

**Final Paper Vol.4**

**Writing a letter to your 15 year-old self**

**Letter to myself.**

**right after transitioning to Tosei. note the confusion you experienced from the difference in SES. 15 years old.**

**More than 1500 words**

**Specify the age of "yourself" that you are writing to.** Pick a particular period of your life. It could be sometime between 12-15 year-old (6th to 9th grade: from the last year of elementary education to the last year of lower secondary education).

**1) How to organize your letter and what to write for each segment**

\*One segment includes more than 1 paragraph. To indicate the end of each segment, you **MUST** include two blank lines (double space) at the end of each segment. In other words, you should include two blank lines (double space) between segments to make it easier to read.

**1st segment:** Describe "yourself" (when you were at the specified age) in terms of family SES, academic ability, future plan(s), and other factors related to your educational trajectory.

**2nd segment:** Tell "yourself" how you have been in terms of education such as which high school/college to attend, the academic field that you major in college, and your future plan(s) that include both short and long term aims.

**3rd segment:** Tell "yourself" what educational choices you made, and what factors influenced your decision(s) by addressing (A) concepts from the word list and (B) factors at the both individual and aggregate levels.

**The last segment:** Giving detailed advice on educational choices to "yourself" (e.g., if you had gone back to the time of "yourself", would you have made different choices?), and writing the concluding remarks to "yourself"

**2) Writing style**

Write this letter in the manner **as if you were really talking to "15 year-old of yourself."** Use words/expressions that junior high school students would easily understand.

### **3) Educational choices that shape your educational trajectory**

e.g.,

- Which high school to attend (apply for)
- Which course(s) to take in high school
- Why taking additional lessons outside schools (e.g., *yobiko* and distant learning services), if any
- Which college to attend (apply for)
- How to spend time in college
- Which foreign country to study
- Which course(s) and seminars to take in college
- Future plans (e.g., a plan right after graduation from college and a long-term career plan)

### **4) Words/concepts to include**

You MUST address your **SES (Socioeconomic status)**. Then, include **more than 3 words/concepts** from the list (List of Sociological Concepts to Analyze “Yourself”).

### **5) Factors at individual and aggregate levels**

Address **more than 3 influential factors** from the following list

*Individual Level:*

Parents/siblings/grandparents/relatives/school teachers/shadow education teachers (e.g., private-tutors, juku teachers)/friends from schools or shadow education institutions/someone in your neighborhoods

*Aggregate Level:*

- School culture /peer pressure: associated with school ranking/school SES
- Juku culture/peer pressure: associated with ability-level/juku SES
- Neighborhood norms: associated with neighborhood SES
- College (department) culture: associated with college ranking/college SES