

Action Plan (English)

2025-2026 Invitation Programme for Japanese Teachers to Republic of Korea

Group A





Review of activities



① School Visit

Samsung Girls' High School focuses on cultivating internationally minded individuals, investigative learning in collaboration with universities, and career education. We held a cultural class on the theme of "Fashion and Beauty," and the students' motivated and open-minded attitude was impressive. Bomok Elementary School is an International Baccalaureate (IB) candidate school and designated as a multicultural education policy school, nurturing global talent and fostering a society that respects diversity. Aiming to build an educational environment that coexists with the community, the school utilizes local talent to create opportunities to learn about local culture and nature, and also conducts project-based learning activities that students plan and implement themselves. The school actively engages with the community, and there were many overlaps with our own community school initiatives. The school's facilities and equipment are well-equipped, and teacher work practices are improving.

② Japan-Korea Teacher Dialogue 25th Anniversary Forum

I had the opportunity to make a presentation on behalf of Japanese teachers, along with three Korean teachers. We shared how we have perceived and practiced "solidarity and cooperation" through our past exchange experiences, and exchanged views on educational challenges in both countries. In a group session with Korean teachers, we discussed the similarities and differences between Japanese and Korean education. I discovered things I could do as a teacher, and I want to put them into practice at my own school. Furthermore, by exchanging information about international exchange and discussing specific future exchanges, I was able to visualize my activities after returning home.

③ Tours of Educational and Cultural Facilities and Cultural Experiences

The recently opened "Kkumkiolla Career Experience Center" a facility that uses digital technology to develop career guidance, offers career counseling and diagnosis using AI. Students choose multiple-choice answers in game-like situations, analyze their strengths, and receive suggestions for feasible career paths. I felt this was useful for children's career education. I visited Seongsan Ilchulbong and the Jeju World Natural Heritage Center and was impressed by the UNESCO World Heritage Site, which combines magnificent natural beauty with geological value. At the Jeju April 3 Peace Memorial Museum, I was able to understand the events from the beginning to the end of the incident from the perspective of the victims through photographs, documents, videos, and testimonies. At the Ama Women Diving Museum, we had the opportunity to hear from actual female divers, deepening our understanding of the peaceful island of Jeju.

★Through the Training

The 60 Japanese teachers and staff worked as one team. Throughout the program, they not only deepened their understanding of the Korean education system and culture, but also actively exchanged ideas, uncovering common challenges and strengths in the educational field, resulting in very meaningful exchanges. At the same time, we reaffirmed the value of Japanese education. In line with UNESCO's philosophy of "think globally, act locally," we hope each participant will become a "changemaker" and spread and evolve what they learned in this training nationwide. We are honored to have been a part of this historic exchange in this memorable year for both our countries, marking the 25th anniversary of the program's launch and the 60th anniversary of the normalization of diplomatic relations between Japan and South Korea. We would like to express our sincere gratitude to everyone involved.

Action Plan

① Training Report at City Principals' Meeting

On August 27th, at the Shikokuchuo City Principals' Training Seminar, the students will share what they learned from this program and discuss how they will advance international understanding education and peace education as principals.

② Training for Our School's Teachers and Staff

At the staff training session on August 26th, they will report on the current educational situation in Korea and the insights gained during their stay, and discuss future activities at their school, including exchanges with Mandae Elementary School.

③ Principal's Address

In the principal's address on October 14th, the students will learn about the current state of Korean elementary schools and their culture, and will also promote cross-cultural understanding through a quiz format.

④ Online Classes and In-Person Exchange with Wonju Mandae Elementary School

Teachers from Mandae Elementary School visited Japan on August 7th and discussed the schedule and specific content of the exchange with our school. Starting in September, there will be three online exchanges, followed by a two-day in-person exchange from October onwards (interactions with our fifth graders, sightseeing in Shikokuchuo City, and a home visit).

Reflection

① Cultural Classes (Samsung Girls' High School and Bomok Elementary School)

At Samsung Girls' High School, classes were conducted on Japanese fashion and beauty. Introducing concepts like skeletal diagnosis practiced in Japan, the students showed keen interest and engaged actively. During the Q&A sessions, students raised numerous questions. It became evident that just as Japanese students are interested in Korean fashion and beauty, Korean students also have a strong interest in Japanese fashion and beauty.

At Bomok Elementary School, experiential classes were held on traditional Japanese games such as "fukuwarai" (traditional face game), "kendama" (cup-and-ball toy), spinning tops, and origami lessons to make paper airplanes. In both classes, students persisted through multiple attempts until successful, showing immense joy with big smiles upon achieving their goals.

The shared curiosity of children and students to "explore what they want to know" is universal. This mutual cultural exchange contributes to creating more appealing lessons and schools.



② Home Visit

During the home visit, we had the pleasure of enjoying Jeju Island's famous black pork. Afterwards, we were treated to flavored coffee at a café run by the host family. Both were exceptionally delicious, and when we asked why, they explained, "It's because the water in Jeju Island is very clean." At the facilities we visited during the training, it was impressive to see how they incorporated cutting-edge education and technology while still coexisting with nature — for example, having a mandarin orchard within the premises.

③ Food Culture

In addition to experiencing Korean cuisine such as kimchi and samgyeopsal, we also had the opportunity to enjoy local specialties unique to Jeju Island, including black pork and mandarins. When we asked local people about dining etiquette—comparing it with information we had found online—we noticed differences in interpretation. This made us realize once again the importance of conducting on-site research.

The most memorable dish was *hongeo* (fermented skate) jeon, a type of Korean pancake. Its flavor was extremely strong and distinctive, leaving a lasting impression.



-Action Plan-

① Presentation at My School

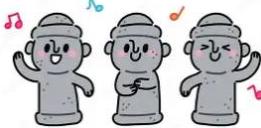
During the school-wide assembly in the second semester, I will hold a presentation to share the knowledge and experiences gained through this program with all students and faculty members. The presentation will particularly focus on the importance of international exchange, the diversification of education, and the development of essential skills needed in the future society.

② Planning to Implement Student Exchange Activities

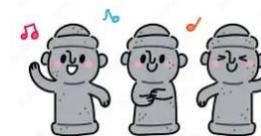
At this point, specific details such as the methods, purpose, and timing have not yet been decided. However, I plan to value the connections I made with many educators through this program and explore ways to maintain ongoing communication, such as through online exchanges. In addition, I will consider applying for the Seoul Metropolitan Office of Education's International Joint Classes and begin planning the timing and structure of future exchange activities.

③ Expanding the Circle of Exchange

I will not limit the knowledge and experiences gained from this program to my own school alone, but will also share them with other junior high schools and educators in the city. I plan to explore the possibility of organizing joint presentations or collaborative exchange projects, with the aim of expanding the circle of exchange throughout the city and even the entire prefecture.



reflection on one's activities



school visit

The parts I saw may have been fragmentary, but I visited two schools and I could feel with my skin that Korea is spending money on education.

- the condition of having a small number of students in a class
- the act of inviting outside professional instructors to conduct classes or activities (morning sports hours week-long hands-on classes)
- the condition of having a substantial supply of school meals
- the state of being particular about the environment and facilities of a school building

A happy school means that students and teachers are happy

I felt that the happiness of teachers comes from "time to spare" and "students' fulfilling faces."



interest in one's prefecture and home country

Jeju Island and Okinawa Prefecture had similar climates, natural environments, and plants, but by learning about the 4.3 incident, I felt strongly that I wanted to understand the "Okinawa War" and "base problem" that the people of the prefecture took for granted.

In addition, I learned about World Heritage sites and sea girls, and I was able to feel that "difference" is richness and "common ground" is connection by touching culture, education, food and thoughts. Once again, I became interested in my prefecture and my country.

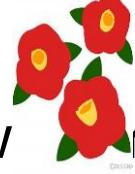
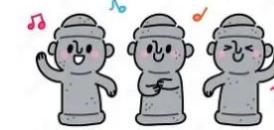


Meet (leave the community and meet others who are different from you)

The program to go around the school site and the opportunity to have a conversation with Korean teachers were valuable experiences that could not be done on a personal trip. I'm sure that the planning, preparation, receptionist, and management staff had a lot of difficulties, but thanks to this program, I was able to learn live and I'm very grateful. In addition, I was able to interact with teachers from various prefectures in the country, and I was able to connect as a "comrade" who worked at the school site. You will continue to have the courage to expand your "meeting" and communicate what you have learned and felt to employees and students regardless of prefecture or country. I will not forget this feeling and continue to study as a teacher.

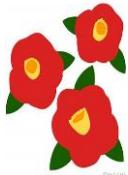


action plan



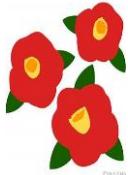
Share your experience with your students

I'm working on a wall newspaper of what I learned from the training with my classmates. Postings will be posted in places where all students can see after the summer vacation.



Share what you learned from your visit to Korea with your faculty

It will be shared not only with school employees but also with district teachers in connection with the education office when the district's second year of training is conducted.



Development of Japan-Korea Exchange Schools

In cooperation with teachers at exchange schools, students can interact with each other from things familiar to their prefecture and their own countries, such as culture, language, and fashion.

Reflection

School Visit

- **Samsung Girls' High School**
Proactive, Interactive, and Authentic Learning
(making Japanese traditional sweets, making soap shampoo etc.)
- **Bomok Elementary School**
It provides good children's learning environment rooted in the region and staffs' working environment. We made Tanabata decorations with third graders. Many children were interested in Japanese language and Japanese culture, so I had a fun time interacting with them.



Home Visit

We visited the host family's house and spent time together. The family moved from the mainland of South Korea due to the rich natural environment and educational environment of Jeju Island. We communicated with each other in three languages: Korean, Japanese and English. We were warmly welcomed by the host family and had a good time. We enjoyed delicious Samgyeopsal at the Korean restaurant.

