



US-JAPAN SUMMER CULTURAL EXPERIENCE 2016

POST-PROGRAM REPORT



New York City
Tours



Family
Day



Language and
Elective Classes



Video Production
Workshop



Residential
Life



Cultural
Workshops



2016 Participant Statistics

Total Participants: 57

American Participants: 11 Japanese Participants: 46

Boys: 22 Girls: 35

Ages: 12 through 17

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FROM THE PROGRAM DIRECTOR AND ADMINISTRATIVE ASSISTANT DIRECTOR

Year after year, I am still amazed by the transformation that takes place within our participants. The 2016 US-Japan Summer Cultural Experience was no different, with 57 participants arriving at Keio Academy of New York tired, but nervously excited. Like always, it took a few days for everyone to adjust to living in an unfamiliar place. However, curiosity always wins out, and soon the participants were starting new friendships and learning about different cultures.

As one of our program's goals is cross-cultural communication, we try to give participants as many chances as possible to practice engaging with someone from a different country. One of the first steps was being placed into one of our five language classes. Their language skills were then utilized in a variety of ways: from sharing a room with a person who speaks a different language, and eating together at the cafeteria, to hanging out in the Residence Hall Rotunda. The twelve elective class offerings gave participants a way to engage with each other academically, creatively, and physically. One of my favorite moments was listening to two participants contemplating the difference in color from one language to the other in their journaling class. It was a shared experience over something so small, but will probably be a memory that will stick with them forever. When not taking classes, participants were in the city visiting Japanese companies, watching the Broadway performance of *Wicked*, or shopping at the local mall.

One of the most important parts of our program is the DCTV video production workshop. Participants were taught all about the video making process, from storyboarding, to filming, to editing the final product. Learning to support each other and thinking collaboratively are just some of the skills gained from the DCTV experience. In the end, the videos reflect the combination of American and Japanese language and culture. It is always a proud moment during Family Day, when their shared view of the world is open for everyone to see. It is a glimpse inside a world where cultural appreciation is valued and respected - a glimpse that hopefully will continue to widen because of this program.

Melissa Spooner Program Director

お蔭様でバイリンガル夏期講習@慶應義塾ニューヨーク学院（高等部）今年も無事終了する事ができました。例年事ですが、プログラム初日のチェックインの際、緊張していたり、長旅の疲れで、無口だった参加者が最終日には他の参加者や学生インターンとTシャツのサインしあい、写真を撮り、ハグをしながら別れを惜しんでいました。プログラム最終日、日本へ帰国する生徒の集合時間を空港行きバス出発の1時間前に設定しているのもこのためです。



このレポートには、参加者やその保護者の皆様からいただいたメッセージの一部を紹介させていただいております。また、今年は、11名に学生がインターンとして参加しましたが、その2名の感想もあわせて記載させていただいております。学生インターンは、参加者と比較的年齢が近いので、良い相談役のお兄さんお姉さんでいてくれたようです。

来年は、このサマープログラム開催10回目の記念すべき年となります。1回目から今回まで進化を続けてきたこのプログラム、10年目の節目にふさわしいプログラムを作ろうとすでにアイデアを出し合っています。来年度も是非ご参加ください。

大谷 龍太 Administrative Assistant Director

FROM THE RESIDENTIAL ASSISTANT DIRECTOR

After nearly seven months of planning and preparing for the Summer Program, I still cannot believe it is over! This was my fourth program and my first as the assistant residential director. As I reflect on the fun, yet intense two weeks, I would like to thank my hardworking staff, our wonderful interns, and each participant for sharing a brief, but meaningful time with us at Keio Academy.

One of my main goals as the assistant residential director was to create an environment which facilitated learning, friendships, and fun. I hope we were able to achieve this through our programming during the evening. S'mores night and tie dye night were so much fun; I hope everyone enjoyed participating as much as I did!

Looking forward, I hope everyone keeps in touch. Cherish your new friendships and continue to work hard studying English/Japanese. I hope our paths cross again in the future!

John Reyes
Residential Assistant Director

The residence hall life and activities were a lot of fun. Some activities included making s'mores, playing board games, watching movies and much more. These daily activities were always entertaining. Living together with the other participants was also a great experience. It allowed for a bond between us that is much more than just acquaintances. We all became close friends. The worst part of this camp is leaving at the end of the 2 weeks.
Participant T.H.

