

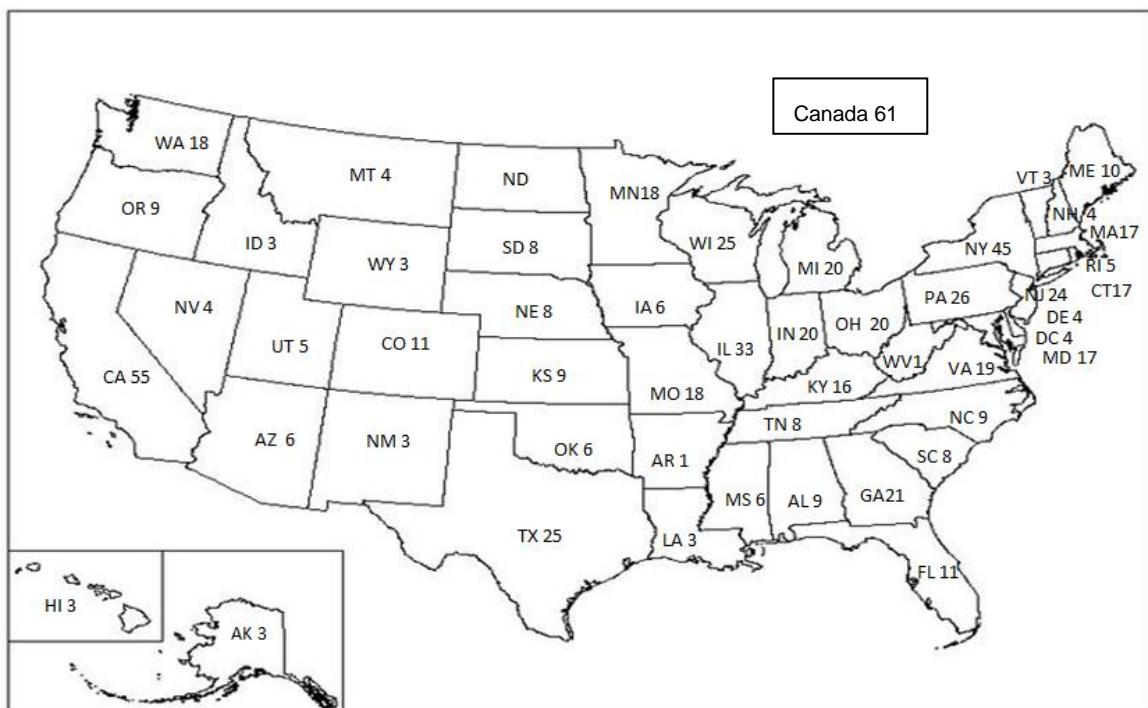
KKC Study Tour to Japan for Middle and High School Teachers



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 for North American Social Studies Teachers" has exceeded 700. They are called "KKC Fellows" in the U.S., and they actively promote understanding of Japan.

<The number of KKC Fellows from each state: 1980-2018>



September, 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 an organization of Keidanren (Japan Business Federation).

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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.

Chosei Senior High School
Mobara, Chiba-Pref. (1980)



Nishi High School
Tokyo (2015)



Numata Senior High
School, Hiroshima (2013)



Koishikawa High School
Tokyo (2012)



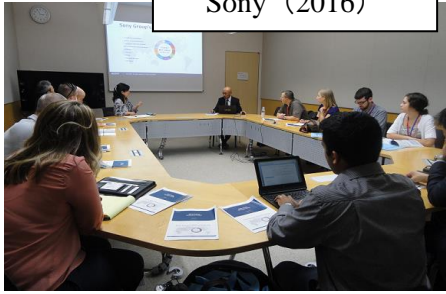
Kyoto University (2015)



Koyamadai High School
Tokyo (2018)



Sony (2016)



With Mr. Murase, Chairman of Canon Marketing Japan (2015)



Nissan (2018)