Japan-Korea Teachers' Dialogue

I fully enjoyed the wonderful nature of Jeju Island. I learned about the history at Jeju 4.3 Memorial Hall and Jeju *Haenyeo* Museum. I was able to gain a new perspective by interacting with Korean teachers. It was a valuable opportunity to hear about their efforts and challenges in education from them. I had a chat with them in Korean. I was able to feel the joy of learning languages once again. 2025 marks the 60th anniversary of the normalization of diplomatic relations between Japan and South Korea. I'm delighted to be part of this project.



Briefing Session for Teachers

- Share what I learned and what I got from the program.
- Share the contents of cultural classes and the reactions of Korean students (*Samsung Girls' High school* and *Bomok Elementary School*)



Briefing Session for Students

- Classes to learn Korean cultures and traditions
(Enhancing the ability to understand different cultures)



Overseas Study Programs “Change Our Mindset”

- Express the importance of cross-cultural communication

Purpose

- Learning about Japan from an international standpoint
- Having a better understanding and appreciation for different cultures
- Learning about social problems, living conditions and history

I want to become closer to Korea.

Jump in

I decided to go to Korea.

Connect with Korea.

Connect more with schools across the country.

Same food, same jjimjilbang.



There was someone I had a connection with.

Korean and Japanese

Even though I watch TV dramas and listen to music, I don't improve. (Worry)

Rather than worry, I turned to my smartphone.

A more reliable interpreter. She translated our poor lessons skillfully with a smile.

The poetry reading in Jeju was wonderful. The words that have been carefully preserved are moving beyond language.

Yuka Kaino
and
for understanding culture!

Because I had watched the TV drama, there were some scenes that I could easily understand (toilets, eating habits, soldiers, female divers).

Japanese culture (manga, anime, music) easily crossed the barrier!



Hats off to Korea's English education...I'm a little impressed with how well they use their native language (as a Japanese teacher).

Yuka Kaino

Living on an island

It's hard work. Even pregnant women go into the sea to support their families. He also came to Japan to work.

Traditional culture of female divers

I don't want my daughter to do that.

I don't want him to go to military service. I don't want him to go.

Japanese female divers and the Japanese sea

"It's hot in the ocean"...Only female divers can understand the rising seawater temperature.

Inheritance

When tensions rise, it becomes the first line of defense, which is why you see people in military uniforms all over the city.

Teaching "Go" is a heavy responsibility in education.

Living with nature

A society that is kind to everyone

A school that watches over children

Cool-down rooms at airports

SDGs perspective: Universally designed facilities and classroom environments

Schools that are open to the community
Removing fences
Pursuing physical and psychological equality
Efforts to achieve this
Mutual understanding

Securing a place
The importance of being clear about what to do
What will I do?

Schools of Choice
IB Schools
UNESCO Schools

A comfortable space for everyone, where adults and children can cool down

Dividing space into smaller spaces
Dividing space into smaller spaces and smaller tasks

Yuka Kaino

Yuka Kaino

Yuka Kaino

Now, let's get started!

Let's value the "sameness" over the "differences"

I want all children to have the ability to send and receive information.

Communicating what can be done in the staff room (about Korea, digital transformation in education, special needs)

Let's change this culture of "Isn't it pointless to do this?" I want to be able to say, "My visit to Korea was not a waste!"

Yuka Kaino

Even if nationalities and cultures differ, emotions such as joy and sadness are the same.

Be able to explain yourself to people both close to you and far away.

Think about and practice what can be done in the classroom together with the children (learn about the local area and share it with Japan and Korea)

Yuka Kaino



Reflection

Through this program, I was able to connect with a variety of Japanese and Korean teachers. Interacting with educators from different school types, positions, and subject areas provided me with many valuable learning opportunities. I gained insights into diverse perspectives and teaching practices at various schools.

Visiting Samsung Girls' High School and Bomok Elementary School gave me the rare experience of teaching in an overseas setting. Teaching at an elementary school, in particular, was a fresh and memorable experience. At the high school, I observed a special lesson themed around Jeju's culture. I realized that in order to understand other cultures, it is essential to first understand oneself and others, and to embrace diverse perspectives with empathy and openness. I felt it was important to rediscover the strengths of my own community and reflect on myself. At the elementary school, goals and desired skills were clearly defined, and the timeline for achieving them was made visible. I found this approach very effective and would like to incorporate it into my own English classes.

At the Jeju 4 · 3 Peace Park, I learned about the island's complex history. It was a valuable opportunity to reflect on peace and question why people who longed for peace more than anyone else had to suffer such injustices.

I also had many opportunities to experience Jeju's nature, food, and culture. Through home visits and exchange events, I was warmly welcomed by the Korean people. If Korean teachers ever visit Japan, I would like to offer them the same kind of heartfelt hospitality.

Action Plan

Immediate Actions

- Share my experiences from the program with students through English classes.
- Share the insights gained from the program during English department meetings and staff meetings.

Ongoing Actions

- Research international exchange initiatives at other schools.
- Engage students in discussions about the significance of international exchange, clarify its purpose, and aim to establish ongoing exchange activities.
- Facilitate online exchanges between students in our school's International Liberal Arts course and students in Korea.
- Promote exchange activities between students studying Korean as a second foreign language at our school and Korean students.

Reflection～Since we met～

Looking back since we met online for the first time on June, this two-month program brought me two big changes.

①Finding colleagues around Japan who overcome difficulties together

I had a sense that I work alone as too much work following me day by day. Through this program, I met so many coworker who do their best, which motivates me a lot. During working, even if it is very hard to work or do my task, thinking about them cheers me up greatly. It's because it makes me feel like "I'm not alone anymore".

Since we came back Japan, we have kept in touch through eating dinner or online meeting. From 2nd semester, I am really looking forward to communicate on the Internet or do classes of cross cultural interaction.

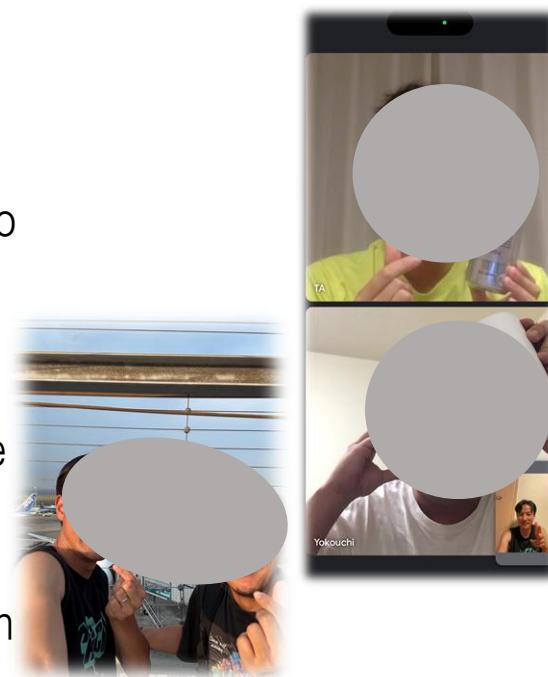


②Changes of consciousness about Korea

Between Japan and Korea, there is territorial issue and a history that Japan colonized Korea or Japan may abused Korean people during WW2. Despite such issues, people in Korea treated me so kindly.

In fact, while we proceed the interview to teachers in Korea, there were so much differences between the historical things that Japanese are taught in schools and that of Korea. Some articles says Korean don't like Japanese or have a feeling against Japan. However, all the people we met in Korea were so kind to us.

These are the precious experience especially for the us, the teachers who have to teach real world peace to junior high school students. To think international affairs and interaction by person separately and to show respect to others connects the world peace which UNESCO proceeds.



Reflection on Activities

① Cultural exchange through school visits

Our students created Sendai Tanabata streamers, which were introduced to Korean elementary students. This sparked mutual interest in each other's cultures and fostered a budding connection. In the future, we hope to introduce the works made by Korean children to our students to deepen the exchange.

② Building connections through home visits

We gifted handmade products created by our students during vocational learning to Korean families. By sharing their impressions with our students, we hope this exchange of heartfelt gifts will become a bridge between children in Japan and Korea.

③ Discovering commonalities through cultural and historical comparisons

Visiting Mt. Hallasan in Jeju reminded us of Mt. Zao's Okama crater in Japan, evoking a shared sense of natural mystery and volcanic power. The culture of Jeju's haenyeo (female divers) also resonated with the traditions of haenyeo in Iwate Prefecture, highlighting the dignity of regional wisdom and lifestyle. At the Jeju 4.3 Peace Memorial Hall, we were reminded of Okinawa's Himeyuri Tower, and the shared sorrow and desire for peace emphasized the importance of learning history.



Action Plan

① Share experiences with colleagues

- Report the program overview at a staff meeting and hold a separate session for interested teachers. Share not only the educational insights but also fun memories, food, and souvenirs to convey the full charm of the program and inspire others to participate.

