



SEIFUNANKAI GAKUEN

Seifu Nankai Senior High School

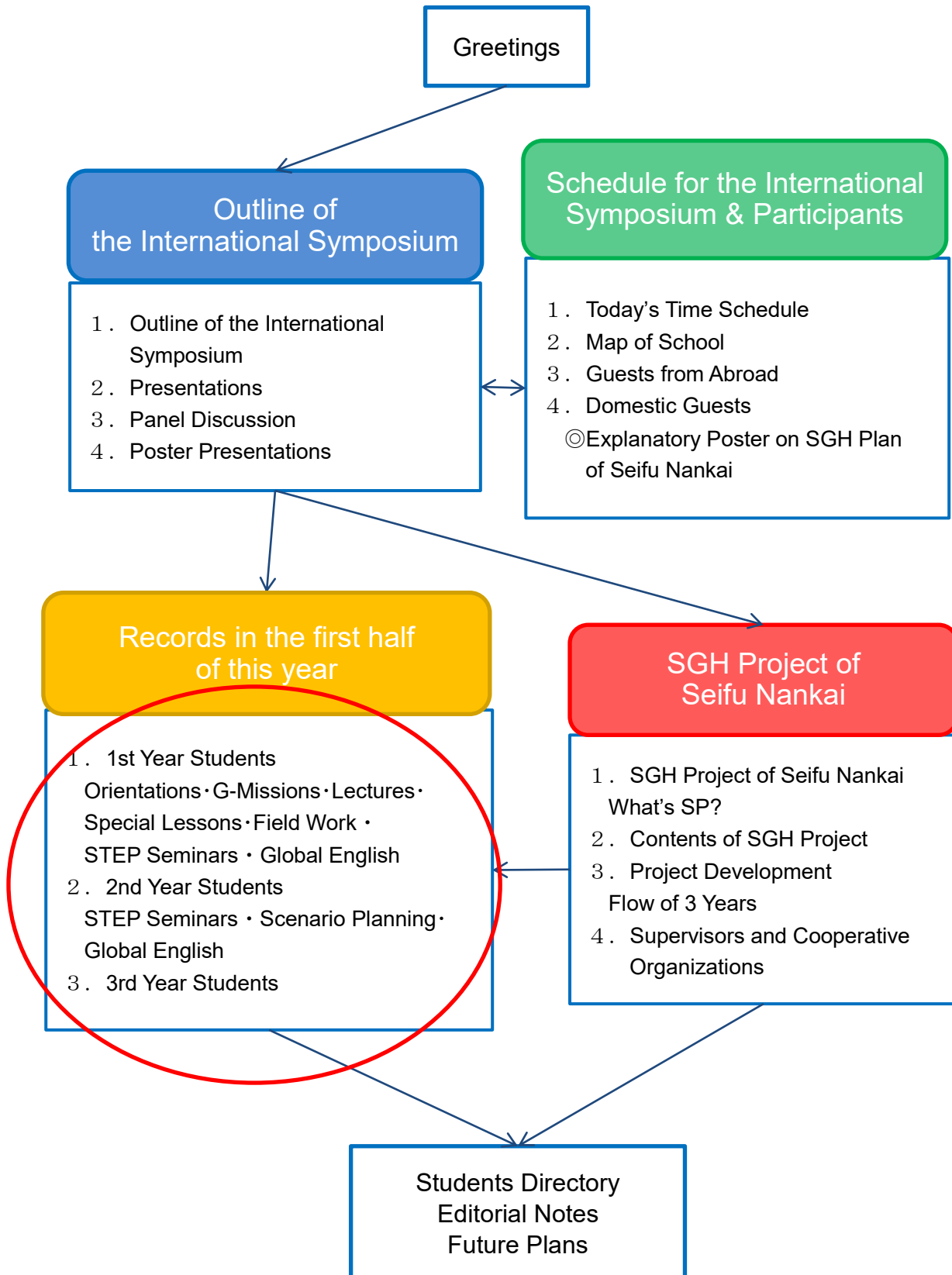
International Symposium for the Future World

Chapter IV (English Version)



November 11th, 2017

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

3. 3rd Year Students

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】

1st time	To let the students know how to collect information and give them instructions how to use a computer. To introduce to the students how we will proceed the integrated classes.
2nd time	To have each group discuss on a picture shown to them and write a story on the picture in Japanese in about 200 letters.
3rd time	To have every student consider 5 important principles when listening to a lecture and 5 principles when having a discussion. To have each group reduce the number of overlapping principles.
4th time	To have each group consolidate 5 principles on a discussion and 5 on a lecture.
5th time	To have each group make a presentation of their ideas and vote. To have each group summarize what they have learned through these orientation lessons.

【Students' Works】

議
一、一、一、一、論
、、、、、を
樂り自相積す
し、分、手、極、る
む、の、の、的、上
、、意、意、に、で
に、見、見、参、の
後、を、を、加、ル
つ、ま、理、す、ル
て、と、解、る、ル
議、め、し、五
論、て、よ、箇
す、お、う、条
る、く、と、す
る

講
一、一、一、一、演
、、、、、を
ト要メ礼本周
イ旨モ儀当く
レをを正に上
を、主、し、正、で
濟、か、体、く、し、の
ま、む、と、熱、い、ル
せ、し、心、こ、ル
腹、な、に、と、ル
八、い、聞、か、五
分、く、疑、箇
目、う、条
に、す、る

【Student's Interpretation of This Picture】

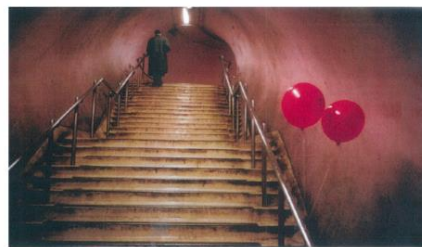
- This whole picture looks dark and we can feel sadness or loneliness when looking at the back of this man walking up the stairs. The impression of this picture is contrary to the bright image of happiness and innocence two red balloons provide. We may think the lower part of the stairs expresses the past and the upper part the future.

As we can see the man in the upper part of the stairs and the balloons in the lower part, we may interpret this picture as telling us that as a happy boy grows up, he has had more worries and anxieties in life.

- We would like you to pay attention to the balloons, the place and the man in this picture. The place is Kings Cross Station, as the title says. Yes, it is a station. We usually expect that there are a lot of people at a station. However, this picture shows only one man, and this station is dark with only a single light on the ceiling. The darkness does not show any hope, so we can guess that the number of people living near the station has been decreasing. The balloons are tied to the railing because there are very few children around. The color of these balloons also has a meaning. The color of the balloons is not bright red, but dark red, which is why we cannot feel any hope from this picture.

