



# Action Plan

Invitation Programme  
for Japanese Teachers

Group A



Education is the driving force that connects various policies.



A school that had been closed down was reborn as a local library. Republic of Korea, where the birthrate is declining at a rapid pace, is making various efforts to give local areas their own unique characteristics. This is also an issue that Japan cannot avoid. Rather than waiting for government policy, we wanted to incorporate the idea that education can be the driving force behind policy into the foundation of future educational activities.

There are no instruction manuals in the field.  
How can we make use of World Heritage sites in the classroom?



I felt that teachers have a big role to play in overcoming the conflicts and aversion between cultures in our increasingly diverse world.

By providing heritage education in collaboration with the local community, we can help children to become aware of the coexistence of various values within a single heritage. There is no single correct interpretation. If there are problems with interpretation, we should be aware that this is a problem with education.

We are planning to invite teachers from the Republic of Korea to our school in January 2025. We would be happy to be able to share a little about how our school is working as a 'team' to address the various issues surrounding children, and to raise the children working together with the local community and families.

We're looking forward to seeing you!





# 2024 South Korea Report <Part 1>.

## Introduction to the students in my school!

◇ Public library ◇ School lunch ◇ Classes





# Japanese culture 'Tobikiyari (Tobikiyari in Edo)'. Korean high school students also sang together!

The first part of  
'Manazuru'.  
(Proverb  
"The Crane's  
Voice")

Meaning of the  
lyrics

"Guys,  
Let's do it!"



"Oh,  
Let's do it!  
Let's do it!!"



hands clapping



## <Future plans>

- the second in-school workshop: sharing the experience of meeting Korean high school students again in Tokyo at the end of July.
- In the future: singing 'Edo no Tobikiyaki' together with Japanese and Korean students to unite their feelings.
- Covering the Komagome Tensojinja Shinto shrine's Shinko Matsuri festival in September!
- Planning to visit Busan again in December!
- Playing the role of modern-day Korean envoys from the field of education, transmitting message by Korean and Japanese teachers



# FOR THE FUTURE OF STUDENTS IN BOTH COUNTRIES!

- a: I was able to create a single work of art with Korean high school students and exchange ideas with them. There is no more valuable experience than this.
- b: Implement a study trip to South Korea once a year  
More than half of the study tour itinerary will be allocated to 'student-to-student exchanges'.
- c: (i) Monthly Korean language courses (ii) Online exchanges once a semester  
(iii) Implement an annual study tour to South Korea







## Expanding exchanges between South Korea and Japan

[Memorable experiences and activities during this stay in South Korea].

### (i) Home visits.

The most memorable activity during this stay in South Korea was the home visit. After the exchange at Chilwon High School, two or three Japanese teachers and staff visit the homes of Korean teachers and students as a group and have dinner together, discussing the culture and lifestyle of the two countries and promoting friendship. It was really good to be able to visit ordinary Korean families and learn about daily life in South Korea. The programme was so full of activities that we didn't have much time to talk with the staff and students when we visited each place, so it was valuable that we could talk for about three hours about a wide range of topics such as university entrance exams, music, drama and daily life. It is easy to visit South Korea for sightseeing, but difficult to visit actual homes. I thought that doing more home visits as part of Japan-South Korea exchanges would lead to friendship between the two countries.

### (ii) Cultural lessons at Chilwong High School.

At Chilwon High School, which we visited, Japanese teachers and staff gave a 50-minute lesson on Japanese culture to five students in each class. In my class, we taught about Tanabata (Star Festival), origami, Bon Odori (Bon dance), and Japanese musical instruments. Since I teach taiko in the taiko clubs of two Meguro elementary schools, I brought the taiko drums, clappers, and chanchiki used by my club. After explaining Bon Odori and the instruments, I played Tokyo Ondo with all the students. To ensure that all the students could play, they took turns after each phrase, so everyone could take part in the performance. Surprisingly, traditional Japanese instruments were largely unfamiliar. Since South Korea also has traditional instruments and uses them in classes and at events, I hoped that in the future, we could interact through the playing of traditional instruments.

### (iii) Free discussion with high school students at Chilwon High School

(sharing of case studies of student activities in local problem-solving projects and Q&A session)

At Chilwon High School, which we visited, a Japanese teacher was assigned to a group of five or six students for discussions on a local problem-solving project. The theme of my group was local river pollution. The students explained that they had marched in the streets to raise awareness of the issue, so I responded by raising my own concerns (such as the law, competent authorities, and requests for information disclosure), and we exchanged opinions. It was a valuable experience talking directly with the students for 40 minutes using translation apps and English. Many students in South Korea are more proactive on environmental issues than in Japan, and I felt that Japan could learn a lot from them. In addition, many of the students were interested in Japan (anime, J-pop, Japanese cities such as Shibuya, etc.) while we chatted, and I thought there was a high level of cultural closeness between Japan and South Korea



At the Korean Envoys of Correspondence History Museum.