2016 Residence Hall Activities

- Icebreakers
- Game Night
- Cookie Decorating
- Icebreakers
- Tie Dye
- Movie Night
- S'mores Night





Advanced ESL

Mr. Edward Consolati

One of the best ways to teach English is through content subjects. For two weeks we emphasized English language skills through current events. Students were very interested in the world around them and in the events that dominate the headlines. Learning about current events such as the election in America, energy issues in Japan and the world, or population trends in China can create and inspire global students while enhancing English skills. Each event was approached in a systematic and methodological way. A core knowledge of basic social studies vocabulary words were cultivated along with a development of general English skills and vocabulary.

During class time, map manipulation was a component of the class, along with a basic understanding of the background and people of each region or area under discussion. In the final few classes students researched their own current event and developed their knowledge and understanding about the subject while then presenting to the rest of the class.

I really enjoyed our two weeks together and was very impressed with every student in the class and their dedication towards improving their English language abilities!

FROM THE LANGUAGE TEACHERS

Beginner JSL Ms. Hayami

It was a wonderful experience for me to teach Japanese to local students. I really enjoyed it. The students had a great interest in Japanese culture. They were interested in Japanese food, music and comedy. There was even a student who is a great fan of Haruki Murakami. They had a strong will to learn Japanese language, too.

I wanted my students to enjoy the difference between Japanese culture and American culture. So I planned lessons to allow them to experience Japanese culture, especially food culture. We tried to use chopsticks, and we made and ate *omusubi*, or rice balls, together. In studying Japanese, I emphasized Japanese pronunciation. We made *kamishibai*, a picture-story show, and practiced a lot how to pronounce Japanese correctly, telling the story many times. They had some difficulty in Japanese intonation, the rise and fall of pitch. We drew pictures of "Omusubi kororin" for the picture-story show. We wrote all of the Hiragana characters and a little kanji.



FROM THE ELECTIVE TEACHERS

Ms. Catherine Khadabux

Magical World of Harry Potter

Students participating in the “Magical World of Harry Potter” elective enjoyed a variety of activities related to the popular book/film series. Each class was structured to mirror courses students may take if they were actually enrolled in the Hogwarts School of Witchcraft and Wizardry. On the first day of class, students took a personality quiz and were sorted into one of the four houses. Then, in small groups, we made our own magical wands. In “Care of Magical Creatures”, the class was divided into small groups where they were responsible for creating and presenting their own magical creatures in both English and Japanese. The Divination Lesson gave students the opportunity to practice their language skills while attempting to determine the future of their group members. One of the most popular lessons was “Quidditch.” After watching clips from the film series, we went outside as a class and played a few games. The last day of class was a “Potions” lesson, where students made their own colored play-doh and played a “Transfigurations” game with it. We also enjoyed Bertie Botts Every Flavor Beans as a class, which was a lot of fun.

Mr. Chad Combs

Comics

We started off our study of comics and comic books by looking at the brief history of drawing and sketching as a means to record experiences and tell stories. The first class assignment was to plot and draw three basic comic strips working with one to three panels. Next, the class worked on the development of characters by exploring the mythology of the superhero. The last lesson emphasized the importance of developing an outline or the mapping of a story, so students can create a story that moves the plot and the reader along with every turn of a page.

As the students worked on their comics, we discussed how they utilize the essentials of formal writing - writing a strong “hook” to grab the reader’s attention, an action packed middle in which their ideas unfold, and a strong conclusion where an important point is made. Each student ended our sessions with a comic book story of their own creation, which I encourage them to continue to work on, write, and develop until we are able to meet again next summer. So on this note, I will close with the traditional comic book cliffhanger ending of, “To be continued...”



2016 Electives:

- Magical World of Harry Potter
- Cultural Communication
- Scrapbook Memories
- It's Science!
- Collage Making
- Friendship Building Through Games
- Pop Culture
- Sports in America
- Public Speaking
- Cheerleading
- Fun with Fans
- Comics



FROM THE ELECTIVE TEACHERS, continued

Ms. Moet Walsh Public Speaking

The students who participated in the Public Speaking class were vivacious and willing to take on challenges. Public speaking was off to a difficult start on the first day. Students were nervous and worried about confronting their biggest fear, speaking in front of their peers. The class was modeled to work in blended groups to motivate and prepare students to discuss various topics each day. Some of the more enjoyable activities that the students participated in were: introduce your group of 4 to a student by creating a made up story, discuss your favorite holiday, describe what your name means or where it came from. Each day had a different model or technique to guide students toward success. As a class we discussed the importance of non-verbal communication. Students were able to detect fear or confidence from the speaker, while gaining knowledge to demonstrate how they should act while speaking. Students worked in various settings: independently, pairs, or small groups to write, edit, and practice their speeches before all presenting to the class. After many classes it was obvious that students were becoming less stressed to talk in front of others. I was pleased with their progress and admire their courage to express themselves in English. Overall, these students came closer to confidently presenting information in front of peers.



