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 35 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: 1980-2017>

July, 2017
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.
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

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

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

1. Based on document above, how has the population of Japan changed in the past 55 years?

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

**Task:**
- 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.

**Apply:**
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 1 minute 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.
2. What specifically caught your attention and why?

**Evaluate:**
- Low
  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.
  2. Does not state a similarity.

- Medium
  1. Student response has partially reflective responses. Student writes one thing but does not describe why it caught their attention. “The bullet train was neat.”
  2. Student identifies one similarity.

- High
  1. Student response has at least one interesting aspect of Japan written and has support for how this aspect caught their attention. “The bullet train was interesting because it goes as far as across the country. I wonder why we do not have those in the USA.”
  2. Student describes multiple similarities. Similarities are, Mass transportation, government, building Capital Building and The Diet, rice, on exports, has large corporations, has mountains, costs, large cities, earthquakes and volcanoes, etc.

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**Other Lesson Plans**
<Japan Lesson Plans taught in the classroom>

2015 Fellow (Providence Christian School, Michigan)
Japan Museum Project

2016 Fellow (South County Middle School, Virginia) Global Awareness Project: Video Exchange with Japanese Students

2015 Fellow (Berkeley High School, California)
The USA's Special Relationship with Japan

2014 Fellow (Manville High School, 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 Frielong**

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 Sabotin

Newfoundland and Japan. Two small islands with distinct cultural identities, joined by a
vast geographical boundary, and separated by the continental ocean, two countries that
experienced the world’s most destructive war, two countries with a long history of
living in peace and prosperity. This past summer was most honored at the Keizai Koho
Center provided such an opportunity.

The Keizai Koho Center (KKC), also known as
The Japan Institute for Social and Economic Affairs, is a private, non-profit organization which
sponsors joint research programs. The center, a democratic society, is made up of
members of the Japanese Association for the Study of the Social Sciences and the
Japan Society for the Study of Social Policy, which is committed to promoting the
development of human resources.

The center, along with the assistance of an impressive array of partners
from various sectors of Japanese society,

2004 Fellow (Newfoundland and Labrador, Canada)

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

GAEI 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 Hanao Murase, the Chairman of Marketing
for Canon and talk about worldwide marketing strategies he is currently overseeing. Those 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 Na
tional Association of Japan-America Societies, sponsors a 20-
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 20-day
itinerary primarily focused on Tokyo but also included a three-
day trip to the beautiful temple 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 educa-
tional issues facing Japan.

GAEI 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 dam-
ples future optimism combined with little immigration to offset the
decrease in the birthrate. This decline impacts every part of
Japanese society: the labor market, tax revenue, forecasting in edu-
cation, planning for future growth, etc.

Our visits to schools, specifically two high schools and a coll-

ed, illuminated 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 suc-
cumbed to pantomime, 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 rec-
cord, 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 Japa-
nese karaoke with the additional thrill of Japanese friends who now stretch across the country and around the globe. The Japanese are
proud people who have found ways to adapt through the centuries. I will forever be grateful to the Keizai Koho Cen-
ter 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

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