School lunch at Chilwong High School



At the home visit (the leftmost)



In cultural class (introducing and playing Japanese instruments together).





Children of Oedo Haramachi Taiko (promoting exchange of traditional instruments).



Traditional Korean musical instruments (at schools visited).

Specific future initiatives for Japan-South Korea exchanges.

(1) Japan-South Korea exchange of traditional musical instruments

The Korean schools also play Korean traditional instruments at the festival, so information on traditional instruments in Japan and South Korea will be exchanged and exchanges deepened.

Send videos and photos of the performances of the taiko drumming clubs (Oedo Haramachi Taiko and Oedo Karasumori Taiko) at the two Meguro primary schools where I teach.

Ask to send videos/photos of performances of traditional instruments at Chilwon High School, Miju Primary School and Sijeong Primary School to show to the children in the Japanese drumming club to stimulate their interest in traditional Korean instruments.

In the course of mutual interest through traditional instruments, both sides exchange what they want to know about each other's school and general life through Instagram, YouTube, etc.

There is also a Korean traditional percussion instrument (janggu) school in Tokyo, I will learn the janggu themselves and deepen their understanding of this traditional Korean instrument.

(ii) Exchange at the Japan-South Korea Exchange Club.

In the Japan-South Korea exchange clubs at the school where I work, I will teach and study about South Korea together with the children. The interests in South Korea of the children will grow and the exchange between the students from Japan and South Korea will be deepened.

(iii) Continued exchange with home-visited families (mainly via KakaoTalk).

(iv) Continued exchange with Korean people who have become acquainted with each other (mainly via e-mail and LINE).

(Korean National Commission for UNESCO, Korean Ministry of Education and Korean Teachers)

(v) Own actions to promote exchange between Japan and South Korea.

Attend a language school so that you can interact in Korean (overcoming language barriers).

6) Introduction of South Korea within Meguro Ward.

The programme will be presented to teachers and pupils at several primary schools and educational institutions in Meguro Ward, to increase their understanding of and interest in South Korea.





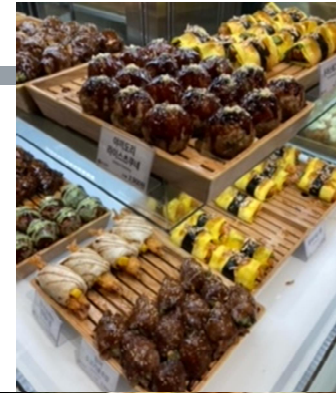
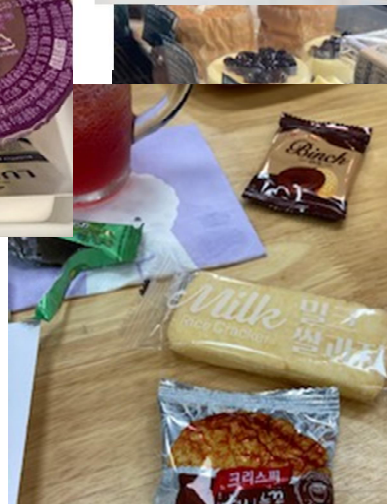
## IMPRESSIONS

# 1 FOOD

# 2 PEOPLE

# 3 EVERYTHING ELSE

I knew very little about South Korea. I wanted to know, so I applied for this programme. Now I am much more interested and concerned about South Korea than before. In my daily life, I have become more aware of news related to South Korea. In addition, I think I am more open-minded about the claims of South Korea than I used to be.







## WHAT WE WANT TO DO IN THE FUTURE

### 1 SHARE WITH STUDENTS

- 1) PRESENT AT GRADE LEVEL ASSEMBLIES
- 2) PRESENT IN CLASS
- 3) PRESENTATIONS AT UNESCO CLUB

◆ VARIOUS SIMILARITIES WITH MY SCHOOL AND LOCAL COMMUNITY

◆ LEARN ABOUT THE HISTORY OF EXCHANGE BETWEEN JAPAN AND SOUTH KOREA AND THINK ABOUT PEACE

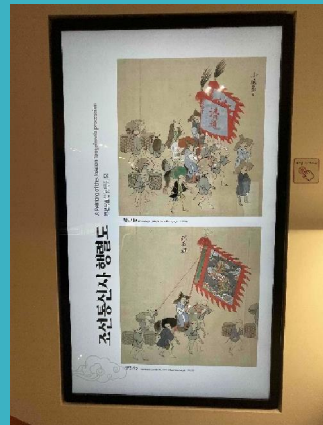
### 2 EXCHANGES

- (1) CONTINUE EXCHANGES WITH PEOPLE I HAVE MET.
- 2) ACTIVITIES TO DEEPEN UNDERSTANDING WITH STUDENTS IN THE UNESCO CLUB AND MAKE A PRESENTATION AT THE CULTURAL PERFORMANCE (CULTURAL FESTIVAL)





# Joseon Tongsinsa History Museum



The Joseon Tongsinsa is diplomatic missions sent from Korean Peninsula to Japan from the Muromachi period to the Edo period. My visit to South Korea has very similar aspects in terms of mutual cultural exchange. Joseon Tongsinsa is suitable for understanding not only history but also multiculturalism.

