

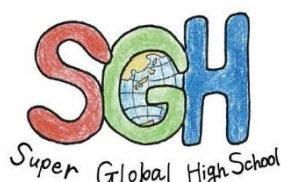


SEIFUNANKAI GAKUEN

Seifu Nankai Senior High School

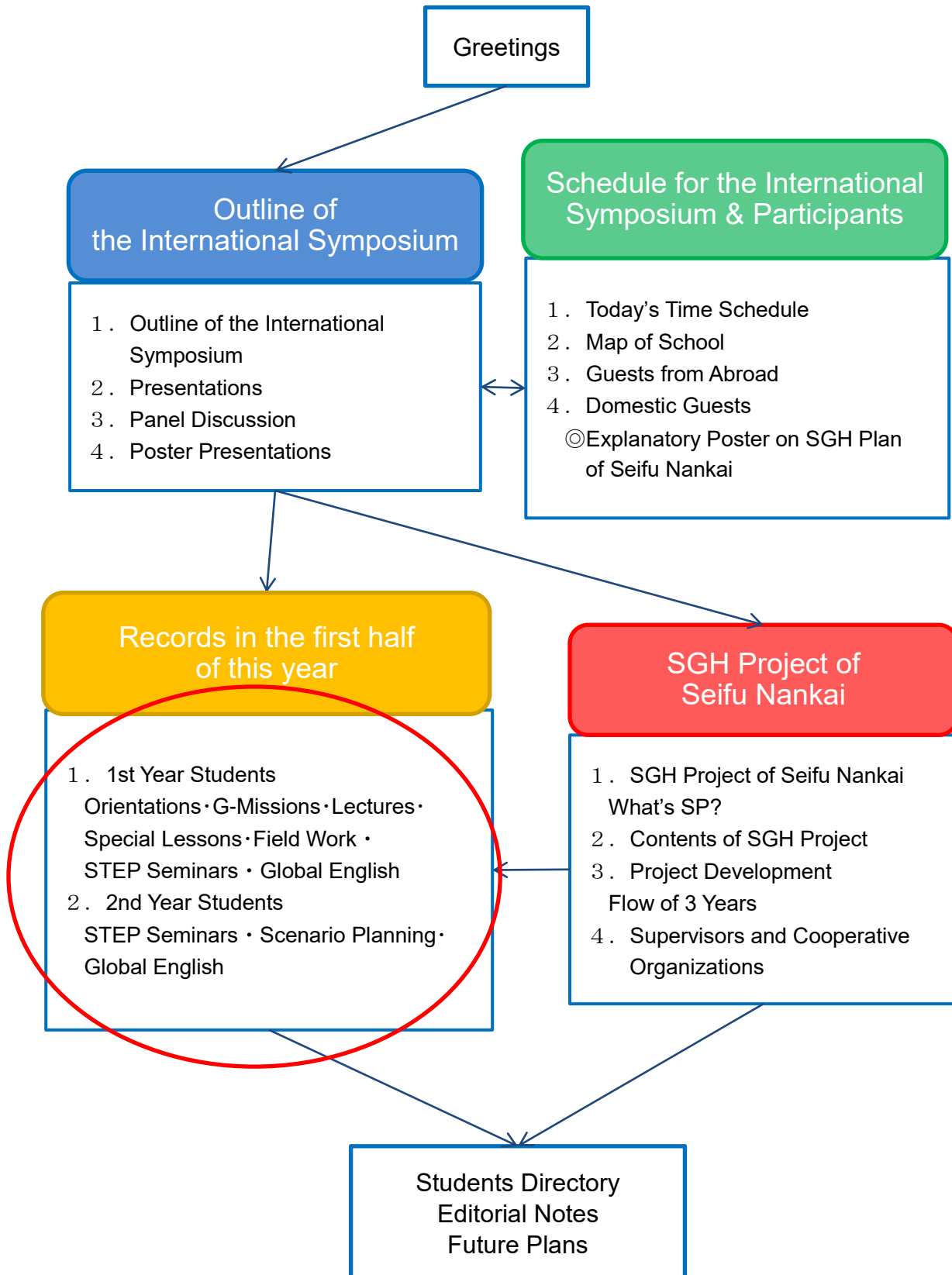
# International Symposium for the Future World

## Chapter IV (English Version)



October 29th, 2016

# Structure of this Booklet



## IV

# Records in the first half of this year

### 1. 1st Year Students

Orientation • G-mission • Special Classes & Sessions • Fieldwork • STEP Seminars • Global English

### 2. 2nd Year Students

STEP Seminars • Scenario Planning • Global English

◎Explanatory Poster on SGH Plan of Seifu Nankai



## 1. 1st Year Students

### ①Orientation・G-mission( 1st year students)

#### 【Significance and Aims】

- To experience the atmosphere of integrated learning time
- To keep in mind that they have their responsibilities as Global Course students.
- To learn several warnings on the use of a personal computer or copyright.
- To learn how to deal with a problem which has no clear answer.

Every student considered “5 articles for having a discussion” and “5 articles for listening to a lecture”, divided into small groups and did work to make an announcement about their own ideas on them. Then, they carried out brainstorming and narrowed down the number of their ideas to one by voting.