グローバルコース3期生オリエンテーション mission No.1

問 キングクロス駅の写真です。この写真の解説を200字以内で書きなさい。(句読点1マス扱いとする) なおこの問は、生徒間での相談や他の情報源を利用することを禁止とします。
提出は4月18日(火)総合授業時。



【Student's Impression】

- I was surprised to know that everyone had different opinions. I thought it important to listen to other students' ideas, because some ideas gave me new viewpoints. I would like to learn various ideas in order to broaden my horizon. At first, it seemed unexpectedly difficult to get a clue to how to make a story and expand the idea. However, I was able to come up with a variety of ideas when I look at the picture from a global standpoint of view. I realized that it is very important to decide on how to tackle a problem through this lesson. I would like to work on a lot of challenges to become a global leader.
- I enjoyed listening to all the presentations. Some were very similar and some were a little different. I realized again that everyone had different ideas. Every group had a different way of presenting their ideas – giving specific examples or delivering their presentation like a drama, which gave me the idea of how I should deliver my presentations from now. I would like to make a more interesting presentation when I have another opportunity.

【Comment】

Students understood that if they looked at a problem from their own arbitrary viewpoint instead of looking at it vaguely, they would be able to make a new discovery or become aware of something. In addition, they learned how difficult it was to sum up various opinions into one and to lead a discussion in a constructive way. It can be said that we have achieved what we planned. However, since some groups focused only on finishing their tasks within the lessons, we felt that we would have to let them understand that they should focus more on the content of their work.

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 : Tuesday, May 2, 2017 11:45 ~ 12:35

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

②Students will learn that discussion with a variety of people is important.

③Brainstorming in a group



2 . Political

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

Date : Friday, June 2, 2017 15:20 ~ 16:10

Outline : ①Students will learn the importance of looking at things from a global point of view, using
“If the world were a village of 100 people” as a teaching material.

②Students will learn about the attempts to reduce disparities in many things, such as
economic and educational environments.

③Students will have a workshop to deepen their understanding of what they have learned
in the activities above by visualizing the ratio of people in various circumstances, with
the help of “Role Cards”.



3. Economic

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

Date: Tuesday, September 5, 2017 11:45 ~ 12:35

Outline: “Business Enterprises and Industry in the Globalized economy”

- ①Let's think about daily questions from the viewpoint of economics
- ②The system of economy in the field of energy
- ③Economy in the field of energy and economics
- ④The way of economic analysis of business enterprises and industry



4. Societal

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

Date: Friday, June 30, 2017 15:20 ~ 16:10

Outline:①The territory of sociology

②Care and Society

– from the experience of participating in a project for reducing child abuse –



5. Technological

Speaker : TANAKA Teruko, Lake Biwa Environmental Division, Biwako Policy Division

Date: Tuesday, June 13, 2017 11:45 ~ 12:35

Outline:①The value of Lake Biwa

②Problems and how they have dealt with them

②What they have been doing to sustain Lake Biwa



③Fieldwork (1st year students)

1 . Societal

Lecturer : MURATA Yasuko, Social Studies Department in Kwansei Gakuin University

Date : Monday, July 24, 2017 15:30 ~ 17:00

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 11 Global Course students in the 1st year of senior high school

Topic : The difference between China and Japan from a perspective of “gender”

- Contents : ①Listening to a lecture on the present situation of raising children and the change of family relationships in Japan.
②Dividing themselves into 2 groups and asking Chinese students questions about the way of raising children and family relationships in China.
③Summing up the content of the interviews in each group and reporting the summary.



2 . Political

Lecturer : YOSHIMURA Sachiko, International
Department in Kwansei Gakuin University

Date : Tuesday, July 11, 2017 13:30 ~ 16:30

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 11 Global Course students in the 1st year of senior high school

Topic : International Issues

- Contents : ①Listening to the presentations of the theses by 7 students in Professor Yoshimura's seminar at Kwansei Gakuin University.
②Dividing university students and themselves into 4 groups and having a discussion about what they have just heard.



3. Technological

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

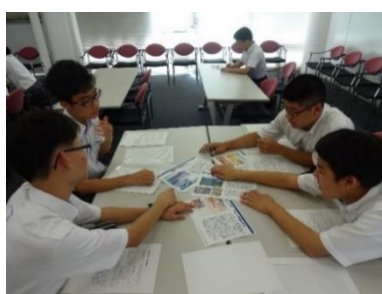
Date : Tuesday, July 18, 2017 14:00 ~ 16:30

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

Participants : 16 Global Course students in the 1st year of senior high school

Topic : Ideas & Concepts

Contents : ①Inventing a toy or something you can play with that can be used for a month after
choosing a place you will visit.
②Having a tour in the institute, looking at facilities such as an electron microscope.



4. Technological

Lecturer : KIKOH Takeshi, Section Chief, Fisheries Division, Shiga Prefectural Government

Date : Monday, July 31, 2017 8:30 ~ 17:00

Place : Takashima City in Shiga Prefecture

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

Topic : Thinking about the way of tackling the problems after learning about environmental
problems concerning Lake Biwa.

Contents : ①Having a tour in Miwa Port and listening to a lecture.
②Having a tour in Harie Area and taking a look at Kabata.
③Observing a reed band.



④STEP Seminar (1st year students)

In the first half of the year we worked on Political and Economic seminars.

1) Political (Field of Politics)

【Significance and Aims】

- To have more interest in other cultures and think about what they need in order to build good relationships between people from different cultures.
- To build up skills to collect information and deliver presentations.
- To develop abilities to solve problems and challenges through group activities.
- To enhance cooperative attitudes.

The students will participate in “Model United Nations” next year so as to deepen their understanding about international politics. In order to be prepared, they make “The United Nations boxed lunches” this year. In this lesson students have to think about what kind of lunch would be appropriate if they ate 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, religions, and the industry of many countries. Students are required to have a wide range of knowledge and the ability to collect information. This school year they worked on the task, assuming that seven countries (Malaysia, Mexico, Germany, Saudi Arabia, Nigeria, Vietnam and Brazil) were the chief members in conference of “The United Nations boxed lunches.”

【Teaching Procedure & Students' Impressions】

Time	Contents	Students' Impressions etc.
1 st	Guidance	I would like to do the work I was assigned to and cooperate with the other members to have smooth discussions.
2 nd	Position Paper (Basic Information of Each Country) Preparation	I would like to collect as much information as possible so as not to have a flaw and deliver our presentation by using materials including effective information.
3 rd	Position Paper Presentation	I realized again how difficult it was to speak in front of many people. I just read the script instead of flexibly responding to the situation where we were running out of time. I regret not being able to answer the question very well even though I had found out the information on it.
4 th	Policy Making 1	Some people told me that they had difficulty listening to me and others pointed out that I should have utilized the charts more effectively. I realized that my presentation had a lot to be improved.
5 th	Policy Making 2, Interim Report	Many dishes could not be used for lunch because there are a lot of religions in the world.
6 th	Draft Resolution Presentation	In many countries, people do not eat meat for their religious reasons. In order to solve that problem, the students used fake-meat, made menus for vegetarians or prepared selections of dishes. With regard to presentations, many groups have problems, such as lacking the photos of the dishes they explained about in the presentation.
7 th	Modification of Draft Resolution	I realized that we should have thought more about other countries. We will take their profit into consideration by changing the countries from which we import our food ingredients.