## Future initiatives Grade 6. Social Studies "Japan and us in the world".

### Sub-unit: Countries with close ties to Japan (South Korea)

- Considering that South Korea and Japan have been engaging in cultural exchange since the Muromachi period, this will be an opportunity to think about our mutual cultures in the present day.
- Introduce photos from South Korea and scenes from schools to help students notice the differences compared to Japan.
- Think about what aspects of our culture we would like to share.
- Aim to use English to introduce aspects of our culture to Korean elementary school students.
- Refer to materials such as the "Joseon Tongsinsa Hyogo-tsu Landing Lodging Map" which is in the collection of Kobe City Museum.



## Specific processes

- From 6<sup>th</sup> grade history studies, keep studying the relationship with South Korea
- Prepare photos of Korean homes and schools, photos of Joseon Tongsinsa
- Coordinate with Korean schools and students for possible exchanges





## Experiences and impressive activities gained during the stay in South Korea



cultural  
exchange



Inquiry discussion and  
dialogue with students



Home visits and  
Korean home  
cooking experience



Newly gained Japanese and Korean  
colleagues.



Chatting with Korean  
teachers at Real  
Samgyeopsal.

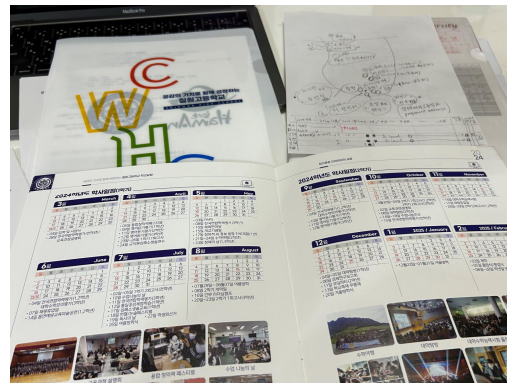
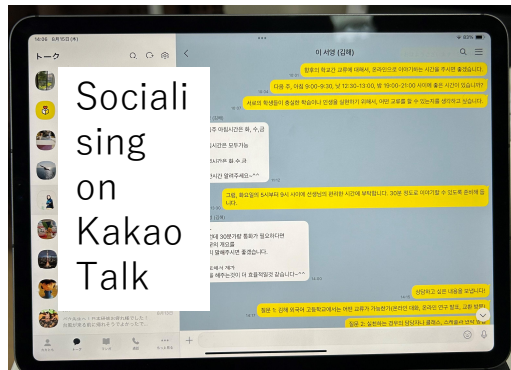
Learning about World  
Heritage Sites



# action plan

## plan

1. Conduct follow-up exchanges with teachers I have met in South Korea to explore feasible forms of exchange.
2. Maintain a network with teachers in Japan, report on future activities and plan for possible collaborations if possible
3. Plan and organise full-scale and continued preparations for Korean exchanges in my school. Consider target classes and grades.



## Specific actions and results

1. Exchanged with Korean teachers via translation apps, English or Japanese and got to know each other. Having discussed feasible forms of exchange, I am planning hybrid and face-to-face exchanges from September 2024 and March 2025 respectively.

2. Exchanged information on subsequent initiatives and post-programme through SNS.

Possible collaborative projects and forms of implementation (online and offline exchanges and visiting exchanges with South Korea) are in the process of discussion.

3. Made plans for securing international exchange time, joint exploration activities and setting up of international exchange club. The feasibility of face-to-face exchanges will be explored in the future (budget, timing, HS, etc.).

←Comparison of annual events with the schoolbrochure of the school which my school will interact with

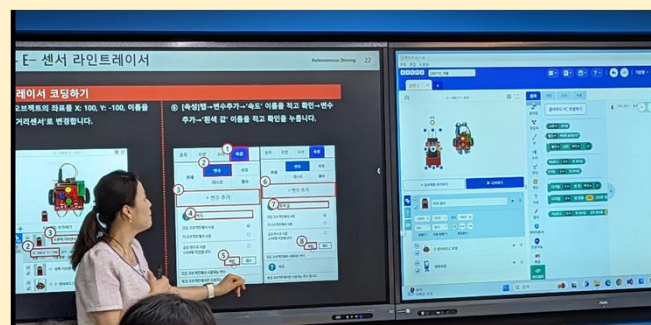




# Impressive experiences and activities during stay in South Korea

The most impressive experience was class observation etc at Chilwong High School. Not only were the facilities and equipment up-to-date, but both general and special needs students were learning in a way that suited them. Every single student is lively and lovely!! ✨

The students responded well and were very cooperative in classes where we introduced Japanese culture directly in front of Korean students. It was very helpful that they always responded. Preparing for classes with teachers they had never met before was a challenge, but also gave me a sense of achievement.