Mitsubishi Real Estate (2014)



Tsukiji Fish Market (1984)



Symposium on U.S.-Japan People to People Exchange (2016)



Hiroshima (2013)



[Recent Visits]

Schools:

Tokyo Metropolitan Koyamada High school (2018), Shibuya Junior and Senior High school (2018), Hinode Senior High school (2018), Yokkaichi Senior High school (2017), Junior and Senior High school at Otsuka, University of Tsukuba (2016), St. Joseph's School (2016), Mejiro Kenshin Junior and Senior High school (2017, 2016), Tokyo Metropolitan Nishi High school (2015), Tokyo Metropolitan Koishikawa Secondary Education (2017, 2012), Kyoto Municipal Saikyo Senior High school (2014-2016), Kyoto Municipal Murasakino High school (2016), Hiroshima Municipal Numata High school (2013), Hiroshima Municipal Waseda Middle school (2011), Ishinomaki Municipal Sumiyoshi Middle school (2012), JET Program Tokyo Alumni (2015), National Institute for Educational Policy Research (2014, 2016), Kyoto University (2015)

Companies:

Car Manufacturers- Nissan (2018, 2016), Honda (2017), Toyota (2014), Mazda (2013)
Electronics- Sony (2017, 2016), Toshiba (2015), Canon Marketing Japan (2015-2013), Panasonic (2013)
Constructors / Real estates- Mitsui Fudosan (2018), Shimizu (2018), Mitsubishi Estate (2015)
Others- East Japan Railway (2017), Tokyo Stock Exchange (2017), Sanrio (2017), Omron (2015-2014)

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

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 in cooperation with the National Council for the Social Studies (NCSS).

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

< Japan Lesson Plan examples >

2015 Fellow (Walter G. O’Connell Copiague High School, New York)

The Impact of Japan’s Declining Population on its Economy

Aim: How has the population of Japan changed in the past 60 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 66 years of age. Sweeping reforms of agricultural policy can wait no longer. ..

Policy Speech by Prime Minister Shinzo Abe to the 189th 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. ..

Document #1 ..

Changes in the Population Pyramid

Age Group	1950 (Millions)	2007 (Millions)	2050 (Projection) (Millions)
0-14	35.4	13.5	8.6
65 and over	4.9%	21.5%	39.6%

Source: Statistics Bureau, MIC; Ministry of Health, Labour and Welfare.

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 ..

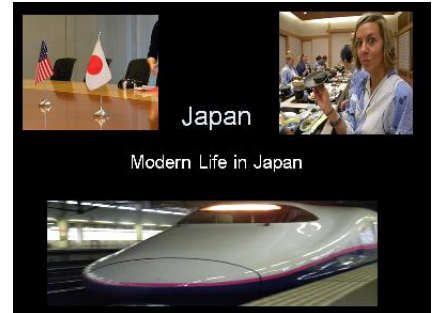
2012 Fellow (Indiana)