#### 【The flow of the class】

|                   |  |
|-------------------|--|
| Entrance Ceremony | To deliver G-mission 1 and have every student consider the 5 articles.                                     |
| 1st time          | To have each group reduce the number of overlapping articles on a list.                                    |
| 2nd time          | To have each group consolidate the 5 articles on discussion and a lecture.                                 |
| 3rd time          | To have each group make a presentation and vote.   |
| 4th time          | To give warnings on how to collect information and how to utilize a PC.                                    |
| 5th time          | To have each group summarize an Orientation and present future tasks.                                      |
| 6th time          | To show each group a photograph and have them discuss its analysis   |
| 7th time          | To have each group develop the previous discussion and write a report with around 200 Japanese characters. |

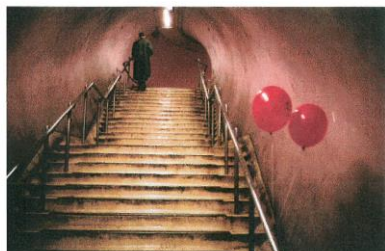
#### 【Students' Works】

議論をする上でのルール五箇条

- 一. 論理的で明確な意見を用意する
- 一. 相手に伝わる声量と発声
- 一. 相手の意見も尊重する
- 一. 感情的にならず、冷静さを保つ
- 一. 議論の際に私情を挟まない

講演を聴く上でのルール五箇条

- 一. 講演の内容について調べておく
- 一. マナーを守る
- 一. 自分の意見と比較する
- 一. 疑問を残さないよう質問する
- 一. 講演の内容をまとめる



2016-5

- Completing the tasks given within the time of each lesson was next to impossible for us. I understand that it is important to actively give opinions and examine them

In the next lesson, I want to hand in our report completed within the time of a lesson by advancing our discussion efficiently.

- What I've learned through these lessons is how important it is to cooperate with each other. I was able to discover what I couldn't see before through the cooperation and discussion among our group. I also was able to deepen my friendship with other members within my group. Sometimes our work didn't go well, but we managed to complete our work through each other's cooperation. These 5 times' lessons provided us with various things to learn and were meaningful for us.

- Students experienced how difficult it was to summarize everyone's opinions into one report and to lead their discussion to an advanced stage. This means that we can say we've reached the goal we set before this project. But the fact was that it took them too much time to complete each task and that they were frequently doing their tasks outside teaching hours. We should have sufficiently identified the present state of our students and planned our lessons accordingly.

4 班

私達はこの階段を近代化社会と捉えた。中央の光は輝かしい工業発展を表している。しかしその背景には様々な苦悩が存在する。子供の象徴である風船の束縛は当時の自由なき強制労働の悲しみを示す。また大人も子供の境遇を理解している為、堂々と中央を歩けない、つまり国の発展を素直に喜べないという後ろめたさを抱えている。行く先の曲がる道は、将来に対する不安を表している。よって、これらの要素が明暗の配置を決定している。

## ②Special Classes & Sessions ( 1st year students)

### 1 . The way of thinking for Global Human Resources

Speaker : MINATO Nobuaki, Graduate School of Technology Management, Ritsumeikan University

Date : Friday, May 13<sup>th</sup>, 2016 15:20 ~ 16:10

Outline : ①Two ways of thinking: Divergent thinking and Convergent thinking

②Students will learn that discussion with many kinds of people is important.

③Brainstorming in a group



### 2 . Political

Speaker : YOSHIMURA Sachiko, School of International Studies,  
Kwansei Gakuin University

Date : Friday, May 27<sup>th</sup>, 2016 15:20 ~ 16:10

Outline : ①The title of the lecture: What is the United Nations?

②After the lecture, she carried out activities to think about the relationship between countries in the world.





### 3. Economics

Speaker: DOI Noriyuki, Innovation Research Center, Kwansei Gakuin University

Date: Friday, July 1<sup>st</sup>, 2016 15:20 ~ 16:10

Outline: ①The way of thinking about daily questions concerning economics

②The system of economy in the field of energy

③Business and industry in the field of energy

④The way of an economic analysis of business and industry



### 4. Societal

Speaker : MURATA Yasuko, School of Sociology, Kwansei Gakuin University

Date: Friday, October 7<sup>th</sup>, 2016 15:20 ~ 16:10

Outline: ①The territory of sociology

②Analysis based on investigation of feeding on mother's milk



### ③Fieldwork ( 1st year students)

#### 1. Societal

Lecturer : MURATA Yasuko,

Associate Professor of Social Studies Department in Kwansei Gakuin University

Time & Date : from 9:30 a.m. to 12:00 noon on Tuesday, July 12, 2016

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 19 Global Course students in the 1<sup>st</sup> year of senior high school

Topic : Family and Society in the period of raising children

Contents : 1. Listening to a lecture on “three-year-old myth”: mothers should concentrate on raising their children until the age of three  
2. Based on 1. above, interviewing with Chinese students about raising children and family in China, divided into two groups  
3. Summing up the content of the interviews in each group and reporting the summary



#### 2. Political

Lecturer : YOSHIMURA Sachiko, Professor of International

Department in Kwansei Gakuin University

Time & Date : from 1:30 p.m. to 4:30 p.m. on Tuesday, July 12, 2016

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 20 Global Course students in the 1<sup>st</sup> year of senior high

Topic : Terrorism & International Society

Contents : 1. Brainstorming with seven students in Professor Yoshimura's seminar at Kwansei Gakuin University and three SGH(Super Global High school) students from other schools

- Brainstorming words associated with “terrorism” and classifying afterwards
- Economic sanctions and measures to prevent “terrorism” by United Nations
- What's the difference between “terrorism” and “war”? What's the purpose of “terrorism”? What's the future problem?

2. Thinking together about the construction of a 90-minute presentation that students at Kwansei Gakuin University will make in September

3. Discussing campus life in seven groups





### 3. Technological

Lecturer : HORIUCHI Tetsuya, Researcher of Inorganic Functional Materials Research Institute in National Institute of Advanced Industrial Science and Technology (AIST) Kansai

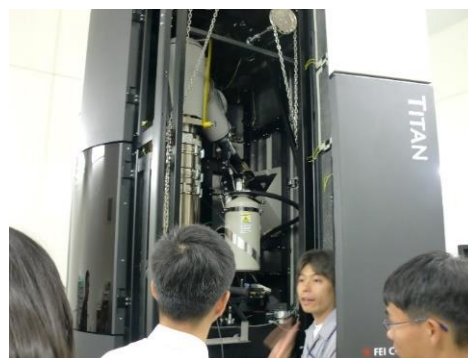
Time & Date : from 2:00 p.m. to 4:30 p.m. on Tuesday, July 22, 2016

Place : National Institute of Advanced Industrial Science and Technology (AIST) Kansai

Participants : 20 Global Course students in the 1st year of senior high

Topic : Ideas & Concepts

Contents : 1. Inventing products on the theme of “Dogs’ Toys” through brainstorming  
2. A tour through facilities such as an electron microscope



#### ④STEP Seminar ( 1st year students)

In the first half year we worked on Political (Field of Politics) & Societal (Field of Sociology)

##### 1) Political (Field of Politics)

###### 【Significance and Aims】

- To have more interest in other cultures and think about what they need to build a good relationship between people from different cultures.
- To build up skills necessary for investigation and presentation.
- To develop abilities to solve problems and challenges through group activities.