8 th	Submitting Resolution & Conclusion	In this political seminar, I did a lot of work and thinking and delivered presentations. I think I was able to acquire various skills that will be very useful for our future activities.
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【Students' works】 An Example of Resolution



国連加盟国各位
3 班 Vietnam

国連弁当決議案

前文

国連では様々な国家のリーダーが一堂に会し、国際協力の達成を目的に話し合われる。現在、世界には数多くの国家があり、宗教があり、民族が存在する。それぞれの国家、民族、宗教には独自の文化や思想を有しており、異なる文化や思想を理解するのは容易ではない。国連では、各国が自国の要求を踏まえて話し合い、時には互いの主張が対立することもある。国際協力の達成が目的の場での対立は、会議の進行や決定の妨げとなり、本来の目的を達成することが不可能となる。我々は、真の国際協力達成のためには自国の要求だけでなく、他国の文化や思想を理解し、妥協をしていくことが必要不可欠であると考え

よって、国連の会議を妨げる、文化、思想の相違より生じる対立を解決すべきであるとして、これを前文とする。

本文

上記の問題の解決策として、今回我々は『国連弁当』を提案する。国連弁当とは、加盟国で会議に参加している各国の首脳に同じ場所で、同じものを、同じ時間に食べてもらうことである。自国と他国の利益を最大限に得させるため、妥協点を探る過程で自国の文化を知り、理解することができる。国連加盟国間での摩擦を削減し、有意義な話し合いの末、国際協力の達成ができる場の提供をしたい。

国連の、国際協力の達成を促進するため、今回我々の国連弁当案の製作にあたり『発展途上国からの輸入』をコンセプトとした。先進国に比べ、発展途上国は第一次産業が盛んであり、国連という場で、発展途上国の作物は各国の首脳に安全性と食材の魅力的印象付けることができる。また、先進国産の作物よりも安価である場合が多く、安全性が確かめられれば先進国はより安く商品を得ることができる。発展途上国も利益を上げることができる。相互の利益はここに示した。

【Students' General Impressions】

- In my first presentation I was told that I had been reading the script, so I delivered my second presentation without reading the script.
- I realized the importance of thinking about other cultures and learned how to make a compromise. I learned that it was essential to make a thorough preparation in order to express our opinions.
- I felt that we had to consider quite a few things where people all over the world gathered. In addition, I learned that we definitely needed to make a compromise at a certain point.

【Comments】

- It is almost impossible to make a “United Nations Boxed Lunch” that everyone from all over the world will enjoy eating because of the differences in customs, religions and so on. Therefore, we cannot make progress in our negotiations if we only insist on our opinions. I think the students have learned that.
- I expected the students to mainly learn how to negotiate with other countries in order to balance the interests of their own country and others. However, we did not have much time for that because of the number of classes and that of groups. Accordingly, the students made their resolutions in class, and they had to have most of the negotiations outside the classroom as their assignment.
- I hope that the students will feel closer to “Model United Nations” through this political seminar. I would like them to continue to work hard so that they will be able to attend “All Japan High School Model United Nations” next year. I strongly hope that they will acquire a global viewpoint.

2)Economic (Field of Economics)

【Significance and Aims】

- Learning about activities and skills of corporations that have been tackling social challenges.
- Understanding the trends of economy and market by making a virtual investment in stocks.

Students have little knowledge on the economic system or corporative activities. Although many corporations are working hard to solve social problems, students are not aware of this. We planned to lead them to have fundamental knowledge and foster the ability to have a positive discussion over a variety of global and local issues, by letting them analyze corporative activities and technical innovations, so that they will have no difficulty practicing “Scenario Planning” next year.

We introduced the system of Nikkei Stock League (virtual investment) in class so that students would have to collect information for themselves. Through the investment into corporations they chose, they were expected to acquire a micro-perspective while learning what activities they were doing, what skills they had, and what social contribution they were making. Besides, some students participated in a virtual investment competition provided by Nikkei and competed with people outside of school. They were able to acquire a macro-perspective while learning that economic situations of Japan and other countries, politics, and many other factors that would have a great influence on stock prices.

【Allotment】

1 st & 2 nd period	Setting the theme in each group
3 rd period	Checking out various corporations according to the theme
4 th period	Deciding on the indexes
5 th period	Screening
6 th period	Preparing for the presentation
7 th period	Delivering the presentation
8 th period	Completing the reports

【Students’ Works】



【Students’ Comments】

〈1st preiod〉

- I enjoyed brainstorming. Other people’s opinions often reminded me of many things. I want to join an investment competition.

- We shared our opinions, had a discussion and made a chart. It was more efficient to share ideas rather than to think by myself, and to speak out rather than to remain silent. We will learn about stocks in this seminar, so I think we will need to find out what is important. I want to learn more about stocks.

〈2nd preiod〉

- I strongly felt that I didn't understand anything even though I thought I did. I will gather as much information as possible by the next lesson.
- We had to figure out what the problems were all through today's lesson. We had a hard time finding them out. We did not understand the problems of the incidents because we did not know the details of them. For example, I know the fact that the U.S.A. is now trying to build walls between America and Mexico, but I do not know why. I realized that I just watched a news program, but not actually thought about it. From now on, I want to expand knowledge not only through TV programs but also by reading newspapers.

〈3rd preiod〉

- Today we decided our theme and checked some companies related to it. We did not take much time to decide it, but I thought it was difficult to collect information on things we are not usually aware of. I want to select companies focusing on a more specific theme.

〈4th preiod〉

- We gathered information on companies according to our theme. Our theme is "Protection against Disasters". However, there were so many things related to "Protection against Disasters", such as emergency supplies, earthquake resistance, restoration and so on, that it took a long time to check all of them. There are technical terms we do not know, so we will look them up in the dictionary. Each company does more activities than I expected, so we will have to be careful not to miss any of them.

〈5th preiod〉

- As we had expected, the number of corporations we checked was rather small, so we decided to increase the number before we thought about the indexes. The stocks of many of the corporations we checked were not listed on the stock exchange, which led us nowhere. However, our teacher advised us to remember the related things when we first decided on our theme and to think of different things associated with food other than "cook" or "eat". We will increase the number of the corporations, taking the teacher's advice into account.

〈6th preiod〉

- We checked again the indexes of the number of business and CSR(Corporate Social Responsibility). We decided to collect the information on the number of business, profit, and the number of employees from Nihon Keizai Newspaper. We set the indexes to judge corporations as follows: corporate finance, CSR, the number of business, labor productivity and Sales R&D expenses rates.

【Teacher's Comments】

After brainstorming, students shared a lot of ideas about their theme. However, their lack of knowledge forced them to spend more time than expected deciding on their final theme. They were sometimes distracted by some assignments from other classes and their work was generally behind schedule. I think that we have to teach students how to set their theme more efficiently.

3) Societal (Field of Sociology)

【Significance and Aims】

- Students will practice statistical processing.
- Students will develop the logical thinking skill.
- Students will conduct social research.
- Students will learn how to build up convincing arguments using data collected.