② Conduct lessons based on the program experience during integrated studies

- Example lesson themes: 'Let's taste Korean sweets', 'We connected with Korean friends!', 'What are Korean schools like?', 'Similarities and differences between Korea and Japan'

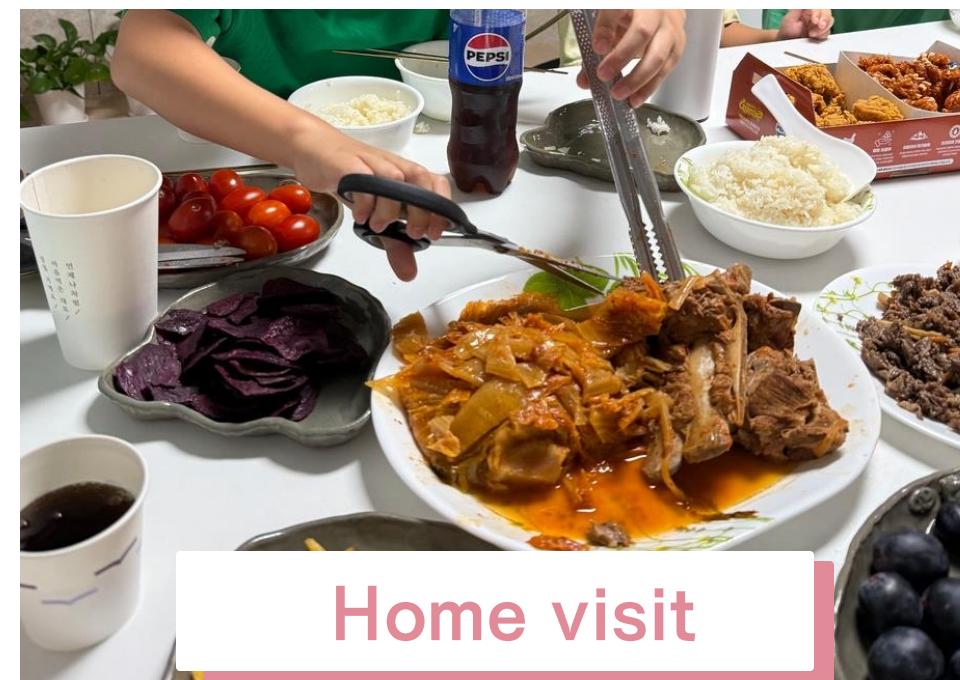
Reflection of the program



Culture class

In the Samsung girls' high school, I taught it in the class which was interested in Japanese beauty and fashion. A student interpreted Japanese which was the second foreign language fluently and felt improvement of foreign language education. In addition, I could take a class to own interest, and the career education was substantial, too.

I taught traditional play of Japan in Bomok Elementary School. There was the child who cried at parting and felt when a heart could know it in a short time even if languages were different.



Home visit

Homemade kimchi is made using the whole Chinese cabbage, which is cut with scissors before eating. I noticed some differences in food culture, such as having a refrigerator just for kimchi and eating tomatoes as a fruit. When I was shown their third-grade math textbook, I found some words that are similar to Japanese words, such as “선분 Senbun (line segment)” and “각 Kaku (corner).” The children also taught me a Korean game called yutnori (윷놀이).



Talks with Korean teachers

I was able to ask specific questions and discuss educational issues and exchange classes, which made for a very fulfilling experience. Before participating in the program, I was reluctant to participate in exchange classes, but after the discussion, my feelings changed and I thought, “I want to do it!” This is because the Korean teachers were very positive about the exchange. I realized that just one attitude can really connect you with the world.

Summary : Through meeting teachers from Korea and all over Japan, I began to feel closer to each region, and I naturally became interested in them whenever I watched the news! I believe that “building a fortress of peace in our hearts” begins with connecting with people and communicating with them through the barriers of countries and languages.

Action Plan

1 Reporting results to all teachers at the school

Date : Staff meeting at the end of August

Purpose: To familiarize students with Korean culture
→ To stimulate interest in international exchange

Content: To share experiences with photos
To introduce ACCU's outreach program



2 Exchange classes (online)

Date. : 2nd semester (preparation begins in September)

Purpose: Deepen international understanding
→ Experiences that connect people move the heart

Content: 3rd grade ethics
(2nd grade, Incheon Seiko Elementary School)

Japan → Korea (cleaning and lunch instruction)

Korea → Japan (Eco Week)



3 Introducing Korea to school children

Date : 2nd semester

Purpose: To familiarize students with Korean culture
→ To foster an interest in international exchange

Content: To set up a corner on campus to introduce
Korean culture(games, tableware, Hangul, picture
books)

Foreign Language for 6th Graders (To share the
answers given by Korean high school students)



4

I will always cherish the connections I made this time.

To teachers across Japan: Continue to exchange ideas while sharing
practice.

To teachers in Korea: Continue exchange classes and participate in
dispatch programs from Korea to create new connections.

To the home visitors who helped us: Contact us via KakaoTalk when
we go to Korea or when they come to Japan.





REFLECTION ON ACTIVITIES

⟨Samsung Girls' High School, Pomok Elementary School⟩

IB education is being promoted even in public schools, and I felt that there is an effort to shift from a memorization-centered education to one that emphasizes thinking skills, expressive abilities, and an international perspective, in response to the challenges of focusing heavily on university entrance exams. It seemed that a division of labor was thoroughly established to ensure the workload and expertise of the teachers. It was also impressive that there are counselors stationed to address the 'emotional issues' that have become a problem in Japan in recent years. In terms of facilities, improvements such as air conditioning in the gymnasium and the availability of tartan and natural grass on the playground were evident. We each conducted Japanese culture lessons, and all the children showed interest in Japanese culture, allowing us to spend enjoyable time together. It was particularly memorable to see a first-grade child who started crying at farewell due to sadness.

⟨Home Visit⟩ I visited the home of twins in the second grade. Although it's outside the school district, this family wanted their children to receive IB education and chose to send them there. Both parents work, similar to typical Japanese families, and although I was invited to play mobile games, we spent our time playing sword fighting and kendama.



Korea

⟨Jeju 4.3 Peace Museum, Jeju Haenyeo Museum⟩

I faced issues that should be sincerely considered as a Japanese person, such as reflecting on the colonial period, but I was surprised that 40 years have passed without these events being spoken of, particularly given incidents that occurred during the world wars. There were sculptures of the perpetrators of massacres on an entire wall, which was a piercing experience for me. Additionally, due to the subsequent Korean War, women were forced into the harsh lives of haenyeo (female divers) due to a shortage of male labor. A current haenyeo shared her feelings about not wanting her children to follow in her footsteps. I hope to observe how the traditional industry will be continued in the future.

⟨Cultural Arts Academy, Vocational Experience Center⟩

At the Cultural Academy, we had an experience of calligraphy in Hangul. The vocational experience utilized the latest equipment, but I felt that many countries are struggling with career guidance

⟨Japan-Korea Teacher Dialogue⟩ All the teachers showed a great sense of responsibility in their educational environments, along with passion and the accompanying physical and mental burdens.





ACTION PLAN



<I will share my experience from this program with my homeroom class.>

- Differences between Japanese and Korean high schools.
- Peace education outside of the Japanese colonial period, and the current state of peace education in other prefectures. (Learn about my own country.)

<I will share what I learned from this program at physical education department meetings and staff meetings.>

- What I learned during my visit to Korea, such as IB education in Korea and the April 3 Incident.
- Spending time with teachers from other prefectures, I learned about the current state of education in each region and the ingenuity of the teachers, and felt that my own perspective was broadened.

<Continuous Exchange>

- Several high school girls asked me to introduce them to Japanese high school girls as potential exchange partners, so I made arrangements immediately after returning to Japan.
- Our school's school trip destination is Taiwan. We also offer overseas study trips to the United States, the Philippines, Cambodia, Malaysia, and other countries for interested students. I would like to add those interested to my report on this Korea study trip.

<Other>

- Report on training on posters at entrances. Respond to interviews by the newspaper and broadcasting teams (student council). Contribute to the PTA newsletter, etc.



Finding Hope for Peace Through Dialogue with Korean Teachers



I joined this program because I wanted to build peace through teaching about Korean culture and the shared history between Japan and Korea in my social studies classes. Through conversations with Korean teachers, this desire grew even stronger. One especially memorable encounter was meeting a fellow educator who shared the same vision. We went out for a meal together, and during our long conversation, we realized that we both wanted to “connect cultures of peace through education.” It made me genuinely happy to know that even across the sea, there are colleagues who share the same passion. Afterward, we exchanged ideas about our peace education practices and shared our current concerns as educators. This dialogue made me feel as though the distance between Korea and Japan had grown much smaller.

As a teacher studying history, I’ve often felt that the issues in East Asia—including those between Japan and Korea—are so complex and entangled that it may be impossible for our generation to resolve them. However, participating in this program gave me a sense of hope: that perhaps change is possible. For me, that was the greatest takeaway. I now feel strongly that I want to work together with the people I met here to spread a culture of peace.

Exploring the diverse educational approach

Through visits to various schools, including Bomok Elementary School—a PYP candidate school—and Samsung Girls’ School, which is actively engaged in community-based education, I was able to learn about diverse forms of education.

I also gained new perspectives and educational insights through interactions with teachers from all over Japan. As a third-year teacher, I’m still exploring how to create lessons that spark students’ curiosity. Collaborating with educators from different backgrounds and exchanging ideas gave me many valuable hints and inspirations. I hope to apply what I’ve learned here to my own teaching practice and also share these insights with my colleagues at school.

Action Plan

① Online Exchange Program: "Dialogue for Peacebuilding" Between Korean and Japanese High School Students

We are planning to hold an online exchange session between high school students from Korea and Japan, focusing on "Dialogue for Peace building". Currently, our school offers a seminar aimed at exploring multicultural coexistence, with 12 students participating. This exchange will provide an opportunity for these students to engage in dialogue with Korean high school students around the themes of peacebuilding in East Asia and multicultural understanding. The aim is to foster empathy, critical thinking, and collaborative approaches to peace through student-led conversations.

② Korean Culture Workshop in Homeroom and Geography Classes

We plan to conduct a workshop introducing Korean culture during Homeroom and Geography classes. Using PowerPoint, quizzes, and interactive activities, we will encourage students to explore both the similarities and differences between Japanese and Korean cultures. In addition, I will share photos I personally took during my visit to Korea, such as school lunches and classroom scenes, to help students reflect on everyday cultural practices. Furthermore, I would like to share letters written by Korean elementary school students, which were prepared during a cultural exchange session, to deepen the students' emotional engagement and cultural awareness.

