



July 2017

Newsletter

The KKC Fellowship Program Alumni

Since 1980, more than 600 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.

In this newsletter, we have asked KKC alumni to share with us what they have been doing in their classrooms and communities after participating in the Japan Study Tour.

My KKC Update

Mike Raymer, 2009 Fellow
Associate Director
Georgia Council on Economic
Education



Upon returning from my Keizai Koho Center (KKC) fellowship program, I set out to find ways to capitalize on what I learned and experienced while I was in Japan in order to share my experiences with fellow educators. During my KKC program, I was fortunate to have the opportunity to visit a number of Japanese corporations and I was impressed with how these companies approached business and how they interacted with their workers, customers, and society as a whole. It was during my visit to Dowa Holdings that I learned about Corporate Social Responsibility and the company's practice of taking full responsibility for their impact on the environment and social wellbeing in their local community.

Soon after returning from my KKC visit, I left the classroom and became Program Manager of the Georgia Council on Economic Education (GCEE). In that role I had the opportunity

to connect hundreds of Georgia teachers with the Consulate General of Japan in Atlanta, the Japan-America Society of Georgia, and numerous Japanese-owned companies doing business in my state. My goal for making these connections was to show Georgia educators just how important the Georgia-Japanese relationship is for our state's overall economy and the important role that Corporate Social Responsibility plays at Japanese-owned companies in Georgia.

In the time since my return from Japan, GCEE has partnered with the Japan-America Society of Georgia and Consulate General of Japan in Atlanta, to deliver numerous Japan-focused economics workshops for Georgia educators. Additionally, the Japan-America Society of Georgia has connected GCEE with many Japanese-owned manufacturers who are employing thousands of Georgians.

These connections allowed me to take teachers on manufacturing facility visits to Hoshizaki America, Kubota Tractor, Mitsubishi Turbine, Panasonic, Suzuki, Toto USA, Yamaha, and YKK. At each of these visits, teachers learned about Japanese manufacturing practices, the importance of global trade, the reasons why these companies chose to do business in Georgia, and the overall economic impact these companies continue to have on the state's economy.

Looking into the future, it is my goal to continue to connect Georgia teachers to Japan through visits to Japanese-owned businesses in my state

Congratulations to the 10 teachers selected to participate in the 2017 Japan Study Tour!

Daniel Boyer, Morley Stanwood Middle School, Morely, MI

Belinda Cambre, Louisiana State University, University Laboratory School, Baton Rouge, LA

Haley Franca, Central Valley High School, Ceres, CA

Andrew Hartman, Middleton High School, Middleton, WI

Joel Hinrichs, Branford High School, Branford, CT

Jacqueline Katz, Wellesley High School, Wellesley, MA

Joshua Keliheleua, Lake Nona High School, Orlando, FL

Kate Sutter, Lebanon High School, Lebanon, MO

Zachary Taylor
Commodore John Rodgers School,
Baltimore, MD

Sarah Van Nuys
Pitt Meadows Secondary School,
Pitt Meadows, BC, Canada

See p.3 & 4 for more information on the 2017 Japan Study Tour.

and through learning opportunities delivered in partnership with the Japan-America Society of Georgia and the Consulate General of Japan in Atlanta. I will also encourage Georgia teachers to continue to apply for the Keizai Koho Center fellowship program as I know the value this program offers educators and how important it can be in helping these educators learn more about contemporary Japanese society while enhancing their global perspectives.

Global Awareness Project Connect and Collaborate with Japanese Students

Cindy Downing, 2016 Fellow

The objective of my lesson plan is to encourage students to explore new ways to connect, learn, share, and collaborate globally. Students at South County Middle School (Virginia) and Mejiro Kenshin Junior and Senior High School collaborated on a reading of the picture book *I Will Never Forget that Day* by Kiyomi Kohno. South County students used historical thinking skills to develop a deeper understanding of the Hiroshima atomic bomb, while Mejiro Kenshin students had the opportunity to work with native English speakers to expand their spoken language capacity. Students at both sites used technology to develop a deeper appreciation of each other's culture and perspective.

My seventh grade students started examining the images in the picture book, and using context clues, the students analyzed the illustrations, developed a hypothesis about the meaning of the image, and created a 1-2 minute video that highlighted the group hypothesis. The video was shared with the students at Mejiro Kenshin through Google Docs.