# Future initiatives and processes

🔗 Sharing of gained experiences in different situations.

I would like to cooperate on request, not only in the schools where I work, but also in other schools and in UNESCO and governmental institutions.

🎵 Interaction with Japanese and Korean schools.

Middle and high school students in both countries tend to admire each other's culture (e.g. anime, music). Would it be possible to actually live in each other's country for a few months through short-term study abroad and learn while working part-time? Some schools offer short-term study abroad programmes, and if this were possible at our school, students would have more experience. When we visited Happy Village School, Changwon Art School and Changwon Free School, we heard that the number of students was decreasing and wondered if it would be possible to solve this problem by accepting international students.







## *a. Visit to Milju Primary School*

The schools' educational objectives are “cooperation”, “challenge” and “happiness”. There are a full range of grade-specific **project-based learning** to develop problem-solving skills and exploratory activities such as **ecological transformation education**. The school has a clear image of the students they want to nurture and a high level of educational awareness was observed.

Keeping in mind that “**School is a happy and warm place**”, the school places importance on playing. By setting a ‘**playing time**’, children were playing and studying at their own pace.

I found attractive that education to increase the experience of **success**. **Reforms to the playground** was interesting.

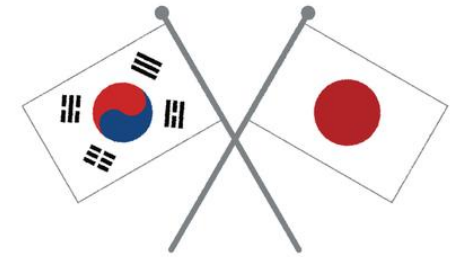
Educational environment, including facilities and equipment for different forms of class is equipped as the government is generous to invest in the education **together with free tuition fee**.



*b. Exploratory lessons on Korean culture.*



*c. Specific processes.*



STEP 1. Using time for integrated enquiry

STEP 2. The first step is to get to know our country, Japan.

STEP 3. Conduct research and study on Korean culture  
→ Share with students what I have learned from this programme

STEP 4. Have them compare Japanese and Korean culture.  
→ Online exchange with high school students in South Korea.

STEP 5. Connect to cross-cultural understanding



## Record of visits and lessons learnt.



Science lessons using VR (high school).  
Schoolyard (primary school) built in cooperation with the administration.

The environment is designed for children to enjoy learning.



Thanks to the family who warmly welcomed us  
Exchange on a wide range of topics, from studies to military service.



Gymnasium was innovated into local libraries.  
Creating spaces with ingenuity.

Learn about the people, culture, education and history of South Korea → Feel familiar / different from Japan  
⇒ Look at our current situation and think: **"How can we build better schools?"**

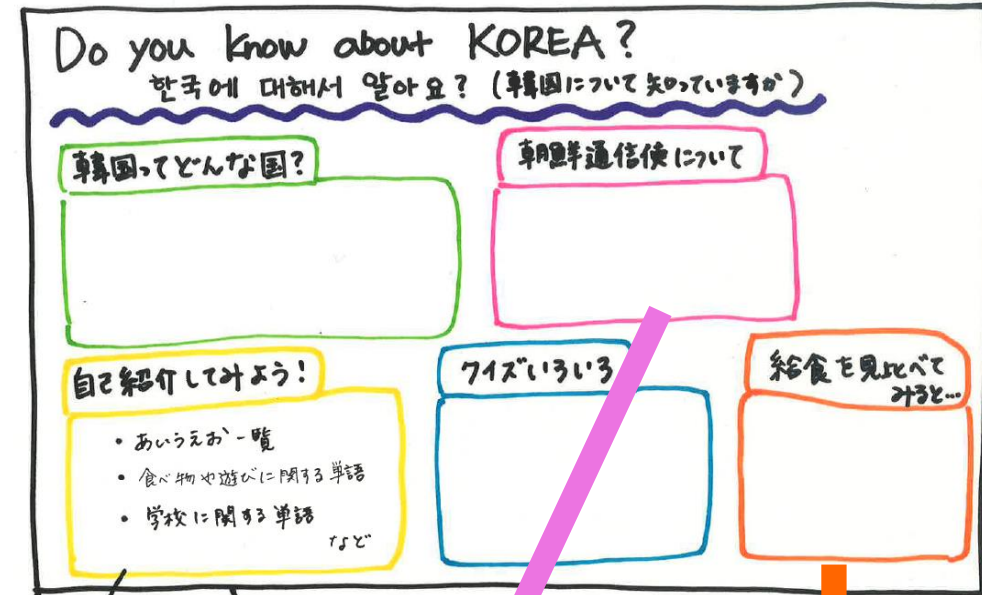


# Future initiatives

- ◆ For teachers and staff ... report in my school, etc.
  - Korean education, similarities with Japan, challenges, etc.
- ◆ For students
  - Prepare a noticeboard: see the right (to be displayed in the corridor)
  - Conducting a class to introduce South Korea.