③ Teacher Workshop: International Exchange and Global Citizenship Education

In our upcoming teacher development session, I will present on Korean education and international exchange initiatives, based on recent field experiences. The focus will be on how these efforts relate to our school's mission of nurturing global citizens, and how international education contributes to that vision. We will also discuss the challenges and considerations involved in promoting meaningful international exchange programs, especially in a school context.

④ Teaching the History of Jeju Island in Modern History Classes

In November, we will be covering the Cold War in our modern history curriculum. As part of this, I plan to introduce the **Jeju April 3rd (Jeju 4·3)** to deepen students' understanding of regional history in East Asia.

I will incorporate insights gained from visiting the Jeju 4·3 Peace Memorial Museum and will also participate in a book discussion this August on "Sayonara wa Iwanai" ("We Won't Say Goodbye"), hosted by a Japanese educator. This story is about jeju 4·3. This will further enrich my knowledge and support the development of a sensitive and informative lesson.

Refrection



Bomok Elementary school

- Although it was a public school, it actively promoted IB education and multicultural education.
- The collaboration between the school and the local community was also vibrant, which I felt could serve as a good reference for the "Community School" in Japan.
- Work style reforms were also underway, and the burden on teachers was reduced through measures such as the division of administrative and teaching duties, utilization of local human resources, and provision of school lunches in the cafeteria.



Samsung girl's high shool

- The school placed a strong emphasis on fostering globally minded individuals, inquiry-based learning, and career education.
- Many students were interested in Japanese anime and culture, which made me feel optimistic about the future of Japan-Korea relations.
- I was surprised to hear that many students stayed at school to study on their own until around 10 p.m.
- Compared to Japanese high schools, the school atmosphere seemed to be free and more relaxed.



4.3 Peace Memorial Hall & Haenyeo Museum

- I had no prior knowledge of the Incident. I strongly felt that having an accurate understanding of history is essential for preserving peace.
- Haenyeo are known as "strong women", but I learned about the historical background that compelled them to become that way.



Korea-Japan Teacher forum

Encountering colleagues who share the common goal of broadening children's horizons through Japan-Korea collaboration was truly inspiring and served as a great source of motivation.



Home visit

I was invited to the home of Bomok elementary school teacher 's house and treated to traditional Korean home-cooked dishes. Other teachers from the school also gathered, and we had the opportunity to discuss about our work as educators.

Action Plans

① A debriefing session will be held for my school teachers.

- I will present key observations and insights gained through the training program, including insights into elementary education in Korea.

② Implement international understanding education in my school.

- I will introduce Korean elementary school life to my 4th grade students to spark interest in cultural differences and cross-cultural exchange.
- I will share insights on Korean elementary schools with the ESD Committee in my school to foster interest in cross-cultural exchange with Bomok Elementary School.

③ Implement an online co-teaching sessions.



- Preparations are underway for an online exchange between 5th grade students at Bomok Elementary School and the "Children's Summit" members of ESD Committee at our school.
- Plans are underway for letter exchanges between our 4th graders and 2nd graders of Bomok Elementary School students.
- I will apply for the Seoul Metropolitan Office of Education's International Collaborative Class Program and conduct online co-teaching sessions with a Korean elementary school.

Reflection

School Visit

- The program aimed at cultivating international human resources based on IB education was groundbreaking. I felt it was an education that nurtures children's interests and concerns, allowing them to develop a global perspective. In fact, the family we visited during the home visit also felt attracted to the elementary school's educational policy and moved to Jeju Island.
- South Korea has a significant national budget dedicated to education, which allows schools to continuously update their facilities and secure personnel so teachers can focus on their primary work. This is something I envy, and I hope Japan can achieve similar progress.
- In Japanese schools, the 'mottainai culture' is deeply rooted, emphasizing the importance of finishing school lunches without waste and practicing energy and water conservation. Such culture seems to be fading in South Korean schools. Activities where children clean the school with their own hands allowed me to appreciate the positive aspects of Japanese culture.

Visits to Educational Institutions

- The 'Kumkiore Career Experience Center' offered opportunities for vocational experience using digital technology. I thought it was wonderful that it allows one to imagine their future self while also discovering their strengths and aptitudes.
- The 'Seogwipo Students Cultural Center' is a facility where students can experience various activities such as musical theater, dance, instruments, painting, sculpture, and design for free. It helps to nurture children's talents, allowing them to develop international-level skills through effort, beginning from trial experiences. In Japan, there are many families that cannot provide experiences outside of school due to income disparity. I felt that it is a facility that can equally provide opportunities to all children.

About Peace Education

- At the "Jeju 4.3 Peace Museum," I learned about the collective massacre and torture that could not be spoken of for a long time. Japan had a period of ruling over Korea, so I felt that this was not just someone else's issue. I want to convey to the children of my school the origins of Jeju, known as the "Island of Peace and Happiness," and make them think about peace as something personal.

Through Japan-Korea dialogue, I had a talk about

"Overcoming boundaries - overcoming the walls within our hearts and challenging our non-challenging selves." From my experience working at a high school near the 38th parallel, I have learned a lot about international exchange. I also want to engage in educational activities that "plant the seeds of peace in the hearts of children."



Action plan

① Convey the learning from South Korea to all students and staff.

- Provide an activity report to staff during the start-of-term ceremony in the second semester.
- Present in a quiz format at the school-wide assembly in September about the similarities and differences between Korean and Japanese cultures for the students.
- Set up a "Learn About Korea" corner in front of the gym to pique interest and curiosity.

② Conduct peace education targeting upper grade students.

- Conduct a lesson on "The History of Modern Nations" in January, aligned with the progression of the 6th graders' history curriculum.
- Touch upon the "Jeju 4.3 Incident," which is not included in Japanese textbooks, encouraging students to consider it personally.

③ Realize international exchange between the school and a South Korean elementary school.

- Explore international exchange through letters and online communication. Currently, a plan is being made for the 4th-grade class.
- Exchange information about each other's school introductions, local areas, universal design, and welfare (in coordination with comprehensive learning).



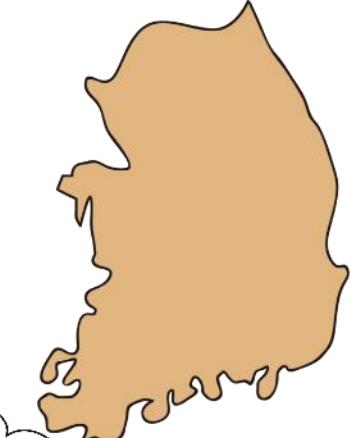


Looking back on my visit to South Korea

• Culture class

At the high school, I introduced the differences between Japan's regions, and at the elementary school, I introduced school lunches and made Tanabata decorations. (I also brought along strips of paper written by students at my school.)

I was nervous during the classes, but I cherished my desire to communicate and enjoyed the experience of working together. I also got a real feel for the power of Japanese anime.



• Home visit

I explained the situation in limited English, showing slides from his cultural studies class.



• Jeju April 3rd Peace Memorial Hall

I want to continue to think about the fact that Korean democracy is built on a sad history.

• Japan-Korea Teachers Forum

It was great to get to know the teachers at the special school in Korea.



Action plan

From a special needs school for the intellectually disabled to a world of diversity and inclusion



① A report session will be held for interested teachers at the schools where they work on Monday, August 25th.

I want to get teachers interested in education overseas and want to go there themselves, so that I can increase the number of people who join me.

② Maintain connections and interactions among faculty members.

Turning study sessions held outside of work hours into online teacher exchanges

I'd like to stay in touch with teachers from special needs schools in Busan and have them visit each other.

I'd like to participate in ACCU's teacher exchange events in Japan and repay the kindness I received in Korea in other countries.

③ Exploring ways to foster exchanges at special needs schools for students with intellectual disabilities

We created posters about our visit to Korea and hung them in the hallway in front of the classroom.

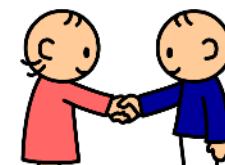
When learning about road signs in Japanese class, we introduced the fact that station signs are increasingly being displayed in four languages.

We also looked for and tried ways to overcome the language barrier, even online.



⑤ Continue to learn about special needs education in Korea and other countries.

We will be participating in the International Symposium of the Special Needs Education Research Institute to be held on Saturday, December 20th.



Reflection

Visits to Elementary and High Schools

Through school visits, exchanges, and class observations, we gained insight into the realities of the South Korean education system.

→ I was able to identify both the challenges and hopes of education that transcend national boundaries.



Visit to the Jeju April 3rd Peace Park

We visited a significant site essential to understanding the history of Jeju, South Korea.

→ It made me deeply reflect on the universal issue of how silence itself can be a form of harm.



Dialogue Between Japanese and Korean Educators

We discussed issues facing school education in both Japan and Korea.

→ I also engaged in dialogue about the Jeju 4.3 Incident, which served as an opportunity to consider how education can contribute to lasting peace.

Conclusion: I was strongly inspired to implement practices in the Japanese education field that promote peace and international cooperation.

Action Plan

① Report on the Program

A presentation session will be held for students and faculty members at my school to report on the training program.

Rather than simply introducing the activities of the program, the event will also include a talk by a graduate who studied abroad in South Korea, as well as Korea-related quizzes and games.

By creating a more relaxed and engaging atmosphere, I aim to share the training experience with as many people as possible.

② Book Club Event

A book club will be organized featuring “We Do Not Part” by Han Kang, a novel that touches on the Jeju 4.3 Incident, which left the strongest impression during the program.

The event will be open to both Japanese and Korean educators, creating an opportunity to continue meaningful dialogue on peace with the teachers we met during the program.

③ Application for UNESCO Associated School

This program deepened my understanding of the importance of international education.