Modern Life in Japan

Modern Life in Japan^{4,1}

Tami Hicks¹

<p>Identify the Need (What do students need to learn or be able to do?)..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>Apply (How will I know when students have mastered the objective?)..</p> <p>..</p>	<p>By the end of class, I will be able to compare basic similarities between the United States and Japan. ..</p> <p>..</p> <p>By the end of class, I will reflect in writing about something new or interesting that I learned about Japan. ..</p> <p>..</p> <p>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..</p> <p>..</p> <p>..</p> <p>Students will complete an Exit ticket with two questions with 5 minutes remaining at the end of the hour. The preplanned questions are:..</p> <p>1.) Following the writing guidelines, explain something that you find interesting about the aspects of Japan. What specifically caught your attention and why? ..</p> <p>2.) When compared to what we have learned about the USA, how is Japan similar?..</p> <p>..</p>									
<p>Evaluate (What will mastery look like?)..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p>	<table border="1"> <thead> <tr> <th data-bbox="454 896 624 918">Low..</th><th data-bbox="628 896 796 918">Medium..</th><th data-bbox="801 896 1005 918">High..</th></tr> </thead> <tbody> <tr> <td data-bbox="454 922 624 1281"> <p>1.) Student responses too general or vague when describing something new or interesting about Japan. ..</p> <p>Student is off topic and describes something we did not talk about or that is not about Japan. ..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> </td><td data-bbox="628 922 796 1281"> <p>1.) Student responses have partially reflective responses. Student writes one thing but does not describe why it caught their attention. "The Bullet train was neat"..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> </td><td data-bbox="801 922 1005 1281"> <p>1.) Student response has at least one interesting aspect of Japan written and has support for how this aspect caught their attention. ..</p> <p>"The bullet train was interesting because it goes so fast across the country. I wonder why we do not have these in the USA. " ..</p> <p>..</p> </td></tr> <tr> <td data-bbox="454 1285 624 1415"> <p>2.) Does not state a similarity. ..</p> </td><td data-bbox="628 1285 796 1415"> <p>2.) Student identifies one similarity. ..</p> </td><td data-bbox="801 1285 1005 1415"> <p>2.) Student describes multiple similarities. Similarities are:..</p> <p>Mass transportation, government</p> </td></tr> </tbody> </table>	Low..	Medium..	High..	<p>1.) Student responses too general or vague when describing something new or interesting about Japan. ..</p> <p>Student is off topic and describes something we did not talk about or that is not about Japan. ..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p>	<p>1.) Student responses have partially reflective responses. Student writes one thing but does not describe why it caught their attention. "The Bullet train was neat"..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p> <p>..</p>	<p>1.) Student response has at least one interesting aspect of Japan written and has support for how this aspect caught their attention. ..</p> <p>"The bullet train was interesting because it goes so fast across the country. I wonder why we do not have these in the USA. " ..</p> <p>..</p>	<p>2.) Does not state a similarity. ..</p>	<p>2.) Student identifies one similarity. ..</p>	<p>2.) Student describes multiple similarities. Similarities are:..</p> <p>Mass transportation, government</p>
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【Other Lesson Plans】

“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: Its Economy and Government in the Modern World”,
 “3-11-11 Tanka Poetry Lesson”, “Education in Japan”, “Personal Finance: Investment”,
 “The Impact of Hosting the 2020 Summer Olympics”, etc.

<Japan Lesson Plans taught in the classroom>

2015 Fellow (Michigan) Japan Museum Project



2016 Fellow (Virginia)
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 (Jefferson Middle School, Pennsylvania)
My Life in Tokyo and My Life in Pittsburgh



2011 Fellow (All Saints' Episcopal High School, 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!

DEREK 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>. 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 identities, forged by a unique geography and a tempestuous relationship with the colossal continents looming off our coasts. The differences between us are all too obvious; it is only through experiencing our common humanity that we can truly learn from one another. This past summer I was most honored as the Keizai Koho Center provided such an opportunity.



Receiving Fellowship certificate from Mr. Tadashi Hayashi, Secretary General, Keizai Koho Center, Tokyo.

The Keizai Koho Center (KKC), also known as The Japan Institute for Social and Economic Affairs, is a private, non-profit organization which fosters better 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 (NAJAS) in Washington, D.C., the Social Education Association of Australia and the Association for the Teaching of the Social Sciences in the United Kingdom. Its purpose is to help American, Australian, British and Canadian educators become better acquainted with contemporary Japan in the interests of global understanding. The tour operates with the assistance of an impressive array of partners from various sectors of Japanese society.

This year's program, which took place from June 28 to July 12, was the twenty-fifth in a series that has been offered every year since 1980. The two-week program aims to give educators whom the KKC considers to be opinion leaders in their respective communities firsthand contact with Japan that will help them accurately report on current conditions after returning to their home countries. Fifteen educators were selected as Keizai Koho Fellows for 2004: ten from the United States, two from Australia, two from the United Kingdom and one from Canada.