**encourage teachers and staff to think about 'what they can do'.**

**encourage pupils to get interested in South Korea (different cultures).**



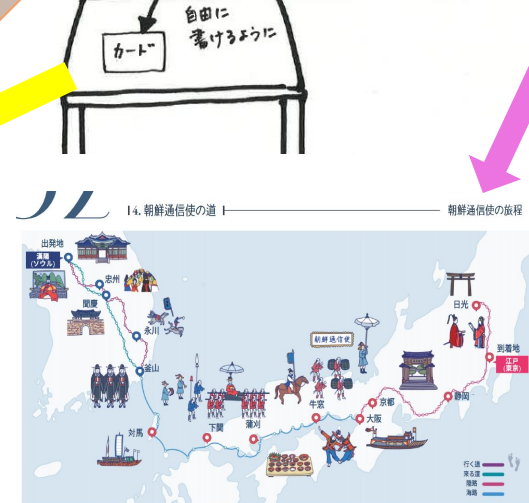
한국語で自己紹介してみよう!  
自分の名前・好きな教科を書いて、友だちと読んでみてね!

こんにちは。私は ○○ です。

안녕하세요. 저는 \_\_\_\_\_ 입니다.  
안니ョン하세요. 초요맨 이니디

○○(教科)が好きです。

\_\_\_\_\_ 좋아해요.  
초요맨









- a.
  - (i) Problem-solving classes at Chirwon High School.
  - (ii) Approaches to solving global issues using local areas such as the Upo Wetlands as teaching materials.

- b.
  - (1) Planning integrated inquiry based activities based on lessons at Chirwon High School.
  - (ii) Holding a Pink T-shirt day

C.

b-①

Become a member of the Integrated Inquiry based learning Committee → Propose content → Implement in my school

→ Share results and content with some schools, such as Chirwon High School in South Korea and other countries in Asia.

b-②

Tie-up with several divisions for Human Rights Week in December this year → Share with friendship schools and Chirwon High School in South Korea and other Asian countries.





# Memorable experiences and activities

## Cultural class [Milju Elementary School]

- Implemented Japanese culture classe for grade 2.
- Enjoyed playing ayatori, koma, menko, kendama, oedama, and newspaper rock-paper-scissors together.



- © Enjoyed interacting in situations while there was a language barrier
- © I was able to learn (and teach) about culture through play
- © Children's smiles are common in all countries!

## Samgyeopsal incident!

About 90 teachers from Japan and South Korea went out for samgyeopsal, a Korean dish as an exchange dinner!

After a short while of grilling, smoke spread throughout the room and the fire alarm swent off!

We evacuated temporarily with aprons on, then we enjoyed a delicious meal.



- © Unexpected petit happenings became unforgettable memories with laughter ...



# Future initiatives

## **In-school training [Teahers and staff]**

Presentation session at summer training

Report on what I felt and learnt about each visited institution, food, culture, etc.



Some of the post-training feedback

- I thought it was important to look at and get to know other countries as well as my own.
- I was able to learn about South Korea in an enjoyable way, as I was able to find out about the home and school situations that I couldn't see on TV.

## **Cross-cultural understanding classes [pupils/students]**

Cross-cultural lessons are being planned for all grades.

Elementary 1<sup>st</sup> to 4<sup>th</sup> grade (lower and middle grades)

The aim is to find out more about the country outside of Japan, including the situation of elementary school children and schools.

Elementary 5<sup>th</sup> – Junior High 3<sup>rd</sup> grade (upper secondary and junior high school students)

Under the theme of ‘peace’, the aim is to understand non-Japanese cultures, to find differences and similarities with Japanese cultures, and to develop respect and interest as something they can do.



# Joseon Tongsinsa History Museum



## Memory of the World

This was inscribed to restore broken diplomatic relations, peace-building and cultural exchanges after invasions to Korean Peninsula by Toyotomi Hideyoshi.

←  
**Story**

Perspectives from the South Korean side



The most disastrous Imjin War in Korean history  
Ear mounds, nose mounds, etc.

↓  
**A proper understanding  
As a subject of study.**



## Subject for peace studies, international exchange and international understanding

- the perspective of looking at history from the mutual standpoint of Japan and South Korea.