【Allotment】

1 st period	Explaining about various areas of research and sociology
2 nd period	Explaining how to make questionnaires, Setting each group's theme
3 rd period	Deciding the theme and the outline of the questionnaire and preparing for the presentation
4 th period	Delivering the presentation and completing the questionnaire after receiving opinions from other groups
5 th period	Analyzing the results of the questionnaire and making an inference
6 th period	Preparing for the presentation
7 th period	Delivering the presentation
8 th period	Evaluation and conclusion of statistics

【Students' Works】

ファッション(=服装)は当時の社会を映し出した鏡であると言える。

↓

ファッションを分析することでその時代の社会状態がわかる。
社会の流れを予測することで、次の流行を予測できる。

たとえば・・・
スカート丈の長さをめぐる人々の意識や、地域統計や歴史的な統計資料をもとにして、社会状態とスカートの丈との関連を考えれば、次の流行を予測できる。

ファッションの変遷の背景には、社会構造の変化がある。

↓

日常を漠然と眺めるのではなく、
切り口を見つけ、調査する
= 社会調査



【Students' Comments】

- I think sociology is an academic field where we study what relates humans with society. By understanding social trends, we may find the clues to future predictions.
- We thought about the changes of society by looking at the changes of fashion in recent years. I think that what we should learn from this seminar is to analyze specific things, such as fashion, in a variety of ways.
- We learned how this seminar would proceed. We saw a video showing the fashion trends corresponding to the generation in Japan and in the U.S.A. It seemed interesting to compare things in everyday life by using statistical data.
- Today we had our first societal seminar. I learned that sociology is an academic field where we study the relations between humans and society, and that the clues to finding out these relations exist everywhere in our daily life. Therefore, it is very important to thoroughly check up what we take for granted in order to understand how humans and society are related.
- This time we made a simulation, taking fashion as an example. I understood well that we have various things around us that will explain what society is like.
- We learned what STEP seminars were for, had an explanation of the societal seminar and considered what sociology is. Besides, we learned that sociology is greatly related to social conditions. For example, the transitions of fashion is thought to have been attributed to what materials people needed and how people wanted to follow the trend. I want to learn what is important to correctly understand how people will think and behave.
- We learned the basics of sociology. I understood it is important to try to look at what we usually do not. Today we watched a video about fashion, looked for different things according to generations, and thought about what had happened at that time. These days I sometimes look upon what seems to be natural as something unnatural, so I think it is a little easy for me to have societal seminars.
- We had the first societal seminar. Sociology covers quite a lot of fields and I realized that we would need a very wide range of knowledge. Even fashion is related to historical backgrounds. I learned that it would be a good idea to pay attention to small things, such as the length of a skirt, the type of a jacket, hairstyle, bags and so on. Comparing these small things let me notice various things.

【Teacher's Comments】

I plan to help students to learn how to reach a conclusion, correctly analyzing data. In order to let them realize the importance of having a Societal perspective, I encouraged them to doubt what seemed to be natural by choosing fashion as a theme and showing some scenes in our everyday life. However, students were not very interested in fashion and seemed to be indifferent to trend itself. Therefore, I used a video showing the transitions of fashion in the 20th century and started to let them think about the background situations. They seemed to realize that they were required to understand how to look at things and consider the social situation and the psychology of people in those days. I would like to help them to acquire the skills of how to draw a conclusion. With regard to processing data, since they have been learning how to use “Excel” in the classes of “Information and Technology”, I expect that they will have no problems about it.

4)Technological (Field of Science and Technology)

【Significance and Aims】

- Becoming interested in environmental problems.
- Being able to understand what the data shows.
- Fostering the ability to think logically.
- Learning how to be cooperative and to solve problems through group activities
- Acquiring skills necessary for doing research and delivering presentations



【Allotment】

1 st period	Lecture on environmental problems about Lake Biwa
2 nd period	Lecture on preservation and restoration of Lake Biwa by a guest lecturer
3 rd period	Deciding on a theme
4 th period	Analyzing the results of the research
Field Work	Thinking about how to deal with the challenges by visiting Lake Biwa and seeing its current situation.

【Students' Comments】

- I realized that the problems were rather obvious, but that the complicated relations in which the interests of those involved are intertwined are making it more difficult to solve them. I felt that we would need enough information to solve all the problems comprehensively. I will try to collect information on the environment of Lake Biwa because it is necessary to think about the problems from various perspectives.
- Lake Biwa is important domestically and internationally. This is because Lake Biwa is an unusual tectonic lake and it has 61 endemic species. Moreover, it supplies the water used in Kinki Area. I want to know more about Lake Biwa, which is indispensable to humans and other living things, and preserve its environment.
- I realized how little I knew about Lake Biwa. In the brainstorming, we could not come up with many ideas, so I think I have to study more about it and attend the fieldwork trip. I wanted to tackle the problem of marshy areas.
- In this lesson, we collected information and thought about the problems. It was difficult to find graphs, charts, and data appropriate to our theme. I felt a little irritated because we could not find the data easily and had to make a detour to gather necessary information. I will work together with the other members of our group to collect information.

【Teacher's Comments】

As I had expected, many students never heard about the problems about Lake Biwa. In addition, only a few students felt close to Lake Biwa. However, many of them began to understand gradually that the environment of Lake Biwa had a lot to do with their lives. All the problems about Lake Biwa are interesting to students, so it seems that students are highly motivated to solve them.

⑤Global English (1st year students)

【Course Mission Statement 】

By carefully observing, researching, discussing and presenting dominant cultural aspects of Japanese society, we will endeavor to not only create a deeper understanding of Japanese cultural attributes, but also simultaneously increase our sensitivity and best practice skills on relation to global communication and intercultural issues.

【Required Academic skills】

Students will be exposed to and expected to practice the following academic skills.

- Effective research skills (E.g. identifying valid resource material)
- Effective reading in relation to sourcing research content (E.g. skimming, scanning, academic article approach)
- Effective writing skills
- Effective presentation skills
- Effective thinking skills
- Effective questioning skills
- Effective discussion skills
- Teamwork



【Class Format】

The class is divided into groups of approximately 4 or 5. Each student's role in the group is decided, and they will be expected to fulfill their roles to the best of their ability.

Role includes: *Chairperson; Scribe; Research guide; Researchers; Final editor; Presenters.*

Students' responsibilities are not just confined to their allotted roles. They are expected to cooperate with their team and cover any necessary tasks.

【Syllabus】

Class 1 —decide on a topic (from below) and start putting together a plan of how it will be researched and presented. Start on a written work (one A4 page) on the meaning and origin of your topic of choice.

- | | |
|---|---------------------------------------|
| 1.Ambiguity and the Japanese | 2.The Japanese Sense of Beauty |
| 3.Silence in Japanese Communication | 4.Male and Female Relationships |
| 5.Japanese Social Obligation | 6.Private vs. Public Stance in Japan |
| 7.Adopting Elements of Foreign Culture | 8.The Japanese Virtue of Modesty |
| 9.Seniority Rules in Japanese Human Relations | 10.Japanese Group Consciousness |
| 11.Dual Meanings in Japanese Human Relations | 13.The Japanese Custom of Gift Giving |
| 12.Simplicity and Elegance as Japanese Ideals of Beauty | |

Class 2 —Start putting together the script of a role-play that explains your understanding of your particular topic.

