KKC Study Tour to Japan
for Middle and High School Teachers

When American teachers deepen their understanding of Japan, the knowledge is passed on to many school children. From this point of view, the Keizai Koho Center has offered the KKC Study Tour to Japan for North American middle and high Social Studies teachers since 1980.

Over the past 37 years, the number of participants of the "KKC Study Tour to Japan" for Social Studies teachers has exceeded 700. They are called "KKC Fellows", and they actively promote understanding of Japan.

<The number of KKC Fellows from each state: 1980-2017>

February, 2018
International Affairs Dept.
Keizai Koho Center
Established in 1978, Keizai Koho Center has served as a platform for the Japanese business community to interact with key stakeholders inside and outside Japan. Keizai Koho Center is affiliated with Keidanren.
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The KKC Study Tour to Japan provides valuable opportunities to enhance understanding of Japan.

Keizai Koho Center, in cooperation with the National Association of Japan-America Societies, selects 10 North American middle and high school teachers to Japan to participate in the KKC Fellowship Program. In 2015, we reached a record of 101 applicants. Applicants must submit a lesson plan about Japan and a report about how they plan to share the fellowship experience in their classrooms.

The 10 teachers will visit Japan in late June for 10 days and will interact with Japanese teachers and students, visit corporations and have discussions on political, economic and social issues. They will also experience a homestay and participate in a panel discussion about U.S. and Japanese education.

Keizai Koho Center plans and administers the entire program.
【Recent Visits】

Educational Institutions

Corporations

Government
H.E. Caroline Kennedy U.S. Ambassador to Japan, Ministry of Foreign Affairs, Ministry of Education, Sports, Culture and Technology, Tokyo Metropolitan Government, Miyagi Prefecture

Media
NIKKEI, Mainichi Shimbun, Yomiuri Shimbun, Chugoku Shimbun

Others:
Ichiro Fujisaki, Former Ambassador to the U.S., The Honorable Taro Kono, House of Representatives

Mitsubishi Real Estate (2014)
Tsukiji Fish Market (1984)
Mazda (2013)
Symposium on US-Japan Relations and People-to-People Exchange (2017)
Hiroshima (2013)
KKC Fellows share their knowledge and experiences in a variety of ways.

For the past 10 years, KKC Fellows have produced and submitted over 100 “Japan Lesson Plans” which help teachers teach about Japan and promote understanding of Japan in the classroom. Fellows are encouraged to report to KKC about their Japan-related teaching and activities after participating in the Japan Study Tour.

The “Japan Lesson Plans” are posted on Keizai Koho Center’s website and is made available for teachers.

(http://www.kkc.or.jp/english/fellowship/)

<Japan Lesson Plan examples>

2015 Fellow (New York)
The Impact of Japan’s Declining Population on its Economy

Lesson 1: Introducing the Changing Demographics of Japan

Aim: How has the population of Japan changed in the past 65 years?

Warm up: Answer the question below:
At the end of the war, more than 16 million Japanese were engaged in agriculture. Today, that figure stands at two million. Over the past 70 years, the agricultural population has decreased to one-eighth of its immediate post-war level. The average age of persons engaged in agriculture has exceeded 65 years of age. Sweeping reforms of agricultural policy can wait no longer.

Policy Speech by Prime Minister Shinzo Abe to the 186th Session of the Diet, Thursday, February 12, 2015

Based on the quote by the prime minister, what challenge is Japan facing today?

Task: Examine the documents and answer the questions that follow each document.

[Graph: Changes in the Population Pyramid]


1. Based on document above, how has the population of Japan changed in the past 65 years?

2. Given the demographic changes presented above, what challenges do you believe Japan will face? Explain.
### Modern Life in Japan

**Tami Hock**

**Identify the Need (What do students need to learn or be able to do?)**
- By the end of class, I will be able to compare basic similarities between the United States and Japan.
- By the end of class, I will reflect in writing about something new or interesting that I learned about Japan.
- Students will complete a KWL filling out the Know and Want to know individually and then will share with a partner to add to list for 1 minute.
- Students will complete an Exit ticket with two questions with 5 minutes remaining at the end of the hour. The preplanned questions are:
  1. Following the writing guidelines, explain something that you find interesting about the aspects of Japan. What specifically caught your attention and why?
  2. When compared to what we have learned about the USA, how is Japan similar?