The program begins with lectures on Japan's economy, society and education system. Meetings, seminars, media interviews and question and answer sessions are scheduled with government officials, educators, business people and journalists. Fellows visit elementary and secondary schools, have discussions with educational authorities, teachers and students, meet with members of the KKC's Social Survey Network and tour major industrial, corporate, educational and cultural facilities in Tokyo, Hiroshima, Kyoto and Nagoya. They also stay in the homes of Japanese families in Tokyo for two days. After returning to their respective countries, fellows publish reports about their activities, experiences and impressions on the website of the National Association of Japan-America Societies at www.us-japan.org.

The KKC Fellowship Program enables educators to gain an understanding of current conditions in Japan through three inter-related perspectives – education, the economy and culture. To become more acclimated to Japanese culture, North American fellows met in Washington for an orientation before leaving for Tokyo. During this orientation fellows attended lectures on the KKC Fellowship Program and Japanese cultural considerations. We toured the "Japan: Through the Eyes of a Child" exhibit for hands-on experience with Japanese-style rooms, subway platforms and "bullet train" schedules. There

the bulletin 9 november 2004

Educators



2015 Fellow (Georgia) Article in the Georgia Association of
Economic Educators Publication

GAEE 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 Haruo 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 10-day itinerary primarily focused on Tokyo but also included a three-day trip to the beautiful temple-filled city of Kyoto. In addition to meetings 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.



GAEE in Japan (continued)...

Almost daily the topic of Japan's declining population and its looming economic impact was discussed. Estimations claim Japan's current population of approximately 127 million could fall below the 100 million mark by perhaps the year 2050. 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 pointing, motions and pictures on iPhones. 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 be forever 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 Saint Stephen's Episcopal School, Florida)

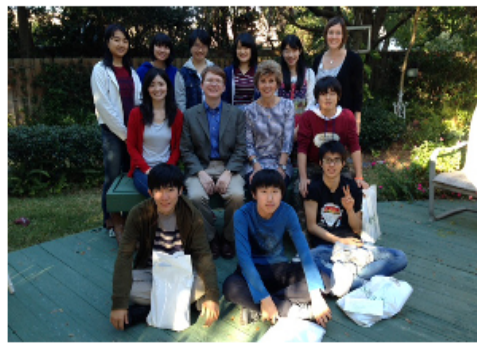
Japanese students visit SSES

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

THE HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES
UNIVERSITY of WASHINGTON

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East Asia Resource Center earc@uw.edu

Welcome to the East Asia Resource Center

The East Asia Resource Center invites K-12 educators to explore the wealth of opportunities available to them to deepen their knowledge of East Asia.

Tokugawa Japan: Multiple Voices, Multiple Views
A summer institute for teachers of grades 3-8
Presented by Veteran K-12 Educators Patricia Burselson, Oralee Kramer and Mary Roberts

July 13-17, 8:30 a.m. - 3:00 p.m.

Work with colleagues to address State Standards as you learn about the period known as the 200 years of peace in Japan between 1603 and 1868, when shoguns ruled, foreigners were banned, cities and arts flourished and economic change undermined social hierarchies.

Note: The **priority application deadline** was April 10, 2015. This application is now closed.

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

KKC (Japan) weblog

This WordPress.com site is the Bees Knees

Home About

The Bullet Train, Japanese chicken wings, and "Toyota City" in Nagoya
Posted on January 27, 2016

Recent Posts

- The Bullet Train, Japanese chicken wings, and "Toyota City" in Nagoya
- Visiting the Kiyomizudera Temple in Kyoto, Japan
- Fine Dining in Kyoto Yudofu
- Visiting a traditional Japanese Tea House in Kyoto
- The Golden Temple - Rokuon-Ji Temple

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