliferation and Japanese identity. None of this would have been possible without the generosity of KKC.

A Once in a Lifetime Opportunity

Lois McFadyen Christensen, 1993 KKC Fellow
Professor, University of Alabama at Birmingham



The fellowship was a once in a lifetime opportunity. My memories, connection with Japanese families, teaching, and understandings were all profoundly affected by the fellowship. The ultimate product was a Hyperstudio presentation about Japan from a child's view-point. However, over the years, I utilized myriad treasures from my educational trip in teaching lessons, presentations and seminars. This experience influenced my teaching

with preservice and inservice teachers, colleagues at conferences, and interactions over 20 years. The homestay with Noriko Kobayashi was more than appreciated. She came to the US and visited me in 1995. I kept in touch with her over years and the last communication was following the earthquake and tsunami in 2011. Now I will have to reestablish communication again as this KKC honor is resurrected from writing this short summary.

Congratulations to Aaron Levesque Winner of the Best Lesson Plan of the 2016 Fellows

Aaron Levesque, a Social Studies Teacher of New Hampshire, was selected among the 2016 KKC Fellows for writing the best lesson plan titled "Climate and Energy Policy".

He taught an entire unit revolving around Japan as a model. In it, his class began by first debating and then looking at the science behind the issue of climate change. Then they looked at some of Japan's current economic and political issues, as well as public opinion on the issue of nuclear power. Students then researched and created their own action plans for Japan on what they thought was the best option for Japan to move forward on energy policy. The class spent about 4 weeks on this, and students presented their findings to each other in class.

This lesson plan can be downloaded at:
www.kkc.or.jp/english/fellowship/lessonplan/

(Lesson Plan)

Climate and Energy Policy Summative Assessment

You will be writing a letter that will actually be shared with research and government institutions in Japan. In this letter of 2 to 3 pages (typed, double-spaced, 12 pt font, MLA format) you will do the following:

1. Address your letter "To Whom It May Concern." Then, go on to explain why you are writing and what you are writing about. For example: "I am writing in order to recommend policy changes to Japan's current electricity production to a more affordable and sustainable model of energy polik interested in and researched..."
2. Explain your understanding of the energy problem that electricity production and the use of fossil fuels.
 - a. Here you must cite at least 3 sources of inform understanding of the issue. These citations shou paragraph explaining where you got the inform be included on another page, and do not need to (Providing citations when quoting information or information you've used in your research is comi which will help to support your proposal.)
3. Explain the importance of solving this problem, not only entire world. Why is this issue important to you and to this issue impact your own life?
4. List the possible solutions and their pros and cons:
 - a. Fossil Fuels
 - b. Nuclear
 - c. Wind
 - d. Water
 - e. Solar
5. Make an argument for what YOU think is the best possil most important part. Here you must be sure to evaluate explain why it is the BEST solution, and be sure to mak solution can and should include multiple options, and ev

(Student writing sample)

Japan Energy Policy

To Whom It May Concern, I am writing to discuss the issues with Japan's electricity production and hopefully help to design and more affordable and sustainable model for Japan to use. I have recently been researching and learning all about Japan and its energy policy in my Global Problems class in Derry, NH. We have not have been to Japan or experienced the culture over there but our teacher has and gave us the best insight to what it is like and an exorbitant amount of information along with that to best help Japan get out of their energy crisis, even if the people of Japan may not see it that way.

Recently, the biggest turning point for Japan's energy crisis was the meltdown of Fukushima Daiichi in March of 2011. The earthquake not only caused flooding, widespread damage from the quake, but also a nuclear meltdown. Japan was on track for being an almost completely reliant country only on nuclear power before this happened. On June 18, 2010, Strategic Energy Plan, embraced a goal of expanding the nuclear program so the energy in Japan would go from the current 34% in 2010 to a projected 70% in 2030. This was an amazing plan that promoted the zero emissions energy provider for the whole country. After that horrible day of the earthquakes and meltdown, Japan's government decided to shut down the nuclear plants and hoped to eradicate the system before the year 2040. In 2013, the nuclear energy consumption

One of our friends working close with KKC, who grew up in Canada said "Tokyo is an ordered chaos". How "ordered" is it? Aren't Japanese quiet and neutral faced, what's so "chaotic"?

Hi, I joined KKC this April and saw my colleagues run the 2017 Fellowship program. Even for a Japanese like me, the contents looked exciting, well balanced and comprehensive to know about Japan and ourselves. We visited public and private schools in Tokyo and in the countryside, so that Fellows can see the various ways of education and compare with each other. We also learned from major industries, government officials, lawmakers and institutions studying on social trends. Not only learning indoors but we also went outside to visit historical venues and wandered around the town to have meals. Let's see where we will go next year!

Thinking of the 700 Fellows feeling Japan a little closer than before and telling what they saw to their students, it is my greatest honor to take over this role to meet the next group of Fellows next June in Tokyo!

Thanks to our partner the National Association of Japan-America Societies' help, we will start announcing the details of the 2018 tour at the 97th NCSS Annual Conference in San Francisco. Check our exhibition booth, we look forward to seeing our future Fellows there!



Hiroto ARITA
Senior Fellow
Keizai Koho Center