The students tackle practice problems to participate in “the ‘trial’ United Nations” in the end to deepen the understanding about international politics. The practice problem is “The United Nations’ boxed lunches”, the same as they did last school year. It is a problem to think about what kind of lunch is appropriate when they eat the same lunch during the United Nations Congress. In order to invent a menu, it is necessary to think about various kinds of things: food culture, the economic situation and the industry of all the countries of the world. This imaginary topic makes the problem very difficult, but they can think of something new without being bound by precedent. This school year they have worked on a challenge, assuming that the eight countries (China, India, Turkey, Côte d’Ivoire, Russia, the US, Brazil and Tonga) are mainly in conference of “The United Nations’ boxed lunches.”

###### 【Teaching Procedure & Students’ Impressions】

| Time            | Contents   | Students’ Impressions etc.   |
|-----------------|--|--|
| 1 <sup>st</sup> | Guidance   | Although it’s hard to make lunch we can eat in any country and think of the food according to the culture of the country, we’d like to make a better one with other members of the group.  |
| 2 <sup>nd</sup> | Position Paper<br>(Basic Information of<br>Countries)<br>Preparation | Although our group deals with an unknown country and it’s hard to summarize many things in the format “Word,” it’s worth studying and we want to do our best to make a good presentation.  |
| 3 <sup>rd</sup> | Position Paper<br>Presentation                                       | It was good to listen to the presentations of various groups. Listening to it made us realize the points we have to improve.   |
| 4 <sup>th</sup> | Policy Making 1  | Again we realized how hard it is to have a common meal through other countries. There were many things to take into consideration: not only religious problems but also vegetarians’ eating habits.  |
| 5 <sup>th</sup> | Policy Making 2,<br>Interim Report                                   | There are no examples in imaginary things such as the UN boxed lunches (although there are ideas of seniors), so it’s worth thinking and we are hardly bound by a fixed idea. We do our best as there is room for new ideas that we haven’t seen before. |
| 6 <sup>th</sup> | Policy Making 3  | In this class we made these ideas more concrete and type in a “Word” format. On the way we changed our plans that made us confused.... We’d like to prepare properly for the next presentation.  |
| 7 <sup>th</sup> | Draft Resolution<br>Presentation                                     | Although it’s the same problem, there’s a difference between groups in what they presented and how they made a presentation. That made us greatly stimulated.  |
| 8 <sup>th</sup> | Modification of<br>Draft Resolution,<br>Conclusion                   | Today we made a modification, listening to the opinions from other groups. This is the end of the “political” field and this experience has enabled us to know various kinds of religious taboos and manners.  |

### 【Students' works】 Menu in each group in the presentation

|               |          |  |
|---------------|----------|--|
| China         | Group 4  | • shrimp in chili sauce • Tenshindon • shark's fin soup • Chinese tea<br>• Chinese-style almond jelly  |
|               | Group 12 | • cold chicken flavored with a sesame dressing • scallion pancake • soup of steamed shiitake mushroom • cabbage with chili pepper • mango pudding • Chinese-style almond jelly • Chinese snacks with tea |
| India         | Group 6  | • mousse of beans • samosa • vegetable curry • nan bread • pumpkin stuffed with potato • hamburger of soy beans • jelly of soy milk with fruits • water  |
|               | Group 15 | • Indian-style salad with roasted beef • buffet-style curry<br>• honey chapatti with ice cream   |
| Turkey        | Group 7  | • salad • (mainly fish) sandwich with a mackerel / (mainly meat) kebab sandwich • baklava • Turkish coffee   |
|               | Group 14 | (staple food) buttered rice with pasta (main dish) kebab or dolma<br>(side dish) imam bayildi, , kabak dolması (dessert) Turkish ice cream, jelly with cherries  |
| Côte d'Ivoire | Group 1  | • curry with beans (eat with nan bread) • galette with potato<br>• (choice) chocolate ice cream & coffee   |
|               | Group 10 | • attiéké • nyon • potato salad • deep-fried fish • ice cream<br>• kurt • curry • coffee • water   |
| Russia        | Group 8  | • dried walleye pollack • piroshiki • borscht • cookie with sunflower seeds  |
|               | Group 9  | • Vorschmack • piroshiki • Ukha • blini • Russian tea  |
| the US        | Group 5  | • bean curd lees sandwich • potato-salad sandwich<br>• sandwich of three kinds of jam (strawberry, blueberry, marmalade)<br>• vegetable smoothie   |
|               | Group 13 | • hamburger • potato • cobb salad • apple • natural water • coffee   |
| Brazil        | Group 3  | • lettuce and tomato salad • churrasco-style spit-roasting<br>• cassava bread • cut fruits • dinks   |
|               | Group 16 | • rice • Feijoada/feijão • Vatapá • coleslaw<br>• churrasco/Polenta • Açaí   |
| Tonga         | Group 2  | (hors d'œuvre) Tongan sweet potato colorful salad (soup) cold pumpkin soup<br>(main dish) tuna tariata (dessert) vanilla ice cream   |
|               | Group 11 | • pumpkin ice cream • Tongan spinach • Mei (bread fruit) chips<br>• pudding of bread fruit and coconut milk • Um food  |

### 【Comments】

• The task looks easy but it's difficult because they encounter various kinds of problems when they tackle. Although there is still something to be desired, we can greatly appreciate that they invented a "boxed lunch." Since many countries are involved, it is difficult to think up a boxed lunch without any problems. There lies a reality of politics and we feel that they learned the attitude of politics for more people to improve a better lunch. This school year we were unable to take time to discuss after each country made a proposal, only to share comments after listening to presentations.