In order to integrate the perspectives of international cooperation and peace into everyday school life, I plan to apply for UNESCO School membership and carry out a variety of related initiatives.

【1】Reflection

● Home Visit

We were warmly welcomed with a home-cooked dinner and had tea at a nearby café. The parents were very knowledgeable about Japan, and our conversation covered a wide range of topics, including children's education and current trends. Even outside the home visit, many locals kindly approached us in town, saying things like “Are you Japanese? I've been to Japan before” or “I was treated kindly in Japan.” I was deeply touched by their kindness and would like to pass on this warmth to others.

● Samsung Girls' High School

Nearly all students were well-versed in Japanese entertainment and subculture. I had prepared what I thought would be a challenging quiz, but they answered every question with ease—this truly amazed me. Likewise, the students at my school in Japan are very knowledgeable about Korean culture, and I am always impressed by their passion. It may sound overly optimistic, but this experience made me believe that the future of Japan-Korea relations can be mutual admiration.

● Bomok Elementary School

While I was overwhelmed by the children's energy, I was able to introduce aspects of Japanese school life, such as origami and the traditional game fukuwarai. With the support of an assisting teacher, the session was conducted in small groups, which allowed for detailed attention and care. It was impressive to see such thoughtful organization.

● World Natural Heritage Center, 4·3 Peace Memorial Hall, Haenyeo Museum

I was inspired by how local residents and experts are working together on nature conservation. It gave me ideas for incorporating natural heritage topics into the classroom and organizing Japan-Korea exchange activities focused on environmental protection. This visit offered a valuable perspective—not only “learning” about nature but also “protecting” and “communicating” its value. That reminded me of what a teacher said during the school visits: “Think globally, act locally” which resonated with me.

[2] Action Plan

Report on This Program

A presentation will be conducted in August for the International Course students (a class composed of students interested in studying abroad) to share the outcomes of this program.

In addition, the follow-up sessions will be included within the following class.

Establishing a Sister School Relationship with a Korean High School /

Opening of Korean Language and Culture Course

2025

Currently, representatives from both schools are progressing with the following plans:

- August: An online exchange event and culture box exchange will be held.
- September: An after-school Korean language class will be launched (instructor already confirmed).
- December: The executive team from the partner school will visit for a formal signing ceremony.

2026

- January: Our school will host a group of students and teachers from the Korean partner school.
- March: A group from our school will visit the partner school in Korea.
- April: As a culmination of the Korean language course, students will deliver a presentation reporting on their experiences.
- April: Interested students will take the Korean Language Proficiency Test.
- May: A Korean seminar will be held, with a guest instructor invited from a Korean school (instructor already confirmed).

~Reflection on the activity~

What I learned from the school visit:

I learned that active learning becomes possible in a safe and supportive environment.

Home visit: I realized that children say "I'm enjoying my school life," it is the most important factor that leads to parents' trust in the school.

1. Redefining the role of career guidance in education.

"As far as the rise of AI potentially leading to the loss of nearly half of existing current jobs, we have a responsibility to rethink how we prepare students for an uncertain future. Ultimately, isn't the true essence of education to offer opportunities to students?"

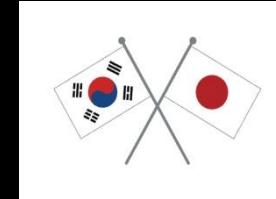


2. "In history education, the significance of personal testimonies from those who experienced events firsthand is immense. Equally important is the shift in perspective—from focusing solely on what was done to them, to recognizing and reflecting on what they themselves did."

3. "To truly coexist with nature, we must reconnect with it starting from our own bodily experiences and perceptions."

Action Plan

“International Exchange Program at Special Needs Schools”



- ① “Facilitate interaction among students through online classes.”

“Exploring different cultures and reflecting on our own identity and national background helps us expand the way we see the world.”

- ② Teachers from the two countries collaborate online to exchange ideas on teaching methods and educational support.

By sharing challenges and responses with each other, we create opportunities for self-reflection and growth.

- ③ Teachers accompany students for short-term exchange programs and reciprocal school visits.

Through real engagement instead of online interaction, students develop deeper understanding and enhance their international perspectives.

Reflection (Jeju Island, Korea)

1. Through School Visits (Samsung Girls' High School and Bomok Elementary School)

Through preliminary study, I gained insights into Korea's education system and found many similarities with Japan, especially in teaching approaches and values. Visiting Samsung Girls' High School (a UNESCO school) and Bomok Elementary School (offering IB education), I saw how strongly Korean education emphasizes a global perspective. Students showed great interest in our lessons and actively spoke in Japanese and English, reflecting their curiosity about Japan. In history classes, students were encouraged to consider textbook differences between countries, promoting multi-perspective thinking. I felt this kind of discussion-based learning is needed in Japan as well.

The warm hospitality during the home visit also left a lasting and heartwarming impression.



2. Through Visits to Cultural Facilities

The visits offered meaningful insights, especially on how local communities help preserve culture, such as supporting extracurricular activities and passing down traditions. The visit to the Jeju 4·3 Peace Memorial Hall was particularly impactful, providing a deeper understanding of the island's tragic history, despite some omissions regarding Japan.

3. Overall Reflection

Dialogue with Korean teachers revealed shared challenges and deepened mutual understanding, highlighting the need for stronger ties. The sister-city relationship between Jeju and Wakayama reflects how the past continues to influence the present, and it reminded me that today's education shapes the future.



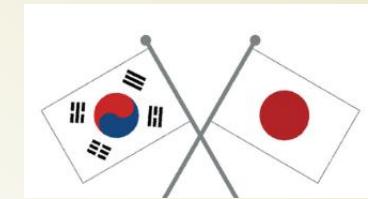
ACTION PLAN

1. Giving Back to Students Presentation

- The current situation of a school near the 38th parallel border
- Preparing to step out into the world
- Everyone's happiness aimed for at the "Happy School"

Using the Korea dispatch experience as teaching material in English classes

- Culture and industries developed based on historical background
- Discussions from multiple perspectives



2. Giving Back to Faculty and Staff

Presentation at staff training



- What the people of South Korea now aim for as a "Happy School" in a society known for its emphasis on academic background
- The "school" that saved Jeju Island, which was facing a population extinction crisis
- Promoting global education from multiple perspectives (Introduction to UNESCO Schools and IB Education)

3. Continuing and Enhancing International Exchange Programs

- Sharing the value of exchange programs with colleagues
- Creating initiatives to make the exchange with Shanghai High School more meaningful
- Improving the program to host educators from India

Reflection on Activities

【School Visits】

Visiting both Samsung Girls' High School and Pomok Elementary School was a valuable experience. Both schools are actively engaged in international exchange, and it was inspiring to see the students' enthusiasm and the schools' dedicated efforts. I found the discussions particularly insightful, especially regarding teacher working styles, school management, and after-school education.

【Cultural Class】

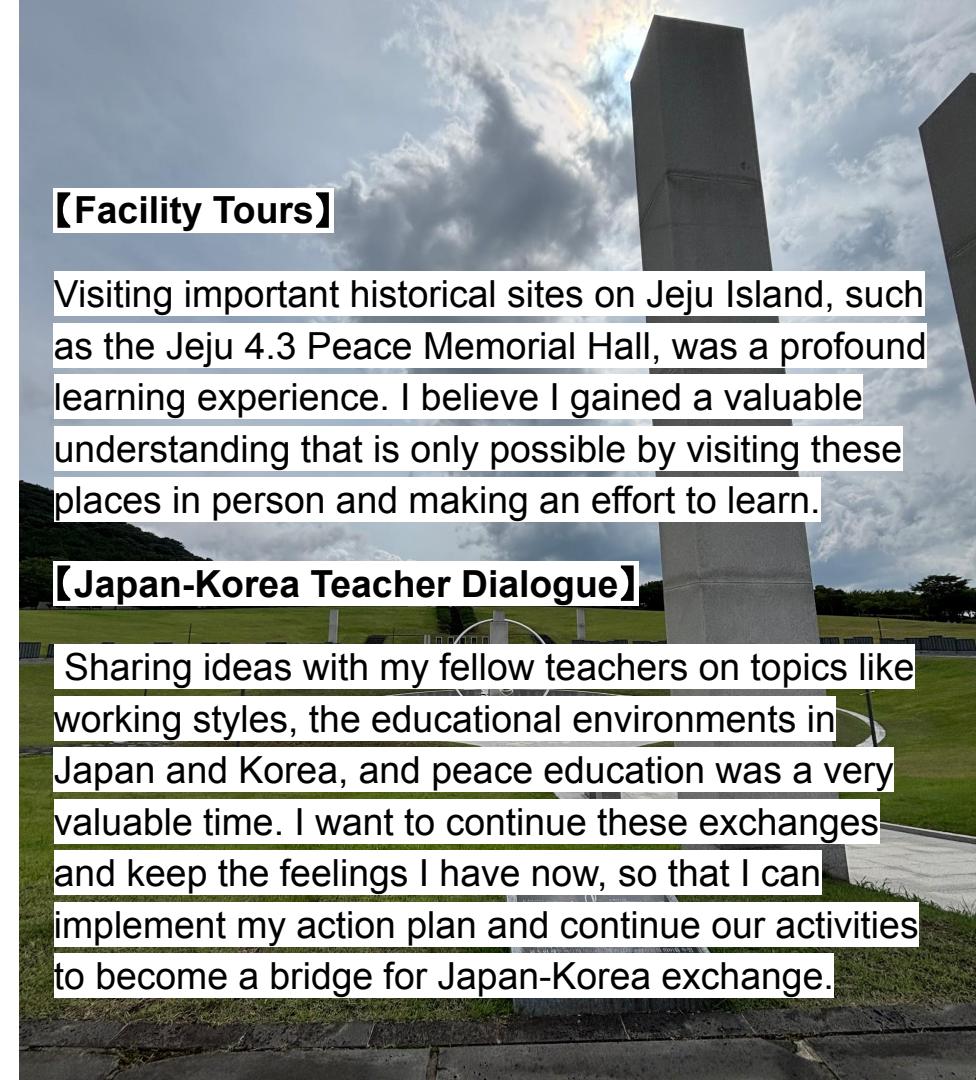
I conducted a cultural class for sixth-graders at Pomok Elementary School, using Japanese manga and games as the theme. I was impressed not only by their eagerness to learn about Japanese culture but also by their proactive attitude toward communication.