VIDEO PRODUCTION WORKSHOP WITH DCTV



Every year, we hold a video production workshop in collaboration with Downtown Community Television Center (DCTV), which has been teaching youth media for over 30 years. Participants work in groups and are taught basic camera techniques, the art of storytelling, and editing. (<http://www.dctvny.org/>)

While most of the workshop took place on campus, the groups also got the opportunity to visit NYC for 1 or 2 days for research and filming.



Participants split up into five groups, each led by an instructor from DCTV. Each group focused on one of three different topics: animation, narrative, or documentary.

This year's project titles:

- Pokémon Love/No Magic in Class
- Tranquility and Peace: Save NYC Community Gardens
- Speed
- Finding Treasures
- Who is Huu?
- Pokémon Go Happy



I went to this program last year and really enjoyed it. Last year I was in the animation group and loved it but I was too shy to make many friends. This year I joined animation again and made friends in my group. I always looked forward to when we had DCTV scheduled. DCTV is a great experience and I would love to participate again if given the chance.
Participant A.O.



Brooklyn に行って撮影して、お昼にハンバーガーを食べてアイスクリームも食べてすごく仲が良くなりました。すごく楽しかったです。色んな角度から撮影して、編集の時につなげるのがすごく勉強になりました。私は役者を演じました。カメラの持ち方が下から支えて持った方が良いのを初めて知りました。最初は細かくテーマを決めてから1シーンずつ振り分けて場面を書いていきました。担当の先生が優しく教えてくれて、楽しくコミュニケーションがとれました。NYの電車の中でも撮影しました。ニューヨーク市の街並みで撮影できたので、日本では同じ映像はつくれないと思いました。

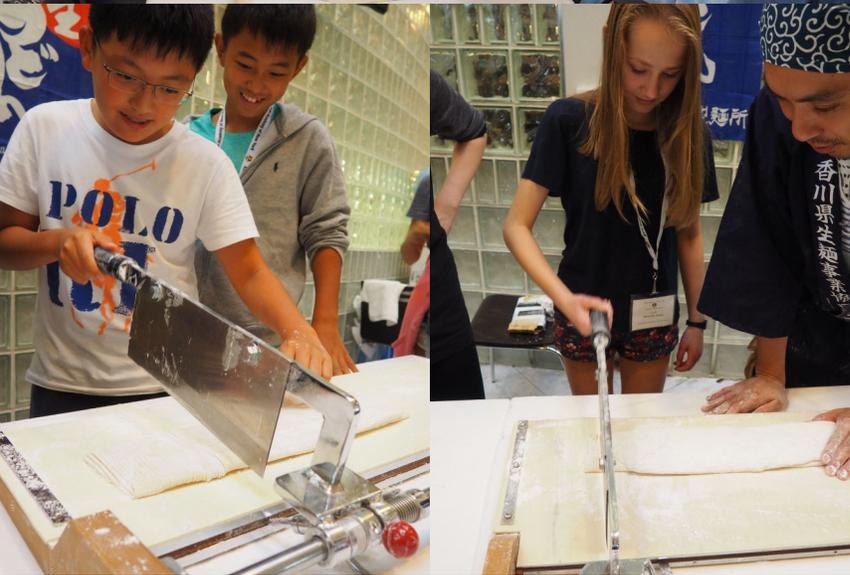
Participant R.F.

SANUKI UDON WORKSHOP

This workshop is consistently one of the highlights of the program. Volunteers from the SANUKI Project visit every year to put on a demonstration and hands-on workshop to teach participants about the making of sanuki udon noodles. During the workshop portion, participants make their own noodles from scratch and then get to enjoy them at lunch.



SANUKI
PROJECT



I thought that the udon project was very fun. It was great for team building and it was very tasty. I liked eating it, it was a great experience.
Participant K.S.