Class 3 —Present and film your role-play. Q and A sessions with classmates and teachers.

【Students' Comments】

Student S

In the first half of GE, I studied the difference of the cultures between Japan and other countries, and how to express phraseology which is usual in the Japan. In the second half, I want to tell other people what I want to say in English.

Student D

We learned how to explain Japanese customs in English. It was difficult for me to put our unconscious behaviors in different language. Through this project, I became able to discuss in English, and to perform in front of other people. However, I still feel anxious to perform in front of large crowds, so I need to train for that.

I studied abroad for four weeks this summer, and I felt it was necessary to be able to describe our own cultures overseas. We have to have rich knowledge about our customs. We need to have interests in various kinds of things, and to expand our horizons.

Student I

Our group has studied "silence" in Japanese. While researching, we noticed that there was a big difference between Japanese and foreigners. That is Japanese people do not want to say their own opinions, but foreigners say their opinions clearly. I think that there are many chances to meet people from many countries after this, so I want to be able to insist my view with confidence.

Student Y

It was difficult to capture the culture of my country. However, unless you understand your country's culture, you cannot understand the culture of other countries. I understood a little about it through the lesson. Our group had a difficult time picking a difficult theme, so I will think about the future and act actively next time.

Student S

We chose Collective consciousness. In the class, we could not have good discussion. We only searched individually. I regret I should have more cooperation with everyone and I think I will cooperate. In my group, I did almost thing. Other member said anything and did anything, so I did by myself. I think if all of us did together, we could make more nice presentation. Our teacher found mistakes just before the presentation. I corrected our materials. Therefore, I think that I will prepare exactly next time.

Student N

• In the first term, we learned the differences among different cultures. Each group selected one topic of Japanese original culture, WABI and SABI, relationships between older and younger. The topic our group chose was the custom of giving gifts. First, each of us collected information about it. Then we made the script to express the culture shock we had learned. Finally, we tried the roll play with it and took movies of us. I did little work for my teammates. I took only the first and third classes. I just joined the meeting we chose our topic and playing the scene. Next term, I am sure I will work with my teammates actively.

【Teachers' Comments】

○Acquired Skills

Students were systematically exposed to various aspects of Japanese culture. As groups, they selected a particular Japanese cultural trait that captured their interest. In observing these cultural traits, students were then required to continually reflect on the origin of these traits, their predominance in the everyday lives of the students, and how representations of these cultural norms affect communication with other cultures and countries around the globe.

This was a first crucial step in 'critical observation' for these students. A step that is relatively difficult to quantify by means of physical pedagogical assessment (i.e. a written essay). This initial process turns the observers' views within, and to many students this can be quite an alien environment. They are attempting to view aspects that are so ingrained and part of them that they for the most part seem if not invisible, indescribable.

The students realized the difficulty of such introspection and observations, and by their comments, and active participation in class discussion, it could be assessed that they have *started the ball rolling* in relation to developing an open and inquisitive mind towards the cultural components that make up humankind.

○The Skills Requiring Further Efforts

As mentioned above, representation of introspective findings can be very difficult for native speakers let alone non-native speakers of a language. Therefore, as the students' cultural and global sensitivities grow an efficient level of written and spoken English will have to be attained. When a basic grounding in English is achieved, students will be able to work on academic skills (i.e. presentations and essays).



2. 2nd Year Students

①STEP Seminar (2nd year students)

1) Political (Field of Politics)

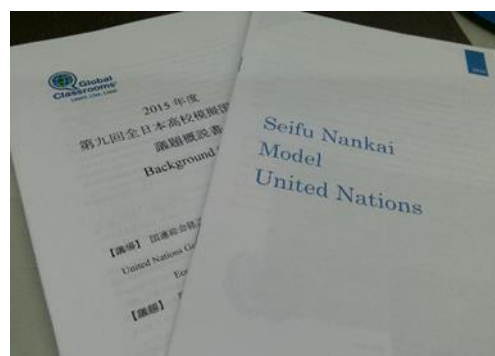
【Course Aims】

In Model United Nations students will find out the problems of the countries they are representing and make resolutions to solve these problems. They have to explain and negotiate so that other countries will accept their resolutions. Through these activities, students realize that politics is a means to achieve “the greatest happiness for the greatest number”, and that they should not think only about their own interest. What students have to acquire by learning politics is the attitudes to accept diversity without thinking only about their own self-interest.

In the first half of the year we set the subject as “Energy Security”, which is related to the general theme of Scenario Planning. I planned to let the students take interest in other countries and acquire abilities to identify and solve problems. In addition, I planned to let them have technical knowledge, presentation skills, and the ability to negotiate.

【Course Schedule】

1	Introduction of the course, Deciding representing countries, Announcement of the subject
2	Lecture on the subject, Making “position paper”
3	Lecture on the subject, Making “policy paper”
4	Announcement of the policies, Thinking about the resolutions
5	The first conference
6	The second conference
7	The third conference, Voting



【Works by students】

Resolution introduced by the
students in charge of Liberia (written in Japanese)



【Comments from students】

- First of all, I realized my lack of knowledge. When other countries asked me to do something, I could not judge if I should do it because of the lack of knowledge. It was difficult to think of the policy dealing with every country equally. I would like to have more knowledge by the next conference, reading books and newspapers.
- I tended to forget about the interest of each country in the multilateral negotiations. When we discussed one subject, we had to consider various problems in various fields. I realized my lack of knowledge and thought it was difficult to decide on specific issues.
- I was surprised that the country which had participated in the conference only the day before opposed my policy. I found it difficult to make things go as I expected. I also understood that we could not even start the negotiation without having broad knowledge about our representing countries and present situations of the world. There were some illogical points in the three policies presented in this lesson.
- I realized I totally lacked in knowledge about energy and diplomatic relations of many countries. I also thought that though I could get a lot of knowledge through the Internet, I could not be sure if it was correct and believable. Many countries did not correctly understand my resolution and there was something inconsistent in it, so I will try my best to make it better next time..

【Comments from teachers】

<<Good Points>>

- In the students' questionnaire, there were many affirmative answers, such as "I have improved my ability to identify problems," or "I think that what we have learned will be very useful for other classes or school events."
- A pair of students will participate in "the 11th All Japan High School Model United Nations."

<<Points for improvement>>

- Although they collected a lot of information about their representing countries, some students did not have their own opinions and changed their ideas according to the atmosphere they felt. Sometimes they did not have a fruitful discussion.

2) Societal (Field of Sociology)

【Significance and Aims】

In this course, the students learn to deepen the consideration for the society and people. This semester, they practiced analyzing various kinds of specific cases and collected information for their statistics.

In addition, I thought it would be necessary for them to attend some competitions to receive external evaluations and some students participated in “National High School Tourist Championships”. While they were making tour plans that included appealing points of our local area, they had good opportunities to analyze the statistics shown by Japan Tourism Agency and Osaka Prefectural Government.