【Facility Tours】

Visiting important historical sites on Jeju Island, such as the Jeju 4.3 Peace Memorial Hall, was a profound learning experience. I believe I gained a valuable understanding that is only possible by visiting these places in person and making an effort to learn.

【Japan-Korea Teacher Dialogue】

Sharing ideas with my fellow teachers on topics like working styles, the educational environments in Japan and Korea, and peace education was a very valuable time. I want to continue these exchanges and keep the feelings I have now, so that I can implement my action plan and continue our activities to become a bridge for Japan-Korea exchange.



Action Plan

① Hold a debriefing session for our school's faculty.

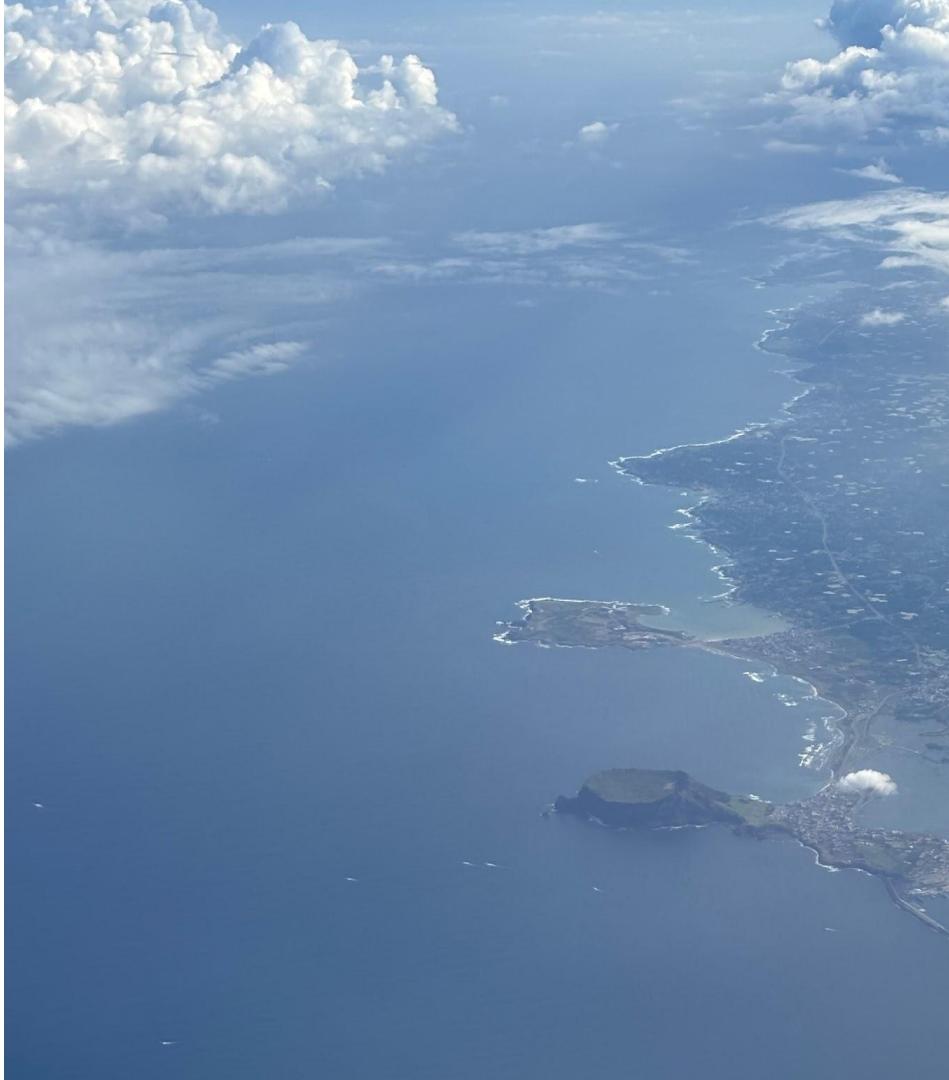
- Targeting our school and a nearby school, for a total of two sessions.
- Share experiences from this training program on elementary school education in South Korea.

② Conduct classes related to international understanding education.

- Introduce what school life and culture are like in South Korea.
- Implement these classes while linking them to the existing curriculum.

③ Implement online collaborative classes.

- Expand our educational community through this project.
- Create opportunities for students from our school and a South Korean elementary school to interact online.



Review of activities

school visit

In this program, classes about Japan were held at high schools and elementary schools. In this program, classes about Japan were held at high schools and elementary schools. I felt the joy of communicating with children from a different country, and it was a very valuable experience. I felt the joy of communicating with children from a different country, and it was a very valuable experience. We also toured the school and were able to see and learn firsthand how teachers work and the differences in classrooms. We also toured the school and were able to see and learn firsthand how teachers work and the differences in classrooms. The happy smiles of the students and the kindness of the teachers seemed the same even though we were in different countries. The happy smiles of the students and the kindness of the teachers seemed the same even though we were in different countries.

During the home visit, we were able to see what an average Korean household is like. During the home visit, we were able to see what an average Korean household is like. Korean food was prepared for us, and we were able to hear about Jeju Island's specialties and the school's initiatives from a parent's perspective. Korean food was prepared for us, and we were able to hear about Jeju Island's specialties and the school's initiatives from a parent's perspective. The school has introduced many initiatives to connect the school with the local community and families, and parents were seen actively cooperating with school events. The school has introduced many initiatives to connect the school with the local community and families, and parents were seen actively cooperating with school events.

Facility tour

During the program, the participants visited the Geumkiore Career and Career Experience Center, Seogwipo Student Cultural Center, Jeju World Natural Heritage Center, Jeju April 3rd Peace Memorial Museum, and Jeju Haenyeo Museum. During the program, the participants visited the Geumkiore Career and Career Experience Center, Seogwipo Student Cultural Center, Jeju World Natural Heritage Center, Jeju April 3rd Peace Memorial Museum, and Jeju Haenyeo Museum. It is free for students from Jeju to attend, and we learned that it has state-of-the-art facilities that cater to students and cultural activities that go beyond academics. It is free for students from Jeju to attend, and we learned that it has state-of-the-art facilities that cater to students and cultural activities that go beyond academics. At the Peace Memorial Museum, I learned about the tragic history that took place on Jeju. I realized that it is important to think about what we can learn from the past and what we can pass on to people living in the future, and then act accordingly. At the Peace Memorial Museum, I learned about the tragic history that took place on Jeju. I realized that it is important to think about what we can learn from the past and what we can pass on to people living in the future, and then act accordingly.

Japan-Korea Teachers' Dialogue

I had plenty of time to talk with teachers from Japan and Korea. We were able to discuss the differences between our countries without denying them and with a mutual understanding. We were able to discuss the differences between our countries without denying them and with a mutual understanding. We were able to exchange various opinions and think together about how we should carry out activities to connect Japan and Korea in the future. We were able to exchange various opinions and think together about how we should carry out activities to connect Japan and Korea in the future. I realized the importance of learning from encounters. I realized the importance of learning from encounters.



REFLECTION ON THE 2025 JAPAN-KOREA TEACHER DIALOGUE PROGRAM

«TWO KEY LEARNINGS THAT LEFT A STRONG IMPRESSION DURING THE PROGRAM»

① OBSERVATIONS IN THE EDUCATIONAL FIELD (ELEMENTARY SCHOOL AND HIGH SCHOOL)

I VISITED SAMSUNG GIRLS' HIGH SCHOOL AND POMOK ELEMENTARY SCHOOL. I WAS ABLE TO CONDUCT CLASSES AND INTERACT WITH THE STUDENTS. WHEN I SPOKE IN KOREAN, THE STUDENTS' TENSE EXPRESSIONS CHANGED TO MORE RELAXED ONES. I FELT THAT SPEAKING IN THE NATIVE LANGUAGE OF THE OTHER PERSON CAN CONTRIBUTE TO A BETTER UNDERSTANDING OF DIFFERENT CULTURES. I BELIEVE THAT CONTINUING JAPAN-KOREA EXCHANGES IN THE FUTURE, KNOWING THE CHARACTERISTICS OF EACH SCHOOL, AND SHARING EACH OTHER'S STRENGTHS AND WEAKNESSES CAN CONTRIBUTE TO ACHIEVING THE EDUCATIONAL GOALS OF BOTH SIDES.

② JEJU 4.3 PEACE MUSEUM

A HISTORICAL RIFT THAT CANNOT BE OVERLOOKED WHEN CONSIDERING JAPAN-KOREA RELATIONS. FOR ABOUT 70 YEARS, THE JEJU 4.3 INCIDENT HAS BEEN A TOPIC THAT WAS NOT EVEN ALLOWED TO BE SPOKEN ABOUT. IN 1947, WHAT SHOULD HAVE BEEN A SIMPLE PROTEST GATHERING WAS SEVERELY REPRESSED DUE TO THE POLICE MISTAKING IT FOR AN ATTACK ON THE POLICE STATION. AFTER THAT, THE POLICE MASSACRED INNOCENT CITIZENS, AND WHILE CITIZENS ALSO COUNTERATTACKED, THE SITUATION WORSENED, ULTIMATELY LEADING TO A SCORCHED EARTH CAMPAIGN THAT TURNED JEJU INTO A HELLSCAPE, WITH OVER 30,000 VICTIMS. THE BRUTALITY OF THIS EVENT HAS MADE IT A TABOO TO SPEAK ABOUT, AND MANY PEOPLE LIVED WHILE HIDING THEIR PAIN. THE LONG CONCEALMENT OF THE MASSACRES AND THE MOVEMENTS TO JUSTIFY THEM ARE HEARTBREAKING. IT IS IMPORTANT IN MODERN TIMES TO ACCURATELY UNDERSTAND AND INHERIT THE HISTORY OF THE PAST, AND TO ENVISION THE FUTURE.