NYC FIELD TRIPS

July 27: Broadway Musical Wicked at Gershwin Theater

このプログラムの中で、初めてニューヨーク市へ行ったのは、ブロードウェイのミュージカルを観に行った時でした。私は、海外のミュージカルを観たことがありませんでした。会場について、人が多くいて、少しわくわくしてきました。そして、ホールの中に入った時にオーケストラピットや舞台を見て、よりわくわくしてきました。ミュージカルの中では、歓声や拍手とともに驚きと感動がありました。ミュージカル終演時には、思わず席を立って大きな拍手を送りました。

Participant A.A.



Many participants were able to visit NYC a second time with their DCTV groups. They continued to work on their video projects, re-recording and researching various topics. Participants also ate lunch in the city, enjoying NYC must-haves like pizza, burgers, and hot dogs.

July 29: Filming, Day 2



July 28: Filming, Day 1

All of the participants went down to the city to film with their DCTV groups. Once they arrived at Grand Central, they dispersed to different areas of the city, depending on their topic. There, the participants delved into their film projects. Documentary groups got the chance to conduct interviews with locals and tourists. Animation and narrative groups were able to get very creative, finding ways to incorporate unique aspects of the city into their films. The trip was a great opportunity to learn more about the culture and history behind the iconic city.



Participants split up into four groups, each visiting a different location for a corporate tour. This year's destinations were: Fujisankei Communications International, Japan Airlines New York Office, Restaurant Nippon, and the Japan National Tourism Organization NY Office.

August 1: Corporate Tours

FROM THE PARTICIPANTS



What I thought about the US-Japan Summer Cultural Experience was that it was one of the best experiences of my life.

What I liked most was DCTV. I liked how my DCTV group became really good friends. Another thing I liked about the program was that we were able to watch Broadway and I thought that it was one of the best experiences because I have always wanted to watch a Broadway show and there are really low chances for someone from Japan to be able to watch a Broadway show.

I honestly thought that the table seatings were a great idea because that way you can meet new people and also people of different genders.

Another reason I liked DCTV was because I thought it was interesting to make a movie and that it takes a lot of time and work to make a movie.

Participant Y.K.



僕は最初にこのサマープログラムに来たときは、どんな友達と会えるかとても不安でした。しかし、皆とてもフレンドリーでインターンの人達も優しく受け入れてくれました。

私たちのDCTVグループは、コミュニティーガーデンに行き、それを運営している人や周辺の人に「コミュニティーガーデンについてどう思っていますか？」とインタビューをしました。

DCTVとは、DCTVの方が各グループについてくださり、カメラの動かし方から動画の作り方まで教えてくれました。もちろんすべて英語です。ですが各グループに日系人、日本語を勉強している人や慶應義塾ニューヨーク学院の卒業生が手伝ってくださって、分からない言葉などを訳してくれ、英語の出来ない僕でも問題なく動画を作れました。

毎日朝に語学クラスがあり、英語又は日本語を2時間くらい勉強します。このクラスは3階段に別れていて、自分の英語力に合ったクラスがテストによって選ばれます。僕は1番下のクラスでしたが、この語学クラスで僕は英語自身がつきました。これをきっかけにもっと英語を勉強しようと思いました。僕の目標だったのは、多くの友達をつくることでした。

私はこの目標を達成できたと思います。

Participant K.T.

FROM THE PARENTS

何ヶ月も前から楽しみだな～楽しみだな～と言い続けていた様子と成田空港で送る出す時の息子の顔を今でも覚えています。直前になりやっぱり全然英語できなくて大丈夫かなと不安を口に出して出発したのは裏腹に毎日FBにアップされる画像を観ると本当に安心し何ですかおかしくなるくらいでした。12歳で参加した息子にとっては全てが新鮮で・楽しく・思い出深い経験だったようで言葉ではなんとも表せないほどのようです。それは帰国後の彼の笑顔や様子でよくわかります。

このような結果を吉紀が得られるということは、9年という年月をかけたプログラムの完成度、各方面からの寛容なるサポート、優秀なスタッフ・インターンの存在などいろいろなことの積み重ねなのだろうと確信いたしました。その上なにより、それを可能にしている学院の揺るぎない存在なのだろうとあらためて心より感謝いたしております。

息子は帰るなり来年も必ず参加したい！と宣言しております。私共はその機会を与えて頂けるとうれしいなあと考えております。そして来年は10周年を迎えられるとお聞きしました。プログラムの更なる進化・成功を家族みんなで心より楽しみにしております。本当にありがとうございました。

Parent of Y.I.