After a tragic history, peace between the two countries was established.

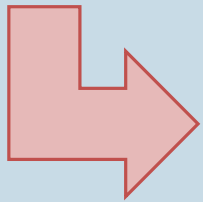
- Joint application by Japan and South Korea to the Memory of the World List.
- Documents, related places and related events remaining in various regions.



# Joseon Tongsin as a central part of message

## In-school training

- By deepening our understanding of history, including stories, we can transform our view of teaching materials in history learning, which in turn will transform our view of teaching. It promotes change and improves the quality of teaching.
- Acquiring a new perspective that is not only “peace learning = atomic bombs” as a subject for integrated learning. Also, dealing with the subject in the actual integrated study, it is important to use the materials, related places and related events that remain in various regions of Japan and South Korea as a starting point. It can be a catalyst for international understanding and exchange through interaction with the local community and by looking at things from a mutual perspective.
- It is also a reminder to look at other subjects from multiple perspectives.
- Improving the quality of teachers by actually seeing, experiencing and disseminating, It also helps to increase interest in UNESCO activities.



**Scheduled to take place in August.  
And if more opportunities arise.**





## 2024 Invitational programme for Japanese teachers

### What did I gain from the programme?

#### 1. learning through experience

Valuable learning in face to face because we can be connected online



#### 2. many encounters

Meeting wonderful teachers  
Encountering new myself



### What I want to try in the future!

- Share this experience with my colleagues and students
- Communicate Japanese culture (especially literature) to people abroad  
Thinking up lessons and putting them into practice
- improve my communication skills  
(humour, input on what I want to say, improve language skills)



Created on 8 November 2024.



# Creating a sustainable school

- with reference to two case studies from the programme in South Korea -

(i) What impressed me during this training

=> Implementation of advanced measures on environmental education.

## ● Conversion of grounds into green areas and biotopes

At Milju Primary School, the traditional sandy ground is replaced by grass, trees and watering space.

The schoolyard has not only children's playground, but also the role of a 'biotope' where insects and other organisms live together.



View of the schoolyard at Milju Primary School.

## ● Enriching opportunities to learn about environmental protection

In Gyeongsangnam-do Province, which we visited, the Office of Education has taken the lead in developing the environmental study at the Upo Wetland, a Ramsar wetland.

In addition, the Office of Education does not just organise the programme, but it appeared to train the instructors to enhance the programme.



Image left: the Upo Marsh.  
Image right: view of the museum in Upo Marsh.



# Creating a sustainable school

- with reference to two case studies from the programme in South Korea -

(ii) Practice and plan in the school I belong

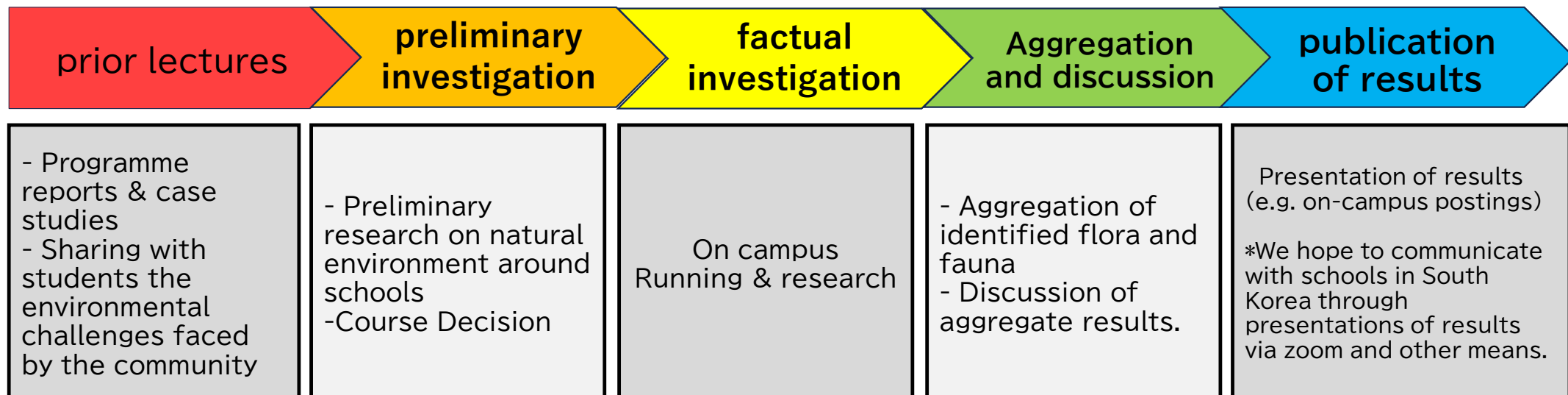
- **Environmental education in the surrounding environment of the school location.**

The school is located on a university campus and, despite being in the city, is surrounded by nature, including ponds and forests. As a result, waterbirds and other wildlife can be seen on the school grounds. However, the environment around the school location is expected to change due to factors such as population growth and climate change. Therefore, we would like to practise environmental education under the question: 'What should we do to make the school and the surrounding environment sustainable?'