ACTION PLAN

① REPORT ON THE PROGRAM

1. REPORT TO STAFF (CONDUCTED IN A MEETING)
2. REPORT TO STUDENTS (POSTER DISPLAY)

② DEVELOPMENT OF JAPAN-KOREA EXCHANGE SCHOOLS

PRELIMINARY DISCUSSIONS HELD DURING THE JAPAN-KOREA TEACHER EXCHANGE MEETING WITHIN THE PROGRAM.

③ ONLINE EXCHANGE BETWEEN JAPANESE AND KOREAN HIGH SCHOOL STUDENTS

ONGOING (CURRENTLY IN THE STAGE OF COORDINATING SCHEDULES AND EXCHANGE THEMES WITH THE COUNTERPART SCHOOL).

④ FACE-TO-FACE EXCHANGE BETWEEN JAPANESE AND KOREAN HIGH SCHOOL STUDENTS

AFTER CONDUCTING ONLINE EXCHANGES, WE HOPE TO CONNECT TO FACE-TO-FACE EXCHANGES WITHIN THREE YEARS (SUBJECT TO PERMISSION).

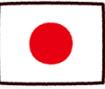
⑤ STRENGTHENING SISTER SCHOOL PARTNERSHIPS AND EXCHANGE

AFTER CONDUCTING FACE-TO-FACE EXCHANGES, WE WANT TO ESTABLISH SISTER SCHOOL PARTNERSHIPS TO CONTINUE REGULAR EXCHANGES. THERE IS AN EXPECTATION THAT CLOSER EXCHANGES WILL DEEPEN DELICATE PEACE EDUCATION.





Reflection on this activity



1. Cultural Lessons

At Samsung Girls' High School, we held a cultural lesson on rakugo writing. I am very grateful to the high school students who listened to my poor Korean with nods of understanding. We had a calligraphy experience where we wrote rakugo characters, and I was impressed by how skillfully everyone participated. They also seemed very interested in how their names are written in Japanese, so I taught them that and the lesson became very lively.

At Bomok Elementary School, we held a lesson where the students experienced what Japanese elementary school students do and the games and activities they play. I am not very familiar with elementary schools, but I imagine it was just as lively as Japanese elementary schools. We played games like Fukuwarai and origami menko, and although some parts were a bit challenging, everyone enjoyed the class, which left a strong impression on me. At both schools, the students were looking forward to the class, and I could feel their strong interest in Japan, which made me very happy. And that is why we were able to interact with each other in a positive way. I realized that this interest in the other person is crucial for meaningful exchange.

2. Home Visit

This time, we visited a Korean family for the first time and had dinner with them. It was a valuable experience to taste home-cooked meals that cannot be enjoyed even when traveling in Korea. Above all, we were delighted by their warm welcome, and it was a wonderful experience. We felt that awareness of educational issues is spreading throughout society, as Korean families are also very interested in education and were concerned about our position as teachers.

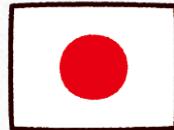


3. Interaction with Korean teachers

During this training program, I met many Korean teachers. Although they were in various positions, I could see that they were all striving to provide good education from their respective perspectives. I was also able to learn about the various ideas of Japanese teachers, which broadened my horizons.



Action Plan



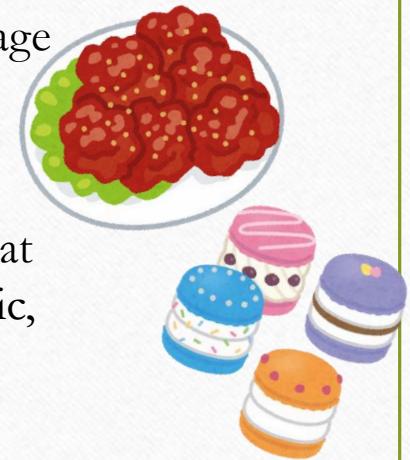
① Sharing the results of this training with teachers

I would like to take this opportunity during the second semester's on-the-job training to report on what I learned during this training. The aim is to introduce the cultural differences and similarities between Japan and South Korea, allow teachers to experience some of the exchange activities, and increase the number of people who will cooperate in future exchange activities.



② Sharing the results of this training with students

I will report to my students what I learned during this training program. Currently, we are conducting exchange activities with Korean high schools online, but the number of participants has been decreasing year by year. By sharing what I saw in Korea and the impressions of the high school students, I hope to spark their interest in Korea and international exchange, and encourage them to participate in the activities.



③ Make the current online exchange with Korean high schools more active.

During discussions with the teachers we interacted with this time, we found that the topics that generated the most excitement were those that were familiar to the students, such as food, music, and fashion. Therefore, we decided to focus on familiar topics in our current online exchanges and try to liven things up by devising creative ways to interact.

Reflection

▶ School Visits

I had a fun and extremely valuable experience. At Samsung Girls' High School, I was impressed by how much the students knew about Japan and by the fact that some of them spoke Japanese very well. Bomok Elementary School, I introduced Japanese elementary students' lives, such as manga, games, and Tanabata, and I felt the children's energy. By teaching lessons, I felt the children's interest in Japan, and that future relations between Korea and Japan would develop positively.

▶ Home Visit

I really enjoyed homemade dishes and talking with them. I was touched by the warmth and kindness of the family, and it became a memorable experience. Although communication was possible through a translation apps, I sometimes felt frustrated at not being able to express or ask questions instantly in the conversation. I felt strongly that I should have studied Korean more in advance.

▶ Japan–Korea Teachers' Dialogue Forum

I heard directly from teachers in Korea about the Korean education system and learned about the amount of the education budget. While sharing the same worries and concerns with Korean teachers, I realized, "Teachers in Korea are also working hard, facing the same challenges we do." and that gave me great encouragement. Furthermore, I had the rare opportunity to propose ideas for school exchange programs. Normally, it is difficult to find partner schools and make such suggestions directly, but I was able to gain opportunities for school exchange.

▶ Visit to Jeju 4·3 Memorial Hall

I knew very little about this incident, and visiting the memorial gave me a chance to learn about it. From the white memorial stone, I felt the sadness and pain of a history that could not be told, and I also felt the heavy reality where even names could not be given. It made me think about what I can do to build peace.

Action Plan

1

Report and share this program

- To the teachers

I will share what I have learned from this program and talk about future plans. I want to strongly emphasize the importance of the exchange itself and let them know that we need the teachers' support to make it possible.

- To the Students

In the classes, I will share about Korean culture and school life. I want to tell them that many Korean students know about Japanese culture and show strong interest in it. I will also explain the importance of cultural exchange.

2

Student Council Exchange

- Before participating in this program, students from the student council had prepared some questions. Since I received answers to those questions, I would like to take this opportunity to start exchanges through the student council.

- An exchange in the field of arts was led by other teachers in my school, so I want to explore whether it is possible to connect with the student council exchange. This is because I was able to meet the teacher in charge at the Japan-Korea Teachers' Dialogue Forum.

Looking back on activities...



① What is “peace”? What is “war”?

At both the 4·3 Peace Memorial Museum and the Ama Museum, I heard stories about the era when Japan ruled the region. I cannot easily say what was right and what was wrong, but I did feel a sense of sadness and regret. And once again, I felt from the bottom of my heart that I never want to experience war again. Through this visit, I came to like Korea even more. This is thanks to the wonderful people I met over the past week. I felt that “peace” is not something difficult, but something that arises from such human connections. I am convinced that deepening connections as individuals, rather than as ‘Koreans’ or ‘Japanese,’ is what will build a peaceful future.

② The Importance of Language

My specialty is English. A colleague once said to me, “In the future, various translation devices will appear, so it won’t matter if you can’t speak English.” Of course, if you just want to tell a shop clerk what you want when traveling, that may be enough. However, you cannot become friends with someone through translation apps or devices. While it may not be possible to master all the languages of the world, being able to communicate in English, the world’s common language, allows for basic communication. Through this experience, I have come to deeply understand the significance of learning English from an early age. I would like to share this experience with children whenever possible.

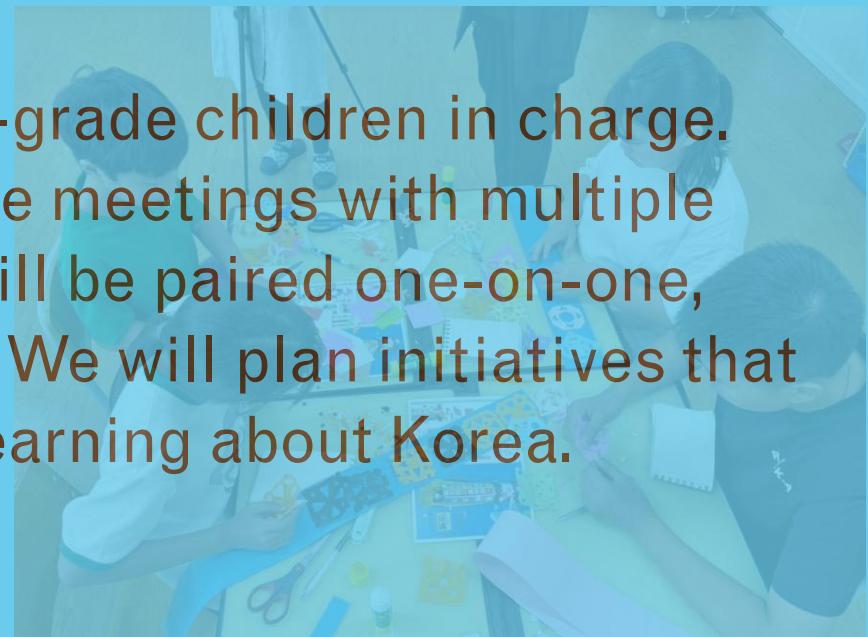
Action plan

① Hold a debriefing session for staff at the school where you work.