• This time we divided each class into eight groups. The more countries there are, the better it is to let them know the situations in more countries. Moreover, the fewer students each group has, the easier it is to divide the roles. As for presentations, on the other hand, it seemed hard for listeners to organize information because of the time shortage.



## 2) Societal

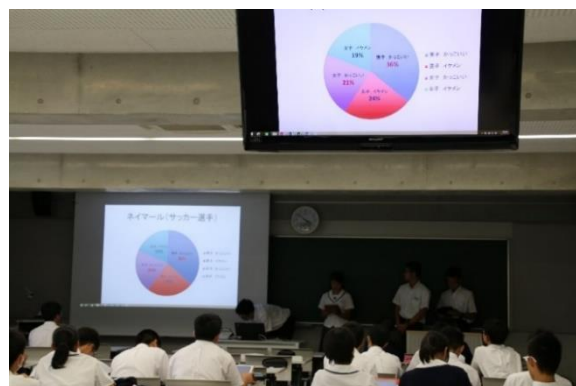
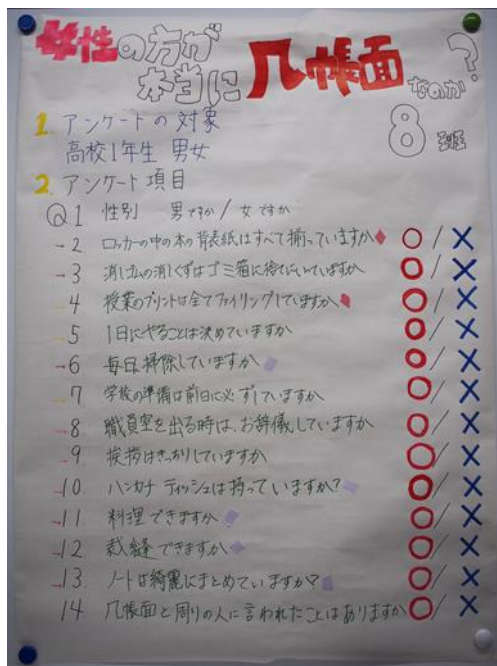
### 【Aims】

- Students will gain the skills of spreadsheet.
- Students will develop logical thinking.
- Student will learn how to make effective questionnaires.
- Students will learn how to build up convincing arguments using data collected.

### 【Allotment】

|                        |   |
|------------------------|---|
| 1 <sup>st</sup> period | Various areas of research and introduction to sociology                       |
| 2 <sup>nd</sup> period | The purposes of questionnaires and each group's theme                         |
| 3 <sup>rd</sup> period | Outlines of each group's questionnaires and poster making                     |
| 4 <sup>th</sup> period | Poster tours" and feedback from other groups and completion of questionnaires |
| 5 <sup>th</sup> period | Analysis of questionnaire results and reasoning                               |
| 6 <sup>th</sup> period | Preparation for the presentation  |
| 7 <sup>th</sup> period | Presentation  |
| 8 <sup>th</sup> period | Evaluation and conclusion of statistics                                       |

### 【Students' Works】



### 【Students' Comments】

- We didn't prepare any handouts in order to draw their attention to the speakers, which was successful.
- By choosing a creative theme and presenting specific figures, we were able to stimulate other students' curiosity and we were also able to reflect on our own presentation objectively.
- At the presentation, we failed to show our questionnaire and its results effectively, which confused the audience. Also we didn't have enough time to analyze the results thoroughly, either.
- Due to lack of communication among the group members, our analysis was poor. Furthermore, our theme was ordinary and we found nothing new. We prepared hastily just before the deadline so our presentation was not so good.

### 【Teacher's Comments】

As the students were not used to tackling the problems without any obvious answers, the first few lessons took unexpectedly more time, as a result of which the students couldn't spare much time in preparation for questionnaires and presentation. However, they successfully acquired useful skills such as the use of spreadsheet, Power Point, etc. I hope these skills will be helpful when they do more research next time. I also hope they will try further to improve their problem-identifying ability and problem-solving ability.





## ⑤Global English ( 1st year students)

### 【Aims】

- Students will acquire English communication skills and presentation skills.
- Students will gain further understanding about global issues and discuss them from global perspectives.



### 【Outline】

- Divide the class (40 students) into two groups and each group is taught by two teachers (one Japanese and one non-Japanese teacher)
- Divide the students into even smaller groups made up of four members
- All conversations are supposed to be carried out in English
- Four classes in total in the first term

### 【Activities】

- Brainstorm global issues and develop a deeper understanding of them
- Learn useful vocabulary concerning global issues
- Decide the topic of presentation and do research on the Internet about it
- Bring the information collected together and discuss its causes, effects and possible solutions
- As a preparation for the presentation, learn useful skills such as eye contact, posture, voice pitch, body language, etc)
- Presentation in 5 minutes

### 【Allotment】

|                        |   |
|------------------------|---|
| 1 <sup>st</sup> period | Brainstorm global issues and choose one topic for presentation                  |
| 2 <sup>nd</sup> period | Put information the students gathered together and prepare for the presentation |
| 3 <sup>rd</sup> period | Presentation practice and prepare some props like posters                       |
| 4 <sup>th</sup> period | Presentation  |



## 【Students' Comments】

### First Period

- Both teachers and we spoke only in English, which required concentration. I became exhausted after the class.
- I regret not expressing my opinion so much. Next time, I will try to speak as much as possible, even if my English is not good enough.

### Second Period

- Our group is going to talk about human rights. All the members have gathered lots of information. How to make it into a five-minute presentation is our problem.
- I realized gathering information is not difficult, but expressing our opinion is difficult.

### Third Period

- Today we discussed the outline of our presentation. It is difficult to talk about difficult topic in simple English so that the audience can understand.
- We made a draft in Japanese so it became much more difficult to translate it into Japanese.