Each week, the students at Mejiro Kenshin watched one of the videos created by the South County stu-

dents and started practicing their own 1-2 minute video response. The students explained the content of the page in the picture book so that the American students could see if their hypothesis was correct. Kohei Muramatsu, Senior Fellow of Keizai Koho Center, visited South County to observe one portion of the lesson. The students watched two practice videos sent by the Japanese students about the first two pages in the book. After watching the videos, the students broke up into groups to begin the next round of analysis. Each group was provided with a different image in the picture book and given the task of writing the script for the next round of videos.

As a culminating activity, the students will bring in a small item to contribute to a group package to be sent to Mejiro Kenshin. Recommended items include small items that represent the United States, and items that represent our school.

My students were very excited about working with the Japanese students. Watching their videos was a highlight of the project. The pro-

ject generated a great deal of discussion about culture, similarities and differences within the schools, and about the topic of the atomic bomb. **Overall, I feel like this project has opened the eyes of the students in terms of thinking outside of their immediate surroundings.** Middle school students tend to be egocentric and this experience has allowed them to balance their sense of being "the only one in the world." **They are now starting to think about other students around the world and how we are all connected.**



Sharing my Lesson Plan Unit: Japan Before Modern Times

Melanie Werner, 2016 Fellow

After returning from my fellowship, I created four lessons based on my experiences in Japan for my lesson plan unit entitled, *Japan Before Modern Times*. The four lessons I created are as follows: Lesson 1- A Very Brief Introduction to Japan's Culture, Lesson 2- Introduction to Japan's Religions: Shinto & Buddhism, Lesson 3- Japan's Connection to Tennessee and Lesson 4- Presentation: Japan Before Modern Times.

My Impressions of This Unit

Experiencing Japan with each of my five senses completely changed the way I taught Japan. I was able to bring Japan to my students and they loved it. They especially loved the first

lesson where they moved to different stations and experienced using chopsticks, tasting matcha tea, and modified calligraphy writing. In addition to creating four new lessons that engaged my students more, **I was able to bring my first hand experiences to them through stories and pictures-** many many pictures. This unit lasted two days longer than expected because of all my stories and picture showing. The students had so many questions and I wanted to make sure I gave them the answers they wanted. Sharing my stories and pictures was my favorite part of the unit and I would argue it was the students' favorite part as well.

I shared my lessons with the social studies teachers at my school and also sent the four lessons to my county curriculum specialist and ap-

plied for the lessons to be on the 7th grade social studies curriculum page. Next year, I would like to apply to present at the Tennessee Council for the Social Studies.



(Students using chopsticks to put different sized beans into their cups)

The 2017 Japan Study Tour: Visit to Mie Prefecture

Tatsuya Bessho, Senior Fellow, KKC

This year, the KKC fellows visited Mie Prefecture.

Mie Prefecture is located in the center of Honshu, about 195 miles west of Tokyo.

It takes about 3 hours to go to Mie, using the high-speed train (Shinkansen) from Tokyo. The total population is approximately 1.8 million, so it is a medium-sized prefecture in Japan. Mie has a wide variety of industries ranging from agriculture, dairy farming, fishing to manufacturing and tourism. Matsusaka is famous for producing high-grade "wagyu" beef in the region and nationwide.

The northern part of Mie Prefecture belongs to the Chukyo Industrial Zone, where petrochemical complexes, IT industries such as semiconductors and liquid crystal displays and the automobile industry are accumulated. The petrochemical complex in Yokkaichi in the northern area, became a cause of Yokkaichi asthma in the period of high economic

growth in Japan, but now the air pollution problem has been overcome due to the improvement of laws and contamination prevention technologies.

One of the main factories of Japan's automaker Honda Motor Co., Ltd., is located in Suzuka. This year's program included a factory visit to Honda's Suzuka factory.



(Wikipedia)

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Tatsuya Bessho
Senior Fellow, KKC

Last July, I was seconded from Toray Industries, a global chemical company that researches, develops, produces and sells new materials such as synthetic fibers, resin/film, carbon fiber, etc., with the belief that "Material can change the world."

I am honored to be a coordinator of this historic program of over 35 years. I would like everyone to interact with junior and high school students and teachers in Japan, and get a touch of Japanese companies and Japanese culture.