- Talk about what you learned at schools in South Korea and the differences between Japanese and South Korean schools. Also, talk about the good things you noticed about Japan.
- Share your thoughts and feelings about your experience in South Korea.

② Report to the children.

- Simplify the above content and convey it to the sixth-grade children in charge.
- Utilize comprehensive learning time to hold exchange meetings with multiple Korean schools that we met this time. Some schools will be paired one-on-one, while others will be paired with two Japanese schools. We will plan initiatives that will increase interest in other schools in Japan while learning about Korea.



Retrospective

①Dialogue with Korean teachers

- By sharing information about each other 's schools and issues, I was able to discover things I would like to incorporate into my own school and the merits of Japanese education. In addition to education, I learned about military service and the painful remnants of Japanese rule, and I strongly recognized that “dialogue is the foundation of friendly relations between Japan and South Korea.”

②Interaction with Korean people

- Through school visits, home visits, and walking around town with the children, I was able to interact with many local people. I felt their warmth, kindness, and consideration.



Action Plan

① Hold a debriefing session for faculty members at the school where I work.

- Share what I learned and felt at local schools in South Korea with faculty members.
- Confirm the direction the school will take in promoting international understanding education and human rights education going forward.

② Hold classes and presentations for children.

- After summer vacation, broadcast what the teachers have learned at a school-wide morning assembly.
- Plan collaborative classes for third graders to promote international understanding education.
- Use familiar things such as Korean culture, language, and games to help students feel the similarities and differences between Korea and Japan.
- Connect local schools and workplaces online to deepen exchanges.

③ Participate in meetings of the Japan Chapter.

- Continue to actively participate in meetings in order to deepen and broaden our learning and pass it on to the next generation.

Reflection on Activities

<School Visits>

In this program, we conducted lessons on traditional Japanese culture at a high school and Japanese physical education lessons at an elementary school. It was very gratifying to see the Korean children listening with interest and enjoying themselves as we talked about Japan. We were even more delighted to hear that in the post-lesson questionnaire, the children wrote that “having lessons with Japanese teachers” was one of the most enjoyable things they did during the semester.

<Home Visit>

We visited the home of a Korean teacher with elementary school-aged children. We were treated to a variety of homemade Korean dishes, including tteokbokki, chapchae, jeon, kimbap, and kimchi. We had many conversations about life in Korean households and education. Upon leaving, we were given Korean seaweed and Korean rice cake sweets as souvenirs, which made us feel the warmth of their hospitality.

<Japan-Korea Teacher Dialogue>

I had ample time to talk with teachers from Japan and Korea. I was deeply moved by the Korean teachers' proactive desire for exchange and their friendly and enthusiastic attitude toward Japan. I am confident that Japan and Korea will continue to cooperate and build friendly relations in the future. I aim to actively promote exchange between children from both countries by serving as a bridge between teachers.

Follow-up

<Report Meeting>

Report meeting for teachers: September 9 (Tue) 16:00-16:15 (on-site OJT)

Report meeting for students: Slide presentation in September class

<Posting>

Training photos and video QR codes posted in front of 3rd grade classroom hallway

<Class>

Exchange learning between Japan and South Korea using videos and Padlet.

Date and time: Once a month (first session held in July, second session to be held in September)

Target audience: Japan (3rd grade elementary school students), South Korea (5th grade elementary school students)

Content: Favorite anime/manga, favorite foods, current trends, school life.

We will engage in enjoyable exchanges with the aim of promoting friendship and peace between South Korea and Japan.

Reflection on Activities

- ▶ **① School Visits (Samsung Girls' School & Pomok Elementary School)**
Samsung Girls' School envisions itself as a "cradle of truthful, honest, and creative individuals," and manages its school operations based on keywords such as moral character, health, the future, the world, and creativity. Many students choose Japanese as their second foreign language, engaging in international exchange and inquiry-based learning related to local culture, traditions, arts, and Japanese sweets making, among other activities.
- ▶ Pomok Elementary School's vision is "Children of Jeju who explore themselves and together contribute to a better world." It is a Jeju-style autonomous school (IB school) that emphasizes a curriculum focused on inquiry-based lessons and assessment, strengthening human character education, preparing students for the future, creating a safe and healthy school environment, and fostering coexistence with the local community.
- ▶ **② Korean Teacher Exchange**
During the Japan-Korea Teacher Dialogue Forum, teachers from various school types in Korea met and exchanged action plans and activities at their respective schools. They also shared contact information, which facilitated follow-up after returning home. The encounter with teachers who can serve as "bridges" for student exchanges between Japan and Korea is a valuable asset, and they aim to continue sustainable exchanges in the future.
- ▶ **③ Visits to Cultural Facilities and Korean Cultural Experiences**
Visiting Jeju 4.3 Peace Memorial Museum and Haenyeo Museum allowed us to directly experience the history of Jeju Island. It also deepened our understanding of Korea's commitment to "peace" rooted in accurate historical recognition and altruism (considering others' perspectives). During home visits, we experienced Korean home cooking, heard stories from local families, and learned about Jeju Island, which further increased our affection for Korea.

Action Plan ② Conducting Various Reports - "Discover Jeju"

- ▶ **① Realization of Japan-Korea International Exchange (Samsung Girls' School, Pomok Elementary School, Mandae Elementary School)**
Re-establishment of international exchange with Hakodate Shirayuri Gakuen in Hokkaido, in collaboration with Samsung Girls' School (ongoing until 2023).
We are exploring ways to rebuild inter-school exchanges as a liaison between the research departments of Samsung Girls' School and Hakodate Shirayuri Gakuen. With the approval of the principal of Samsung, we are considering specific exchange activities with Japanese language teachers.
Shirayuri Gakuen has a "Will B Program" for 3rd-year students called the "Korean Culture Selection Course," which has a track record of online exchanges.
Supported by the Korea UNESCO National Committee Headquarters and the Network Project Office, we aim to reconstruct this project.
- ▶ **Exchange with Pomok Elementary School (4th graders, 14 students) in Sogippo City**
Initially planned as pen-pal exchanges with Korean children in a cultural class, but due to a change in staff, this shifted to a Japan-Korea exchange involving our school and the local community school district.
This will also serve as a bridge for international exchange through our "Sports & Culture Club" (for students in grades 4-6) and with other small schools.
- ▶ **Exchange with Mandae Elementary School (5th graders, 15 students) in Wanju City**
Currently ongoing at the classroom teacher level, with three phases:
 - ▶ **First Contact** (video exchanges to meet and share interests like favorite anime and snacks, scheduled for August 26)
 - ▶ **Second Impact** (pen-pal correspondence, gift exchanges, questions, and traditional games through videos)
 - ▶ **Third Ascension** (collaborative action plans focusing on "environment" and "food"—including rice—through dialogue and inquiry involving Korea, Japan, and Thailand)
- ▶ **② Implementation of Various Reports: "Discover Jeju"**
Organizing report sessions on the lifestyle, culture, food, nature, history, and education of Jeju Island, categorized into people, places (facilities), and events. These sessions will be held at various related organizations such as city and town principals' meetings, vice-principals' meetings, international understanding education research groups, and circles.

Reflection

① School Visit

this program, we conducted classes on Japanese culture at high schools and elementary schools. While there were many points that overlapped with Japanese schools, the differences were felt more prominently. First of all, I was impressed by the positive attitude of the students toward learning and their active participation. The level of proficiency in foreign languages was particularly remarkable. Jeju Island probably attracts many foreign visitors as a tourist destination. Perhaps because of this, they seemed to study with a sense of necessity. Above all, I was impressed by the conscious effort to cultivate a sense of contribution to society and the many opportunities the school provides in accordance with that. Next, what left a strong impression on me was the collaboration between the school and the community. I had the opportunity to visit a household in Jeju during a home visit. I heard that the head of the institution is taking the lead in actively fostering relationships with families. I felt that the vitality in making the school a more comfortable place based on family advice and providing more opportunities for children to excel was on a different level compared to Japan. I would like to continue exploring these methods and theories in Korea.

② Heritage Visits and Facility Tours Experiencing

the rich nature of Jeju was moving, and it strongly conveyed the awareness to preserve and maintain these elements. During the facility tours, we observed the use of AI for career counseling and VR for vocational experiences to provide children with high-quality educational opportunities. Additionally, at the 4.3 Peace Memorial Hall and the ama (female diver) Museum, efforts were made to detail past events, encourage reflection on the present, and convey lessons for the future.

③Dialogue

We were able to have various conversations involving both countries. After returning home, we talked about how to continue our exchanges, the situation in schools, the condition of the children, and even the daily complaints about school. I strongly felt that even in a VUCA world, the foundation of education remains the same, and it is crucial to have an attitude of cooperation that transcends national borders.

The Action Plan

① Report on Activities in South Korea

Convey the similarities and differences of Korean culture and education to the students, parents, and faculty at the school to promote mutual understanding.

② Online Exchange with the School

Engage in simple exchanges with the school's students, such as introducing each other's cultures and daily lives, to foster international understanding.

③ Communication through Letters

Use paper media and ICT devices to introduce our daily lives, such as the places we play and the usual shopping spots, as well as share concerns about our daily school life to facilitate communication.