### Forth Period

- I was nervous but I hope everyone understood our presentation. I heard many students say “え～つと” during the speech. I felt they were not good in speaking English.
- We practiced towards the presentation but once I stood in front of everybody, I felt really nervous. Next time I will practice more.

## 【Teacher's Comments】

### ○Acquired skills

- They were trying to speak only in English and making various efforts to convey their ideas correctly, for example, changing difficult terms into easier expressions or making posters with terms on them.
- They did research on the Internet at home and learned the outlines of major global issues.

### ○The skills requiring further efforts

- The skills of discussing the global issues in detail to reach solutions
- The skills of presentation without looking at any notes
- Correct spelling and pronunciation

## 2. Second Grade

### ①STEP Seminar (2nd year students)

#### 1)Political

#### 【Course Aims】

This course is designed to further develop students' skills to give a presentation, to find problems and to deal with them through the Model United Nations (MUN).

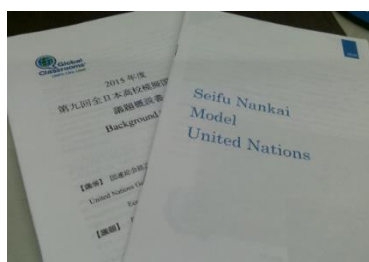
The theme in the first semester is International Migration because it was the theme of the MUN Conference held in Tokyo (2015). In this course, students will find out problems in the countries which they choose and consider how the problems should be solved through discussion, explanation and presentation. By the end of this course, students will understand that politics can give the happiest life to as many people as possible and that they should not only think about the interests of their own countries. What the students should do by learning politics is to recognize diversity regardless of who they are.

In order to achieve the course objective, students will

1. decide what country they will study in a group composing of 4 or 5 students.
2. collect information about politics, economics and problems in the country.
3. prepare a presentation and practice.
4. give a presentation and have a discussion.

#### 【Course Schedule】

|   |   |
|---|---|
| 1 | Introduction and orientation to the course                          |
| 2 | Collecting data for BG(Background Guide) and Making PP(Power Point) |
| 3 | Collecting data for BG(Background Guide) and Making PP(Power Point) |
| 4 | Making Policy Paper   |
| 5 | Study of International Migration                                    |
| 6 | Preparation for speech  |
| 7 | The first conference  |



## 【Works by students】

### Resolution introduced by the students in charge of Liberia

(written in Japanese)

## 【Comments from students】

- I studied Greece in this course, but the problems to solve were very difficult. For example, Greece is in financial difficulty, and it is not trusted by any other countries. As I discussed these problems and studied more and more, however, I found that Greece is an attractive country because it has the largest oil field in Europe. I really enjoyed the MUN. I chose Algeria for the next country I will study. I'm looking forward to thinking about what interesting points it has and how I should show them in my work.
- I chose Liberia. Before I studied the country, I already knew where it is located, but I did not have any other information about it. By collecting some information using the internet and books, however, I could participate in the MUN.
- In this MUN, I could not meet a deadline for submitting a report about what I discussed with the members of my group, because we had to study for the examination. Therefore, we did not have enough information to think deeply about a country we chose. While our teacher gave us a good chance to take part in the MUN, we missed it. I would like to make a better discussion next time. But I roughly understood what the MUN was through this class. I would like to use this experience next time.

## 【Comments from teachers】

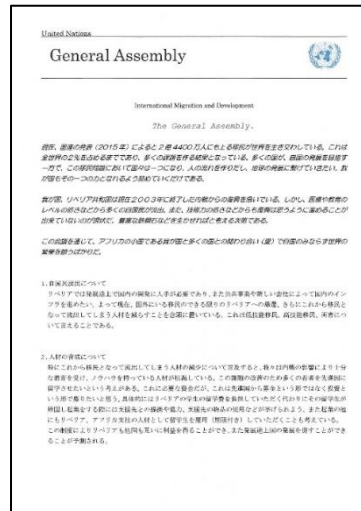
### <<Good Points>>

- The students could notice that in searching something on the Internet, it was possible to collect more information by using English than by using Japanese. They could use the Internet many times.
- The result of the questionnaire after the class was good, especially in items of "Did you feel interest?" "Do you think that this class is useful for other classes?" and "Did your skill to find out problems get better?"

### <<Points for improvement>>

- It was hard to imagine what the MUN is only with explanation of the procedure. Therefore, the meeting did not progress according to plan.
- While students got general knowledge about International Migration, they could not do further research on problems in each country.

Students had a long discussion about how they could realize their own plans for a country they chose. On the other hand, they did not try to come up with new solutions to problems.



## 2)Societal

### 【Significance and Aims】

In this course, the students learn to deepen the consideration for the society or people. This semester, they analyzed various kinds of specific cases and made survey by questionnaire to collect the information for their statistics.

About the analysis activity, the students examined immediate cases by a small group or personally and give presentation. They consider words and action over discussions, responding to their entanglements in the third meeting for grouping SP.

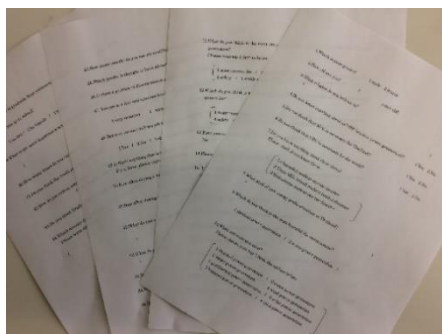
On the other hand, they made questionnaires three times in total. At the first time, as an introductory practice, they listed up something correlative and calculate their correlation exponents. They devised how they questioned to replace the analyzable-objective numeral. At the second time, for their school excursion to Thai, making items of questionnaires regarding energy for the school visit. They made simple questions and translated them into English. At the third time, they listed up the items in a group that they wanted to survey as an exercise for SP.

As a result, priority of this seminar was the students would obtain the thinking method to make use of in SP.