I think they had a good experience of creating something new as they made their own tour plans after gathering a lot of information and data. They also analyzed the trends of foreign tourists and thought about what they would do and what they would need.

As a result, these activities were good for learning how to build up evidence or make hypotheses that is necessary in Scenario Planning.

【The flow of the classes】

1 st Class	Introduction of sociology and tourism
2 nd Class	Setting the tour target with statistical data
3～6 th Class	Making specific tour plans with statistical data
7 th Class	Delivering presentations of their tour plans
8 th Class	Comments and reflection

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



【Students Comments】

- It was not difficult for me to make a tour plan because the settings of the plan was Senshu, where I live. It was, of course, difficult to improve our plan with evidence and statistical data so that it would be persuasive. However, I think we were successful in making a good plan. I mistakenly used some materials that were on a personal blog, so I will be careful to use materials available to anyone. I also enjoyed discussing various things with my friends, though it was my first time to have had such heated discussions with them.
- I realized that I should have done better. I could not have my own opinions because of the lack of knowledge and evidence, so I gave a lot of trouble to my group members. Looking back now, I think it is important to express our ideas. If they are wrong or difficult to realize, the other members will correct them, and this is the good point of group work.
- We introduced good points of Senshu. I think we did not collect enough information and we lacked in the ability to create an innovative plan by using the information. Some other groups make their plans better by introducing cycling in their plans. I think we will be able to have such an idea in our plan next time.

【Comments】

《Good Points》

- Students practiced analyzing various things and they have learned to consciously become aware of many things seen in our daily lives.
- By making tour plans for the purpose of advertising good points of the local areas, they realized that there were many things they did not notice because they took them for granted.
- Since they participated in a competition, they became serious and tried their best to make really good plans.
- Every group did field work research, and it made them understand the importance of classroom study.

《Improvements》

- Some groups of students wanted to do field work research in Kansai Airport, but they could not, and they had no choice but utilize the information available to anyone.
- Some groups just shows the places tourists would visit without putting any consistency in their plans.



3)Economic (Field of Economics)

【Significance and Aims】

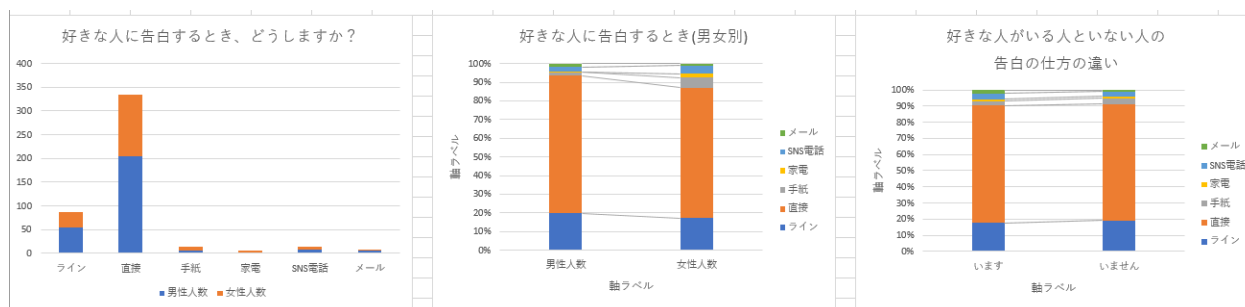
Speaking of economy, there are various kinds of economy, such as economic strategy, business behavior, financial strategy, stock, exchange rate. We sought for the activities where students can enhance a quality necessary for a global leader, and where students can make a good use of it to select their actual course, acquiring economic knowledge for Scenario Planning.

We let the students participate in Nikkei Stock League and Nikkei Yen-Dollar Derby, sponsored by NIKKEI newspaper publisher. Nikkei Stock League is a competition in which contestants make portfolios. This is mainly for university students, but some middle school students and high school students joined and won the competition.

The students can obtain economic knowledge and different perspectives by making portfolios and doing research on companies, thinking about various social issues.

【Flow of the Class】

1 st Class	Introduction and delivering mini-presentations on any topic
2 nd Class	Delivering presentations on general ideas of economics
3 rd Class	Lecture on general ideas of economics
4 th Class	Checking the award winning portfolios
5 th Class	Delivering presentations on what they learned from the award winning portfolios
6 th Class	Lecture by a guest lecturer
7 th Class	Group Activity
8 th Class	Lecture by a guest lecturer
9 th Class	Role play
10 th Class	Delivering presentations on the theme of the report or on what they did during the summer vacation.
11 th Class	Group Activity



【Students' Opinions】

I think I can make full use of my knowledge in this seminar, so I am looking forward to studying economics more deeply.
The presentation we delivered by using an award-winning portfolio did not go well at all. There were many flaws and quite a lot of things to be improved. I would like to try harder and contribute to Scenario Planning as one of the representatives of Economic seminar.
We have decided our theme, but screening does not go well. We would like to do our best to be able to win a prize for the remaining half year.
We have a lot of trouble in Nikkei Stock League. I want to study more about economics and make use of my knowledge in Scenario Planning as soon as possible.
I am now doing my best in Nikkei Stock League. Our group leader is a wonderful person who gathers meetings, summarizes discussions, and tells us what information we will have to collect. Sometimes we could not make any progress in our discussion, but our leader skillfully made things go forward. Looking back from now, I think that I just attended the meetings, so I will actively play my part and contribute to our group.
We learned various things about economics in this seminar. I am sure that what we have learned so far will be very useful for Scenario Planning and for my future.



【Comments】

Students started to have common understanding of the basic concept of economics, and then they checked award-winning reports and delivered presentations on them to deepen their knowledge about Nikkei Stock League. When delivering presentations, students were advised to tell us why they had chosen the report and what was unique and impressive about it as if they had written it by themselves. Through these activities, they learned what is required in writing a report. Prof. Hirayama, Economic Department of Kwansei Gakuin University, gave us some advice after watching the presentations. In the first lesson after the summer vacation, students delivered presentations reporting what they had been doing. It seemed that they had spent a lot of time deciding their themes.

Prof. Hirayama made a lecture for us and gave a lot of advice on how to set their themes for Nikkei Stock League. Mr. Nakatani from Japan Finance Corporation also made a lecture on business ideas and plans and told us how business world is going on. Both of them are really helpful and they are kind enough to answer our questions by e-mail.

4)Technological (Field of Science and Technology)

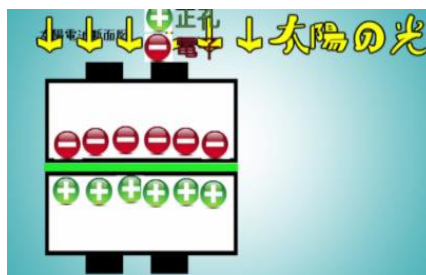
【Significance and Aims】

Students will develop wide knowledge on energy problems all over the world. In order to achieve this goal, they will learn about various electric power issues and the methods to generate electricity. Especially, they focus on renewable energy that our government has been promoting as clean energy replacing fossil fuels. They take an overall study on these issues and prepare for Scenario Planning.