**Apply (How will I know when students have mastered the objective?)**

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
<th>High</th>
</tr>
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<tbody>
<tr>
<td>1. Student response too general or vague when describing something new or interesting about Japan. Student is off topic and describes something we did not talk about or that is not about Japan.</td>
<td>1. Student responses have partially effective responses. Student writes one thing but does not describe why it caught their attention. &quot;The Bullet train was neat.&quot;</td>
<td>1. Student response has at least one interesting aspect of Japan written and has support for how this aspect caught their attention. &quot;The Bullet train was interesting because it goes so fast across the country. I wonder why we do not have those in the USA.&quot;</td>
</tr>
<tr>
<td>2. Does not state a similarity.</td>
<td>2. Student identifies one similarity.</td>
<td>2. Student describes multiple similarities. Similarities are: Mass transportation, government</td>
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</tbody>
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### Other Lesson Plans

- “Pacifism as Policy: Japan’s Article 9”
- “Climate Change and Energy Policy”
- “JAPAN and the Feudal Age”, “A Trip To Japan” Research & Creative Writing Lesson Plan”, “Challenges in Japanese Culture”, “How Does Trade With Japan Impact Our Community?”
- “Discovering Why Skyscrapers are Built in Detroit and Tokyo”, “The Impact of Japan’s Declining Population on its Economy”
<Japan Lesson Plans taught in the classroom>

2015 Fellow (Michigan)
Japan Museum Project

2016 Fellow (Virgina)
Global Awareness Project: Video Exchange with Japanese Students

2015 Fellow (California)
The USA’s Special Relationship with Japan

2014 Fellow (Texas)
Understanding Urban Development by Traveling Through Tokyo
2013 Fellow (Pennsylvania)
My Life in Tokyo and My Life in Pittsburgh

2011 Fellow (Texas)
Business Strategy and CSR (Corporate Social Responsibility)

KKC Fellow presenting at the National Council for the Social Studies, Louisiana (2015)

How Free are Japanese Women?
Fellow’s poster presentation
Local communities in the U.S. appreciate the KKC Study Tour to Japan for North American teachers.

KKC Fellows are often covered in educational journals and local newspapers. U.S. local communities appreciate our program which helps children gain an international perspective.

2015 Fellow (Missouri) 
Article in the Missouri Council for the Social Studies Publication

**OPPORTUNITY IN JAPAN!**

**DEEREK FRIELING**

Each year, ten teachers are selected to travel to Japan to study business, education, and cultural aspects of the country. This past summer, I was one of the teachers fortunate to be selected by Keizai Koho for this excursion.

The experiences vary each year with different locations explored each year. Business visits this year included Toshiba and Canon, where I was interested to discover they produce much more than the computers and cameras that they are known for. The education system in Japan places high pressure on students to perform well on the standardized placement test for college. If the high school students do poorly on the test, they are not allowed to enter the best colleges and therefore not able to pursue their career goals. Other attributes characterizing Japanese culture include minimizing the gender gap, preparing for the 2020 Olympic games, decreasing population, and international concerns with China and North Korea.

I would like to encourage you to take the opportunity to visit Japan yourself. Keizai Koho has applications available at [http://www.kkc.or.jp/english/fellowship/index.html](http://www.kkc.or.jp/english/fellowship/index.html). All it requires is a letter of application, resume, lesson plan, and willingness to share your experiences when you return. It is an experience well worthwhile.
Harmony, Innovation and Conscience

The 2004 Keizai Koho Fellowship Tour of Japan

by Keith Samuelson

Newfoundland and Japan. Two small islands with distinct cultural identity, ignored by a unique geography and a tempestuous relationship within the colonial continent looming off our coast. The differences between us are all too obvious. So why when we visit each other are we so keen to AtomicInteger and have a great time? It is because we understand humanity that we can truly learn from one another. This past summer I was once again at the Keizai Koho Center provided such an opportunity.

The Keizai Koho Center (KKC), also known as The Association for Social and Economic Affairs, Inc. (ASEAI), is the core of a network of educational and cultural institutions in Tokyo, Hiroshima, Kyoto and Nagoya. The Association’s mission is to promote an understanding of the goals and role of business in a democratic society. The KKC tour is conducted in cooperation with the national association of Japan America Societies (NAAJS) in Washington, D.C., the Social Education Association of Australia and the Association for the Promotion of the Social Sciences in Japan (APSSJ). The tour is open to Australian, American and Canadian educators who have better acquainted with contemporary Japan in the interest of global understanding. The tour opens with the assistance of an impressive array of partners from various sectors of Japanese society.

2004 Fellow (Newfoundland and Labrador, Canada)

This year’s program, which took place from June 25 to July 12, was the twenty-fifth in a series that has been offered every year since 1988. The two-week program strives to enhance understanding and awareness of the Japanese business, economic, social and political environment. The tour participants interact with Japanese organizations and scholars and gain an understanding of Japanese culture.