### 【The flow of the classes】

|                         |  |
|-------------------------|--|
| 1 <sup>st</sup> Class   | Analyzing how the students behave when they are said “free seating”        |
| 2 <sup>nd</sup> Class   | The first personal presentation “Let’s analyze anything!”                  |
| 3 <sup>rd</sup> Class   | The second personal presentation “Let’s analyze anything!”                 |
| 4～6 <sup>th</sup> Class | Brainstorming “something correlative”                                      |
| 7 <sup>th</sup> Class   | Making items for questionnaires regarding “something correlative”          |
| 8 <sup>th</sup> Class   | Analyzing the meeting of grouping for SP                                   |
| 9 <sup>th</sup> Class   | Summarize the questionnaires regarding “something correlative”             |
| 10 <sup>th</sup> Class  | Analyzing the result of questionnaires survey for the school visit in Thai |

### 【Students’ Works】      The Questionnaire when visiting a school in Thai (in English)





### 【Students Comments】

- We analyzed how we took seats in the classroom. I was a bit surprised because it was too sudden. It was hard to analyze it. I easily tended to compare between something and something. At first, I couldn't analyze from a personnel view to over all. I found it possible anything can be analyzed with our will to achieve the goal. I am sure I should keep my own goal.
- I made items to survey with our teammates. I did it once last year, so I thought I could easily do it, but I couldn't. I didn't consider deeply last year, I realized that I had to consider like this.
- We reflect on our past conduct about grouping for SP. It was interesting to consider from the point of psychological view or S. Listening to someone's opinion, a whole mood for listening, I felt, are important. People get emotional when their opinions are not heard. People cry out in protest emotionally when they are in the noisy mood. It is better for everyone to say his opinion just once than to say same opinion a lot of times. When we discuss, we have to respect each other as a human being and build up good mood to make a constructive consultation. The leader should always be in neutral position. These are all that I learned from this course.

### 【Comments】

#### 《Good Points》

- They felt it important to notice daily things surrounding them, studying those things in theme of “analyzing”
- Through their experiencing surveys, they learned how to make question items for survey in consideration of questionee minds.
- They obtained better technique, such as Excel, to deal with the information or data

#### 《Improvements》

- They could not allocate a large block of time so that they could study with teammates between seminars nor consider the totalization results well.
- About the questionnaire survey at the school in Thai, the survey result may be worthless because the students there were not used to English. We could not use them as reference documents for SP



A scene of Societal class (discussion)

### 3)Economic

#### 【Significance and Aims】

Speaking of economy, there are various kinds of economy, such as economic strategy, business behavior, financial strategy, stock, exchange rate. We sought activity that students can enhance a quality appropriate to a global leader, or that students can make a good use of it to select their actual course, acquiring economic knowledge for SP,

We let the students try Nikkei Stock League and Nikkei Yen-Dollar Derby, sponsored by NIKKEI newspaper publisher. Nikkei Stock League is a competition to make portfolio mainly for university students, but some middle school students and high school students joined and win the competition.

The students can obtain economic knowledge and point of view, making portfolio from researching companies in the theme of various social issues. Yen-Dollar Derby is the competition that entries calculate currency exchange. It is difficult for the students to calculate currency exchange accurately, but the experience leads them to learn monetary policy and wide international knowledge.

#### 【Flow of the Class】

|                        |  |
|------------------------|--|
| 1 <sup>st</sup> Class  | Set theme  |
| 2 <sup>nd</sup> Class  | Presentation of Yen- Dollar Derby and group activity                                 |
| 3 <sup>rd</sup> Class  | Presentation of their theme by Stock League group                                    |
| 4 <sup>th</sup> Class  | Lecture by Prof. Hirayama, Kwansei Gakuin University Economic Department             |
| 5 <sup>th</sup> Class  | Group Activity   |
| 6 <sup>th</sup> Class  | Presentation of Yen- Dollar Derby, Presentation of their theme by Stock League group |
| 7 <sup>th</sup> Class  | Group Activity   |
| 8 <sup>th</sup> Class  | Presentation of Yen- Dollar Derby Group Activity                                     |
| 9 <sup>th</sup> Class  | Group Activity   |
| 10 <sup>th</sup> Class | Presentation of Yen- Dollar Derby, Presentation of their theme by Stock League group |

The presentation was evaluated by a scoring rubric. Criteria for a scoring rubric was distributed to the groups in advance. The teachers led them to make a presentation to be highly evaluated.

## 【Students' Opinions】

|   |
|---|
| I am looking forward to Nikkei Stock League as selecting theme is going on.   |
| Today is a day that our group would make a presentation about our assigned theme. The graph I made was really proper for the presentation.  |
| I got interested in Random Walk Graph.  |
| Mr. Hirayama prepared a lot of slides for us. I was wondering about which slide I should ask and I asked a silly question which is irrelevant to Yen-Dollar Derby. But Mr. Hirayama gently answered my question. Economic formula that he explained us was interesting.   |
| We calculated the currency exchange rate of the end of July. The last month, we miscalculated it because of the unexpected event, Brexit. What we calculated was much lower than the result. Because we have less events this month, we were easily able to expect the effects of Brexit, the EU referendum, FOMC rate hike. We hoped our calculation would not be far from the result. |
| We gave a presentation on calculation of currency exchange in June and of July. Because we didn't have enough time to prepare well, the presentation was not great. But I think we were able to convey what we wanted to convey to the listener. For the summer vacation, I want to gather information for the calculation of September or set the personal theme.                      |

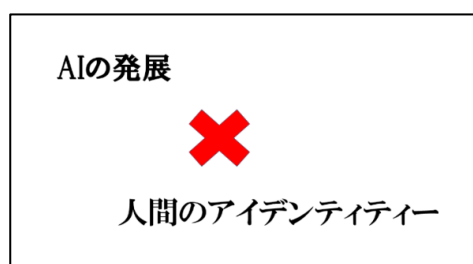
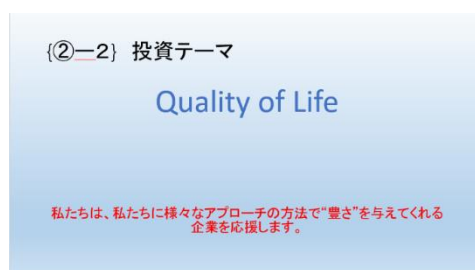
## 【Comments】

The first half of the school year, they spent time setting the theme of Stock League. At the third class, the group members made a presentation how they wanted to set themes. Now they're still in the middle, they toiled their way to set the theme in a group. They should have known what they were needed for writing papers by looking through former examples such as prize-winning works. It was after summer vacation that they listed up some themes. At the last half of the school year, each group has activity based on themes they set.