- **Physical education x environmental education** - Proactive long-distance running, which tends to be passive -

In order to solve the above questions, the prerequisite is to understand the actual situation of the surrounding environment. Therefore, we would like to practise 'long-distance running' during PE, which also serves as a survey of the actual conditions of the school's surrounding environment. Long-distance running is one of the most difficult physical education units in our school to get students to take initiative, so we hope that by including an element of environmental education, we will be able to get students to take initiative.

## Action Plan.





a. Memorable experiences and activities during stay in South Korea

- Visit to the Joseon Tongsinsa History Museum (as I had no knowledge of it at all), books on World Heritage Sites.

b. Specific initiatives to start in the future and plan to do

- On Monday 26 August, an online exchange will take place with students from Nonsan High School. Before that, I will give an introductory lecture to our students on what I have learnt about South Korea today from my participation in this programme (Korean café culture, the amount of study high school students do, how the students are doing) to give a boost to the exchange.
- Share the experience in the training for teachers of the Chiba Prefecture High School Teachers' Research Association ESD Subcommittee in November
- Consider group work on 'World Heritage Sites' at the student workshop held by the Chiba Prefecture High School Teachers' Research Association's ESD Committee in the following year.
- Incorporate the history of oriental art in art classes, where South Korea and Japan are connected.
- Keep in touch with the students from Chirwon High School personally, where I visited their home.

c. Specific processes, necessary actions and initiatives towards 'b'.

- Report and plan to the teachers in administrative position, preparing documents, studying Korean (and trying to do better in Hangul!)











## What I can do for a sustainable future (=peace)

- **Lessons on peace with students based on my experiences from the Programme (November)**
- **Interaction with the families I visited**  
Visit them again as well as social networking exchanges.
- **Interaction and exchange information with teachers from all over the country**
- **Self study on Korean politics, culture and language.**  
Newspaper + further study on the 'Joseon Tongsinsa'.
- **Share my own experiences and learning with my students**

Learn about each other's life and customs and become aware of one's own ignorance and prejudices







# Memorable activities and experiences



## **(i) Stories of people met at various facilities.**

We visited various places this time, including high schools, primary schools, libraries and nature reserves. The stories we heard everywhere we visited left a very strong impression. The school that gets a budget from the government but discusses how to spend it and decides to focus on developing global citizens, enhancing exploration and hands-on activities, and implementing classes that incorporate cutting-edge technology, from VR to AI. A school that went from being 'hated by the local community' to being 'the heart of the community' with smiling children after discussions with a few teachers and parents. We were of course overwhelmed by the beauty of the facilities and the initiatives, but we also learnt a lot from the people we met there who, like us, continue to struggle every day to provide a better education, and were moved by their stories based on their own experiences, which gave us the energy to start working hard again tomorrow.

## **(ii) South Korea's high language skills of English**

An exchange programme had been running between our school students and Korean students for two years prior to my participation in the programme. During the exchange programme, our students were surprised by the Korean students' high level of English and presentation skills, which was very stimulating for our students. We wondered why they had such good English language skills. During this home visit, we visited the home of a junior high school English teacher and heard more details from her and her daughter. I learnt a lot about how they live, what kind of lessons they think about, practice and reflect on. I immediately decided to modify my teaching plan and change my teaching style from the second semester.



# Future initiatives

## **(i) Presentation to students (done)**

Immediately after returning home, I gave a presentation on the programme to the students in my own class. The presentation covered the places I visited, the people I met and what I learnt. As many students are interested in South Korea, I received many questions after the presentation.

## **(ii) In-school training presentations (planned for the second semester)**

I will be giving a presentation on what they need to do as schools and teachers in the future in line with the content of the presentation in (1). I think I have received some great tips on school reform practices centred on the playground. Not necessarily the playground, but we are planning with the teachers in administrative position to establish that kind of central place for student activities in the school.

## **(iii) Training presentation in the city and the prefecture (planned for the second semester).**

We have received requests from various boards of education to present the training. We plan to share this learning with teachers from the city and prefecture.

## **(iv) Exchange meetings with Korean schools and building sister schools (planned for the second semester).**

We received a request from a student from one of the schools we visited for an exchange with a student from our school. The students are still discussing this with each other, but we would like to give it shape. We also organised a joint training programme with another school introduced to us by ACCU during the summer, and we plan to organise an exchange between students in the second semester, which will be put into practice in September. Eventually, we are talking about a sister school agreement.