【Procedure】

1 st	Explaining how to evaluate scientific experiments
2 nd	Experiment of collecting vapor, Introduction of how to write a report
3 rd	Reflection
4 th	Lecture on current power generation systems and solar batteries
5 th	Collecting information on various solar batteries
6 th	Delivering presentations on various solar batteries
7 th	Building a dye-sensitized solar battery

【Students' Works】



【Students' impressions】

- We learned how to write a report in this technological seminar. The experiment of collecting vapor was simple, but it was very difficult to think logically about it in detail. When I collected information about solar batteries, I was able to realize the characteristics of each battery. I am looking forward to visiting Kyoto University and I want to utilize what I learned in this seminar.
- In the first lesson we learned how to write a report, and in the next lesson we did some simple experiment and wrote a report on it. I was satisfied with my report, thinking it was perfect. However, my report was full of corrections, and I realized how difficult it was to write a proper report. Then we learned about solar batteries. I think I have acquired some knowledge and presentation skills by gathering information and delivering a presentation. We also made a solar battery, and I was happy when my music box worked with the solar battery I made.

【Review】

《Good points》

- Students learned the importance of logical explanation by writing a report themselves.
- Students themselves collected information on solar batteries instead of teachers giving it to them.
- All the members of a group had to explain some parts in their presentations, and that helped them deepen their understanding on solar batteries.
- Making solar batteries helped students to learn more deeply about them.
- Students felt a sense of accomplishment when their music boxes worked with their solar batteries.

《Improvements》

- Some students had a hard time understanding technical terms.
- The kit of the solar battery students bought was a little expensive.
- Students did not have any opportunities to attend some competitions as students in the other seminars did.



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

【Significance and Aims】

Students learn the method of “Scenario Planning”, and foreseeing the future, they develop an ability to think logically. They have made two scenarios so far this year.

①The first SP Theme : “Convenience stores in 10 years”

We thought it would be good for students to start with something close to their daily life, and we decided the theme as “Convenience stores in 10 years”. They had to think about this theme from various points of view, such as circulation and working styles. They are very familiar with the theme, so they did not spend much time collecting necessary information.

②The second SP Theme : “Energy”

The theme of our SGH project is “To think about energy situation in the future”, so we decided the theme as “Energy” this time. We divide students into some groups, taking balance because they will have to write their thesis in this group next year.

【Schedule】

1st (April-June)	Convenience Stores in 10 Years
2nd (July-August)	Energy

【Review】

《Good points》

- In order to improve students’ ability to think logically, we think that this activity is very effective.
- SP needs various opinions, and through this activity, students were able to broaden their horizons and develop the ability to accept others’ opinions.
- We spent more time working on one topic than last year, which helped students understand more deeply about SP.

《Improvement》

- We spent more time working on one topic than last year, but it led to the decrease in number for students to make trial and error. It might have prevented them from understanding that there was not always a single correct answer.
- It took longer than expected to deliver all the presentations.
- Since we had to start the second SP for this symposium, we did not have much time to reflect on the first SP.
- The lack of reflection on the first SP seems to have caused the slight confusion for students when they started the second SP.

【Students' impressions】

- It was really difficult to stay logical because we had to think about the whole concept of our scenario. I also realized that we need a huge amount of knowledge and data and a great ability to think logically even in the first stage of SP, getting ideas by brainstorming and putting them into the IU (Impact and Uncertainty) matrix. It took us a very long time to practice SP this time, but I found it interesting because we thought about what factors influence convenience stores and analyzed in detail what they would be like in 10 years.
- It was really difficult to decide on our topic and set two axes. However, I think we will be able to find a way to get out of this difficulty and it seems that communicating with each other is very important. What I feel now after we have been practicing SP so far is that inspiration is important, and that in order to have inspirations we need to gather a lot of information through news programs and newspapers. I would like to deliver our poster presentation successfully.
- We had difficulty deciding on the axes. We actually decided them, but after proceeding some, we found that we had to take different axes. I think that too much abstraction will prevent us from picking up a point.
- When we decided on our axes, we were not completely satisfied with them. However, after our presentation, we received some compliments, such as “The axes you chose were very good.” SP is difficult.
- The theme was convenience stores, which were very close to us, but we did not have enough knowledge about them and had a hard time. I realized that collecting information is absolutely necessary and making sure if our axes or scenarios are based on evidence is very important.
- I became the group leader for the first time. Sometimes I was at a loss what to do as a leader. However, our members were very cooperative and we gathered many times, so we had a lot of time to discuss things, which helped me a lot. Many of the members earnestly played their own role and that was really helpful. What I think I have to improve is that I only learned the details of our presentation on the day of the presentation because everyone had their role and they just played it perfectly. I had to keep looking up at our power point materials while delivering our presentation.
- I was very interested in predicting the future with SP when I watched the presentations our seniors delivered. At that time, I did not understand what SP was about. When we actually practiced SP, we had a hard time thinking of a lot of driving forces and deciding on the axes.
- What I realized in practicing SP was that it took much more time to prepare for it than it did in any other STEP seminars. This is because we have to make a lot of trial and error when deciding on the theme and when making some plans or scenarios. In our first presentation, we put too much information in the last few parts, so we will make an improvement on this.



③ Global English for 11th Grade Students

【Course Mission Statement 】

Giving presentations is an integral part of the activities that students on the Global course are expected to be able to perform. In this course, students will learn how to introduce various aspects of Japanese culture in an engaging way to an audience abroad, and by doing so contribute to a meaningful cultural exchange. In order to do so, the students have to gain the flexibility to switch perspectives; they will practice to shift between their own Japanese perspective and the perspective of their foreign audience, which is not familiar with Japanese culture. In the process, students will also practice analytical thinking skills that will help them design effective presentations.

【Required Academic skills】

Students will be exposed to and expected to practice the following academic skills.

- Effective research skills (E.g. identifying valid resource material)
- Effective reading in relation to sourcing research content (E.g. skimming, scanning, academic article approach)
- Effective presentation skills
- Effective thinking skills
- Effective questioning skills
- Effective discussion skills
- Teamwork



【Class Format】

The classes are broken up into smaller groups according to topic to be introduced. Students are expected to organize their groups. Where necessary, they assign roles to ensure smooth, efficient group work. A scaffolded approach is used to assist students in progressing from their actual skill level to the skill level required to give an effective English presentation. Students are allowed to use Japanese in group discussions to ensure the design of a well-founded presentational structure. Guiding questions used in this process will follow basic strategies for English academic essay writing in order to aid the students in acquiring the ability to approach problems in a systematic and logical way. In addition, wherever possible, teacher input and feedback will be in English in order to encourage the students to shift from Japanese language-based problem solving to thinking and talking about the topics in English, to enable them to give a practice presentation in front of the whole class in English.