Yen-Dollar Derby group expected currency exchange rate of the end of July, June, September. While we are working on it, we have to consider some difficult elements, such as Brexit, monetary policies in Japan or in the US, which disturbed our prediction. We couldn't analyze it well because we couldn't get some information from charged sites.

Prof. Kenjiro Hirayama, Economic Department Kwansei Gakuin University, gave us some advices on setting the theme of Stock League. At the 10<sup>th</sup> class, he also gave many advices on our presentations. He was willing to answer our questions by email. That has reassured us.

## 【Students' Works】 Slides made by two groups of Stock League



#### 4)Technological

##### 【Significance and Aims】

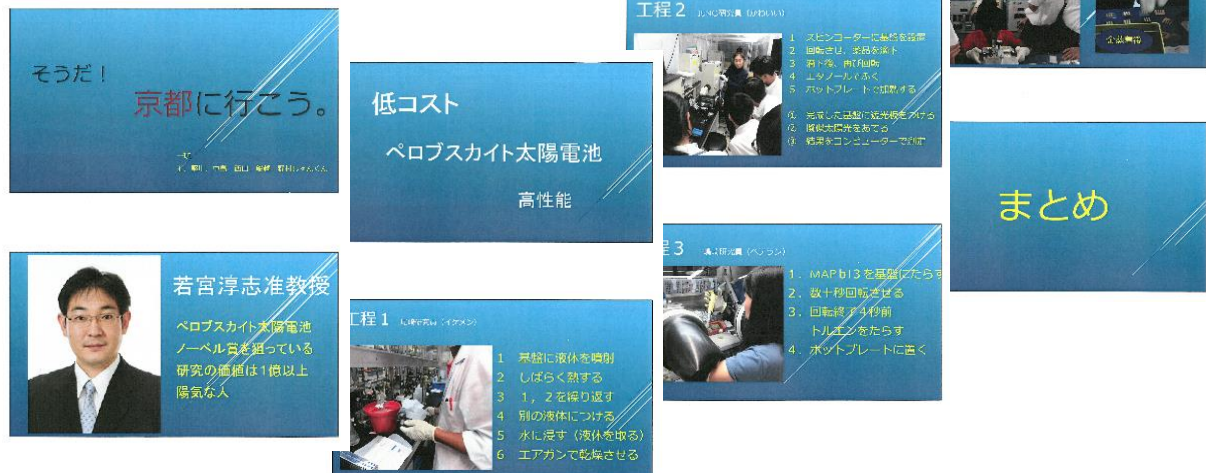
Students develop wide knowledge on the energy problems all over the world. In order to achieve the goal, they learn various electronic problems or the methods to generate electricity. Especially, they focus on recyclable energy which our government plans to introduce and spread as clean energy replacing fossil fuels. They take an overall study on these issues and prepare for Scenario Planning.

##### 【Procedure】

|                 |   |
|-----------------|---|
| 1 <sup>st</sup> | Guidance  |
| 2 <sup>nd</sup> | Students attend a lecture about thermal power generation and hydroelectric power generation.  |
| 3 <sup>rd</sup> | Students attend a lecture about geothermal power generation, biomass power generation, solar power generation, and wave power generation. |
| 4 <sup>th</sup> | Students attend a lecture about nuclear power generation.   |
| 5 <sup>th</sup> | Students learn how to read a thesis on a solar battery.   |
| 6 <sup>th</sup> | Students do an experiment using a solar battery.  |
| 7 <sup>th</sup> | Students attend a lecture about the mechanism of a solar battery.   |

Teachers used a book named “the book on a solar battery” written by as a textbook. We started with an explanation about the contents of the book in order to make a discussion based on the precise knowledge. Some students realized that they were able to use the book as a dictionary to solve some problems. As to other power generation system, teachers gave some reference materials to students and gave some opportunities to make a discussion or make a presentation about them. Fortunately, we were able to get treatises written in Japanese and English from a science laboratory in Kyoto University, and students were able to learn the most advanced research all over the world.

##### 【Students' Works】



### 【Students' impressions】

- I had discussions on solar power generation and geothermal power generation. As wind power generation, geothermal power generation is of vital importance as a recyclable energy, so I'd like to grasp it comparing the strong points and weak points with other methods of energy generation.
- The English theses were too difficult for me to understand.
- It was very enjoyable for me to do the experiment.
- I read some articles on how to put a storage battery into practical use. Through this system, it is possible to store electricity generated by recyclable energy, so I think that this system should spread.
- There were some difficult points in the book, but some researchers kindly taught us those points in a laboratory, so I could understand those points.

### 【Review】

#### 《Good points》

- From the scientific point of view, students could understand what the main power generation (thermal, hydroelectric, and nuclear power generation) is like.
- From the scientific point of view, students could understand what the energy in the next generations (solar, wind, and wave power generation) is like.
- As to solar power generation, students were able to practice in the science laboratory of Kyoto University.
- Students got more opportunities to read some treatises on scientific issues, so they could think things scientifically.
- Students wrote some papers on scientific issues, and made presentations about them. Through those activities, they were able to take an objective and logical view of things.

#### 《Improvements》

- Teachers couldn't give students enough time for them to understand things deeply and consider them sufficiently.
- Teachers placed great importance on scientific and logical contents, but in the beginning, students couldn't understand energy problems from the scientific and political point of view.
- Some contents were too difficult for students to understand.
- Teachers would like students to develop the skills to think things more logically, but we didn't have enough time to do so.