初めて親元から離れて過ごした慶應義塾ニューヨーク学院〔高等部〕での2週間の日々。

滞在中ほとんど彼女から連絡はなかったのですが、数枚だけ写真が送られてきました。

青い空と緑いっぱいの慶應ニューヨーク校の写真、そしてみなで手をつないでとびきりの笑顔でジャンプしている友人たちとの写真…

どれも解放的で若々しいパワーが溢れ出すもので、こちらもワクワクするものばかりでした。

いつも生活しているところを飛び出して、日本各地からの友達、世界各地からの友達、そして慶應ニューヨーク校の先生方、インターンの皆様との時は、彼女の世界を一気に広げ、文化の違いを学んだり、しかし大切な想いを共有することのできる感動を味わえた、かけがえのないこれからの人生の大切な礎となったと感じています。

大切に持ち帰った、みなさんのメッセージがかかっているTシャツをながめながら、多少ホームシックならずニューヨーク校シックにかかっている様子です。

最後成田空港での別れの時、一人一人と抱き合っただけを惜しんでいる姿にジーンときてしまいました。

親ができることは、徐々に少なくなってきています。

これから広い世界に飛び込んでいく娘を親としても見守っていきたいと思わせてくれた、素晴らしい経験でした。

無事に帰路につくことができましたのも、ニューヨーク学院のスタッフの皆様のお陰だと思います。

本当にお世話になりました。ありがとうございました。

Parent of H.T.

My daughter enjoyed the Keio Summer Program very much. She liked the program because of all the interesting classes and all the people that she made great friends with. Both the interns and teachers were very kind as well.

-Parents of K.S.



August 5: Family Day

Families were invited to the campus to participate in a lecture by Mr. Teppei Shiohara (NY-based baseball scout), a campus tour, language class observation, dinner at the campus cafeteria, and the Video Production Premier.

INTERN REFLECTIONS

I've had a wonderful time at Keio Academy's Summer Program. I think it's the people I've met and worked with that have made this experience so great. My fellow interns were all intelligent and fun-loving people whose only goal was to make the experience the best it could be. From planning events, to checking in on students, we were there for each other through all the challenges that come with communicating in two different languages. We would actually stay up late into the night, just so we could spend more time together. And then there were the students. They make this program as great as it is. They have an enthusiasm and willingness to learn that makes being here for them such a joy.

On the first day of the program, we held open gym. All students were welcome to come play sports like basketball, tennis, badminton, etc. At first, only a few students arrived. We gave out equipment and joined games. As I was taking a break from volleyball, I noticed one of the students shooting at a soccer goal by himself. I ran over he let me be goalie. We played this way until a few other students joined in. At this point, I realized I was no longer needed, and stepped out of the game. This was probably the most important skill I learned here at Keio Academy. That helping others learn and have fun sometimes means stepping back from the activity itself, creating space for that fun and allowing the students to learn from their own experiences rather than my telling them what they should do.

-Claudia

One of the reasons why I decided to be an intern was because I wanted to see if I can work well with children and young adults. After helping the instructors in several classes and hosting several residence hall activities, I found that I really like supporting children. My favorite part of the program was bonding and learning new things with the students. Although most of them came from a different age generation and lived in different cultures, I was able to relate and connect with them because they reminded me of what I was like when I was their age. Many of them were shy and hesitant to talk to someone different at first, but that quickly changed when the Keio staff opened up to them and showed that this program is a very friendly, supportive, and safe environment. I am very glad that I shared so many great memories with them and was able to help them become more open to talk, make jokes, play with, and understand people from different cultures. It was a very satisfying feeling when some of the Japanese participants invited me to play badminton or share a meal with them. Although many of us did not have advanced foreign language skills, we were able to communicate with each other on a meaningful level. I not only felt that I made an impact on the students, but also that they made an impact on me. I am even more inspired to learn Japanese and more about Japanese culture. Being an intern at this program was a wonderful experience and I recommend people who are interested to apply and learn something new over the summer.

-Steve





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- Mr. Yosuke Honjo/ITO EN (North America), Inc.
- TTA, Inc.

The Sanuki Udon demonstration was presented by the volunteers of the SANUKI Project.

A special thank you goes out to DCTV Project Manager Jesse Antigua and all of the instructors for continually making the video production workshop such a great a success.

Keio Academy of New York would also like to express its sincere gratitude to the following companies for hosting our participants during their New York City tours:

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2016 Program Team:

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See you next summer!