## ✓ **Memorable experiences/activities during the stay in South Korea**

- Observation and exchange of classes and educational activities in South Korea (abroad).
- Exchange and cooperation with the teachers in Japan and South Korea.
- Home visit exchange
- UNESCO initiatives (world heritage, environmental protection)

## ✓ **What do I want to do in the future?**

- Utilize the programme's insights as teaching materials → in high school geography classes
- Comprehensive exploration time → Collaborative exploration research programme with foreign students.
- School trips → inquiry-oriented school trips, not only in Japan but also abroad.
- Become a host of home → for foreign visitors to Japan.





- a. The schoolyard at Milju Elementary School, which is open to the local community, was very impressive. It seems to be a place where local residents can relax on weekends.
- b. I would like to promote the creation of a school environment that is open to the local community.
- c. We should set up days when the school facilities (rose garden, auditorium, etc.) are open to the public, and days when performances by our students can be viewed.





## a. memorable experiences and activities during the stay in South Korea

- **Home visits:** I am currently the homeroom teacher for first-year high school students, so being able to visit the home of students in the same year group was an invaluable experience. Through interaction with students of the same age as the students in my class, I discovered similarities and differences and felt closer to them.

- **Japanese culture class:** I explained to Korean students about the Japanese Tokyo Ondo and Tanabata, and folded origami with them. The students were enthusiastic, which led to lively exchanges in Japanese, English and Korean.

**Interaction with Japanese teachers:** it was a good opportunity to discuss concerns about their own educational activities and to share initiatives in their own schools.

## b. what specific initiatives I would like to start in the future and what specifically want to do and plan to do

- **Online exchange with Korean schools:** real-time cross-cultural exchange in English, Japanese and Korean with students of the same age group to bring them closer to each other and deepen their cultural understanding.

e.g. mutual introduction of traditional culture, what's popular, language exchange

- **The Korean Cultural Experience Trip:** Through school visits and cross-cultural experiences, I would like to provide an opportunities to develop a perspective to see others as individuals rather than as nations, and to broaden the global perspectives.

## c. Specific processes, necessary actions and initiatives towards 'b'.

- **Implementing online exchanges with schools in South Korea:** find schools willing to cooperate, and discuss specific implementation methods and technical support with teachers at the partner schools to make it easier for students from both schools to participate.

- **Cultural experience (visit to South Korea):** find schools that are willing to cooperate and propose the schedule. In addition, create a safe environment for those who wish to participate, and plan not just a trip, but a deep cultural experience, including workshops on traditional crafts and cooking experiences.









# In South Korea

## Cultural class and student roundtables at Chilwon High School, etc.

We introduced a song (shouting) called **Tobikiyari of Edo (Edo period)** in the Japanese cultural class. Thanks to the teachers in the group, I learnt about Japanese culture that I did not know. I have good memories of practising in cooperation with the teachers in the same group. The Korean students enjoyed it very much.

At student roundtables, students participated in discussions about **solving social issues** (how to increase tourism resources).

There were **pleasant gifts** in the Chinese and Japanese classes, and the practical presentations on **ESD education** were very informative.

- **Mirju Primary School, Sea of Wisdom Library, Changwon Art School**

- **World Heritage Sites workshop**

- **Japan-South Korea Teachers' Exchange Meeting**



# My Action Plan in Japan

◎ **We want to brush up our teaching on 'World Heritage Sites'.**

**Current** → Applicants can take the World Heritage Certification Exams & take the World Heritage Quiz in the morning SHR (Geography, History and Civics).

English conversation class - presentation in English about the World Heritage Sites in Japan.

**From now on** → Could we have an exchange with Korean students to think about the World Heritage Sites or to give a presentation about the World Heritage Sites in their own country? Online is also fine.

\*The workshop 'My World Heritage Sites' (think about "personal heritage sites" was also nice.

◎ **Would like to further promote exchanges on school trips to South Korea**

**Last year** → Half-day visit to 'Korean Tourism High School' as part of a school trip

Seminar by Professor Song, Dongguk University, 'Considering the future of Japan-Korea relations'.

**From now on** → Include pre and post exchanges, not just school trip exchanges.





# MY ACTION PLAN

## **(a) Exchanges with Japanese and Korean teachers in Busan**

I have fond memories of talking to the Korean teachers who participated in the Invitation Programme in February and visited Fukushima and Miyagi.

## **(b) Joseon Tongsinsa**

Currently, online exchanges are taking place with two Korean high schools. In the exchange, the students will research and present to each other about the Joseon Tongsinsa from the mutual perspectives of South Korea and Japan.

## **(c) Activities on b.**

- (i) Discuss with the Korean teachers and setting up the presentation**
- (ii) Conduct lectures and fieldwork (to Kiyomi-ji Temple in Shizuoka)**
- (iii) In-school discussion and preparation for the presentation**
- (iv) Present their own research online**