## ②Scenario Planning(SP) ( 2nd year students)

### 【Significance and Aims】

Students learn a method of “Scenario Planning”, and foreseeing the future, they develop an ability to think logically. We did it three times this year.

#### ①The first SP using the familiar theme

Teachers prepared three themes, “an education using ICT”, “USJ”, “game industry”. It was the first time for students to try SP, so teachers focused on student’s understanding the procedures of SP, and divided students into three groups depending on their interests.

#### ②The second SP using the topic about university

In the SP, it is necessary to think issues from various points of view, so SP should be done by some people. But in the first SP, many students couldn’t understand the procedure very much. In order for them to understand the whole image, students did the SP alone.

#### ③The third SP using the topic about energy

The theme which our school has is about the future conditions of energy, so we chose this topic. This SP is directly connected with students’ graduation theses. Students had some meetings and in the meetings they decided the member of each group to have various perspectives.

### 【Procedures】

|                    |  |
|--------------------|--|
| 1st (April)        | Teachers divided our students into some groups, and they did the first SP dealing with three topics, “an education of ICT”, “Universal Studio Japan”, “game industries”.   |
| 2nd (May-June)     | 1st (April) Teachers divided our students into some groups, and they did the first SP dealing with three topics, “an education of ICT”, “Universal Studio Japan”, “game industries”.<br>2nd (May-June) Students did the second SP dealing with the topic “University” alone. |
| 3rd (July-October) | Teachers also divided our students into some groups, and they did the third SP dealing with the topic “Energy”.  |



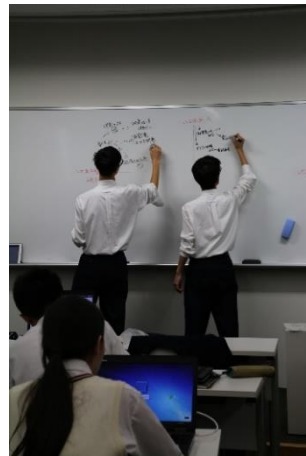
## 【Review】

### 《Good points》

- In order to improve students' ability to think logically, it is thought that this technique is very beneficial.
- The SP needs various opinions, and through this activity, students was able to widen their perspective, and also develop the ability to accept other's opinions.
- Teachers was able to make materials about SP.

### 《Improvement》

- Teachers thought that it was necessary to do the SP three times, but it took more time to do each SP than we had expected, so we couldn't give students enough time to do each SP.
- Since now teachers were in the middle of making teaching methods, we couldn't teach the method to them smoothly.
- Through these activities, teachers would like them to develop the skill to think logically, but it was very difficult, so it took much more time to make students understand the essence.



### ③ Global English for 11th Grade Students

#### 【Significance and Aims】

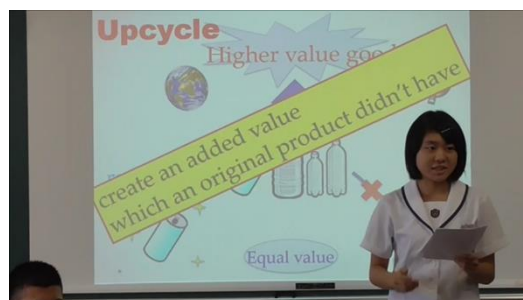
- To deepen their understanding even more about how global issues affect our future life and what we can do to minimize their impact.
- To improve their communicative competence and acquire the necessary knowledge and skills to clearly tell others their ideas and opinions on more complicated matters.
- To polish up their presentation skills.

#### 【Outline of the Lessons】

- The students of a class (about 40 students) are divided into two groups.
- Classes of each group are conducted by one Japanese and one foreign teacher.
- Every class is conducted in English and the students are also supposed to speak English.

#### 【Activities】

- Deepening the understanding about the global environment, which leads to a reflection on various energy issues.
- Discussing some issues with their friends, broadening their horizons.
- Telling their ideas again and again to different people, refining their ideas.
- Delivering a presentation in a more sophisticated way than last year.



#### 【Flow of the Lessons】

##### 1<sup>st</sup> lesson

Understand how green we are and think about how we waste energy and contribute to global warming.

##### 2<sup>nd</sup> lesson

Talk in groups about what we can do to decrease the impact of energy waste in our daily lives, get their own ideas in shape and write a short essay.

##### 3<sup>rd</sup> lesson

Pair themselves and tell their partner about their ideas, asking questions to make sure they understand the partner's ideas completely.

Change partners and again tell their new partner about their ideas, but this time they have to be careful to make their ideas clearer and easier to understand.

Change partners once again and tell their still new partner about their ideas in a more refined way.

##### 4<sup>th</sup> lesson

Each group prepares for the presentation. They use other students' ideas as reference, improve their own ideas and prepare for their presentations.

### 5<sup>th</sup> lesson

Each group delivers a presentation of what they think we can do to decrease the impact of energy waste by using a computer and other props.

### 6<sup>th</sup> lesson

Watch the video tape of their own presentations and reflect on what worked and what didn't, figuring out how they would be able to improve their presentations and English skills, with some advice from teachers and university students who graduated from Seifu Nankai.



#### 【Comments】

- Many good presentations. The explanations were very easy to understand.
- There were a lot of well-organized and very logical presentations.
- It was very good to present a lot of specific data that supports your opinion.
- Your group made your ideas very clear and I was able to easily understand what your group was trying to argue.
- Your group showed graphs and pie charts very effectively. They really helped us to understand your ideas and opinions.
- The delivery was very good. Your group used the Power Point slides skillfully.
- Your ice-breaking jokes were fantastic!

#### 【Advice】

- Don't read the script, especially without any intonation.
- Make eye contact and talk to the audience.
- Demonstrate well-grounded data and information.
- Use more data and articles supporting your opinions.
- Make sure that your explanations are logical.
- Remember to logically and critically analyze the data you have collected.
- Check your pronunciation.  
(It may be a good idea to practice with your friends so that you can find each other's mistakes.)
- Remember that Power Point should be used just to help the audience have a better understanding of your presentation.

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