The program begins with visits to Japan’s leading society and education system. Meetings, seminars, media interviews and guests are scheduled with government officials, educators, business people and journalists. Visits to elementary and secondary schools, have discussions with educational authorities, teachers and students, with members of the KKK, social security and other community organizations and research institutions.

The program is organized by the Social Education Association of Australia (SSEA) and the Association for the Promotion of the Social Sciences in Japan (APSSJ). The program is supported by the Japanese government and the Ministry of Foreign Affairs. The program is funded by the Australian government and the Australian government.

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GAE in Japan! President-Elect Walt Ellison

I never dreamed of meeting Caroline Kennedy, yes, that Caroline Kennedy, the United States Ambassador to Japan. I by no means thought I would sit across the board room table from Hanau Murase, the Chairman of Marketing for Canon and talk about worldwide marketing strategies he is currently overseeing. These were just two of the highlights from my trip to Japan with the Keizai Koho Center (KKC) Fellowship Program this past summer.

The Keizai Koho Center, in cooperation with the National Association of Japan America Societies, sponsors a 10-day fellowship to Japan every summer for 10 educators in the U.S. and Canada. The primary focus of the fellowship is to learn firsthand about contemporary Japanese society and enhance classroom teaching of global perspectives. The trip’s 30-day itinerary primarily focused on Tokyo but also included a three-day trip to the beautiful temple-filled city of Kyoto. In addition to visits with Ambassador Kennedy and Chairman Murase, our group met with several civic and education leaders from across Tokyo to discuss current economic, social and educational issues facing Japan....continued on page 6.

GAE in Japan (continued)

Almost every topic of Japan’s declining population and its looming economic impact was discussed. Estimates claim Japan’s current population of approximately 127 million could fall below the 100 million mark by perhaps the year 2006. Experts argue the decline stems from years of economic stagnation which dampens future optimism combined with little immigration to offset the declining birthrate. This decline impacts practically every part of Japanese society: the labor market, tax revenue, forecasting in education, planning for future growth, etc.

Our visits to schools, specifically two high schools and a college, provided a snapshot of the Japanese educational system while the Japanese approach varies from what I am accustomed to. I could tell the teachers and students genuinely enjoyed the classes I observed. Meetings with students proved just as enlightening despite the language barrier that eventually succumbed to painting, motions and pictures on flipcharts. The international language of music eventually took hold and we shared several enjoyable moments courtesy of Taylor Swift, Johnny Cash, The Beatles and The Eagles. For the record, you have not really heard Desperado until you have heard a Japanese high school girl sing it.

Our group also took in a Tokyo Giants baseball game, ate loads of authentic sushi, sang our fair share of Japanese style karaoke and built friendships that now stretch across the country and around the globe. The Japanese are a proud people who have found ways to adapt through the centuries. I will forever be grateful to the Keizai Koho Center for the chance to travel, learn and experience all this firsthand.
KKC Fellows build a network of friendship and mutual understanding between Japan and the U.S.

After participating in the Japan Study Tour, many fellows have developed school exchange programs with Japanese high schools and some have become Japan specialists. Others have maintained their ties with the people they met in Japan and continue to share their experiences in blogs and other social media.

2012 Fellow started an exchange program with a Japanese high school (website of a high school in Florida)

Japanese students visit SSES

Peggy O'Connor, Contributing Writer/Media Specialist
February 6, 2015

This week Saint Stephen's hosted nine of Japanese students from Shibuya High School in Tokyo, one of our sister schools in our Global Education program. They received a grant from the Japanese Ministry of Education for being a "Super Global High School" and used the grant money to visit Saint Stephen's for three days. The students are especially interested in issues of peace education and international cooperation. They delivered presentations to the 10th grade World History classes, the sixth grade, third grade and kindergarten in addition to speaking in chapel. This year they worked with Mr. Whelan's World History classes on a project relating to their school visit to Hiroshima.

Upon their arrival to the America on Sunday, the Japanese students were treated to a delightful welcome reception at Dr. Pullen's house. On Tuesday, they traveled to Saint Petersburg to visit the Holocaust Museum with their host families. Finally, they delivered a heartfelt appreciation of our hospitality before the start of Wednesday's Winter Season Varsity Awards and the National Letter of Intent signing day ceremonies. Thank you to everyone who made their stay a success.
1981 Fellow initiated the East Asia Resource Center at the University of Washington

2014 Fellow (South Carolina) Blog about Japan and the KKC Fellowship experience