And by all means I would like all the fellows to bring back and tell what you have seen and heard in Japan to your home society. I believe that by doing this, the friendship between Japan, the United States and Canada will become even deeper. I think that we can leave great assets for our future children.



Travel is the Best Education

Jason Dumont, 2015 Fellow

Despite the fact that our middle school curriculum is completely devoid of world geography, current events, etc., my closest colleague and I have unilaterally decided to infuse these skills into our weekly lessons. To

be honest, my Japanese experience/knowledge has to be squeezed into an hour, but I make anecdotal references on a near constant basis. I'm the kind of teacher that likes to tell stories, and of course the KKC experience provided me with more stories than I can count. In addition to the current events from around the world, including Japanese news items that I have students research and write about, I always related items in American history to the modern world, pop culture, and more recent history, and my experience in Japan certainly factors in quite often.

Most importantly, **I constantly share with my students my belief that travel is the best education available to them. I insist that empathy is one of the most valuable traits in our civilization and that global awareness and**

experience are key to becoming truly empathetic. Japan is perhaps the greatest example I know of that simultaneously shares so many commonalities with American culture and values while also being so profoundly unique in so many ways.

I also think that when my students hear not only how excited I am about this kind of travel, but the mere fact that a teacher that they know and relate to in so many ways is able to get out and see the world, makes it much more achievable for them.

Highlights from the 2017 Japan Study Tour

Visit to Ise-Jingu Shrine



Site of the 42nd G7 Summit held in Kashikojima of Shima City, Mie Prefecture in 2016

Other meetings/visits included:

- Koishikawa Secondary School
- Mejiro Kenshin Junior & Senior High School
- Yokkaichi High School
- Ministry of Education, Culture, Sports, Science and Technology

- Ministry of Finance
- Ministry of Foreign Affairs
- Benesse Corporation
- East Japan Railway Company
- Honda Motor Co.
- Sony
- Tezuka Productions
- National Institute of Population and Social Security Research
- Toray Corporate Business Research, Inc.



Tokyo Stock Exchange

What is it like in Japan during June-July?

Hiroto Arita, Senior Fellow, KKC

"Tsuyu"- The Rainy Season

The days of the fellowship program may mostly be rainy, since Japan is in the middle of "Tsuyu" or the rainy season. In Tokyo and the Greater Tokyo area, "Tsuyu" usually takes place from June to mid July.

However, Japan has nurtured a tradition to even enjoy these sulky days. We can appreciate the beauty of "Ajisai" or the hydrangea in full bloom, "Hotaru" the fragile fireflies, or go shopping for nicely designed umbrellas. We can also enjoy reading or watching "Manga" or "Anime", comics and TV cartoons. The rainy season also presents us with fresh seasonal ingredients like "Edamame", fresh green soy beans, or fish caught in rivers upstream. The fellows may well enjoy them during the tour.

Now, taking a look at the life of junior and senior high school students, they may miss the sunshine as their P.E. classes are often held in the gymnasium. When "Tsuyu" is over, temperatures will rise sharply as

schools head for summer vacation (usually from late July to end of August). Japanese schools have 2-3 semesters. In 3 semester system schools, students face semester-end exams before the summer break, making them so gloomy.

Our program will surely fascinate those teenagers and we look forward to the arrival of the 2017 Fellows, who will bring them priceless experiences.

The Summer High School Baseball Games

One of the major summer events in Japan is the high school baseball tournament games or "Koshien". Baseball is popular in Japan, but "Koshien" in the summer attracts Japanese citizens, sometimes even stronger than the professional leagues, making baseball loving grown-ups nostalgic.

"Koshien" is the name of the stadium near Osaka, where the

main matches are held every summer. This tournament match started in 1915, 5 years earlier than the establishment of the first Japanese professional team.

"Koshien" is held annually to make this year the 99th. When the fellows arrive to Japan, the regional qualifying matches will be held to prepare for the main match kicking off on August 7th. Some 4 thousand teams play to get into the top 50. All prefectures are allocated with 1 or more slots.

When the main games start, citizens cheer for their home prefecture or sometimes their school team. The results are widely reported in the national news. It can be said that the whole nation gets into the spirit of high school baseball. The Japanese praise the winning team in joy, as well as the crying boys who scrape the pitch sand to take back home for their memories. This is the flavor of Japanese high school baseball.