【Syllabus】

- Class 1 — Students discuss what aspects of Japanese culture should be introduced during their excursion to Thailand. They reflect on the unique points of Japanese culture by thinking about what it is that makes Japanese culture distinctively Japanese. In order to create an engaging and informative presentation, ideally, the topic should be as interesting to the presenter as to the audience. For this reason, students are encouraged to use their own interests as a starting point for discussion.
- Class 2 — From the list of topics suggested by the students, 7 are chosen and assigned to groups. These groups then discuss the topics with the focus on how to present it in a way that is engaging for the audience. Here, the students practice switching between their own Japanese perspective and that of the Thai audience, which is not familiar with the Japanese culture. At the end of the lesson, each group will have agreed on an outline for their presentation.
- Class 3 — Students work on improving their presentation structure by considering guiding questions that focus on the message that they want to convey, as well as on what means to use in order to deliver it effectively. This procedure follows the basic approach to structuring an academic essay and helps the students improve their presentation skills and deepen their understanding of how to deliver information in a persuasive way.
- Class 4 — Students practice their finished English presentations in front of the whole class and receive final feedback from teachers and other students.



【Students' Comments】

“I became able to replace difficult words with simple expressions. My task for the future is to become able to make presentations that the listeners find fascinating.”

“I gained the skill to give a presentation. My task to work on is to develop my logical thinking.”

“I became able to speak English in front of a lot of people. Although I made mistakes, I want to use English without minding mistakes.”

“I learned how to make a presentation that interests Thai students. This got me to know the differences between Japan and Thailand. I also learned about Japanese culture and features. While making the presentation I made a lot of mistakes. I felt I have to memorize English vocabulary and expressions.”

“We couldn't prepare for the presentation well. We couldn't spend the limited time well and finish all we had to do. But thanks to the teachers we could think of how to attract the audience and what we want to tell them.”

“I presented Origami in Thailand. It was difficult to convey the Japanese culture in English, and I had a hard time. However, when it was completed I felt a sense of accomplishment.”

“I was able to smoothly present in English. But during the preparation I couldn't express my opinions because I am not very rich in ideas. So I have to think about things with a wide view.”



【Teachers' Comments】

○Acquired Skills

Students were systematically encouraged to reflect on and deepen their understanding of Japanese culture in order to identify representative aspects that can serve as a good introduction of Japanese culture aimed at a foreign audience. As expected, this did not pose too great a challenge since the students could draw on their own interests and preexisting knowledge.

The next step for the students was to structure the introduction of the identified aspects in a persuasive and engaging manner while keeping in mind what they wanted the audience to take away from the presentations. To do so, students had to decide on the message they wanted to convey and on examples and reasons to support it in a convincing way.

The final steps were to prepare aides such as videos, audio files and power points, to write up the presentations in English, and finally, to practice in front of the whole class.

○The Skills Requiring Further Efforts

In contrast to the predominantly low-context cultures of English speaking countries, Japanese society is a high-context culture, which means that if crucial contextual information can be inferred, mentioning detailed facts and in-depth logical reasoning are not seen as important as they would be in English speaking cultures. Due to this, students often stop short of producing what would be seen as a convincing argument to an English speaker. Moreover, compared to English, Japanese communication tends to be more about subjective impressions that do not need to be explained and justified in great detail.

For this reason, the crucial skill for students to focus their future practice on is not so much only the correct use of grammar and vocabulary, but the ability to grasp things with an English mind, that is, to grasp things with a clear understanding of the underlying cause and effect relationships as well as the important contextual factors.



3. 3rd Year Students

Making Graduate Theses by 12th Grade Students

【Significance and Aims】

As a compilation of these three-year activities, we have collected our students' theses on Scenario Planning and will publish them in book form. These third-year students have been working hard as the first students of this new course. However, their activities focused on delivering a presentation using PowerPoint and they did not put their achievement into writing. In order to improve the skills to put a lot of data in order, we had our students put their achievement into tangible form through these activities. It is certain that this will become a cornerstone for their future. In addition, it is possible to show one of the goals to their juniors.

【The flow of the classes】

- ① To reflect their presentations delivered in the first International Symposium
We expected them to revise their works they had made for the symposium and to write their theses based on them. However, some groups were not satisfied with their scenarios and others found serious flaws in their theories. After all, most of the groups worked on Scenario Planning again by utilizing the data and materials they had gathered.
- ② To give instructions for the structure of a thesis
We explained how to write a thesis. Since Scenario Planning is basically done by a group, we carefully divided the structure into two parts; one for the group thesis and the other for the individual thesis. Since they are the first students to write the thesis, we showed an example to them.
- ③ To write the common part of each group
The basic parts of each thesis are shared with all the members in the group, such as why they chose this topic or how they selected two axes. When they wrote these basic parts, each of the members was responsible for one smaller section, and then they put every section together to make the whole common part.
- ④ To write an individual part
After finishing the common part, each member thought of an issue related to their topic and wrote freely on the issue they chose. However, each group was required to choose at least 4 members to write a scenario of each of the 4 quadrants.
- ⑤ To compile the theses written by all the groups
We collected all the theses made by each group, including the common part and the individual part.
- ⑥ To make abstracts on each thesis in English
One or more students made the abstract of the common part of each group. At the same time, every member made the abstract of their individual part.

グローバルコース 「卒業論文（仮）」の構成

【はじめに】 A

SPとは（全体共通部分。ここについては教員側で作成する。）

【序論】（班内共通部分） A4 (40×40) 2枚程度 B

- ・トピックの紹介
- ・そのトピックを選んだ理由
- ・2軸に挙げたDFの紹介
- ・4象限の概要説明
- ・SPマトリクス模式図

【本論】

第一章（班内共通部分） A4 (40×40) 1枚程度 C

- ・トレンドの動向

第二章（班内共通部分） A4 (40×40) 1枚程度 D

- ・X軸選定の理由（インパクトが大きい理由および不確実性が大きい理由）
- ・Y軸選定の理由（インパクトが大きい理由および不確実性が大きい理由）

第三章（個別論述部分） A4 (40×40) 1-2枚程度 E

「1～4象限の詳細なシナリオはどうなるか」というのを基本的な問題提起の型とする。
SPを進める過程で生じた疑問を問題提起とすることも可とするので、その場合、担当教員に確認すること。

【結論】（個別論述部分） F

「以上により、○○で△△な場合の××は□□のようなものになると考えられる。」

本論第三章が具体的なシナリオの形で述べられているのに対して、それを一般化した結論をここでまとめる。

【注及び解説 1】（班内共通部分） A4 (40×40) 2枚以上 G

【注及び解説 2】（個別論述部分） A4 (40×40) 2枚以上 H

シナリオ自体はどうしても飛躍的な内容で小説的なものになる。それを論理的なものとして提示するために、全ての論理展開に、その根拠となる情報を記載すること。

【添付資料 1】（班内共通部分） 必要に応じて I

【添付資料 2】（個別論述部分） 必要に応じて J

必要と思われるものを挙げる。網羅的に思考したことを示すためにも、IUマトリクス図は掲載すること。

※個人の卒論としては以上の形式。卒業論文集作成の際には、
A B1C1D1G1H1 E1F1H1J1 E2F2H2J2 … B2C2D2G2I2 E10F10H10J10 …… E78F78H78J78
という構成になる。



【Comments】

- Since everything was new and both teachers and students had to grope their way, the students' achievements and efforts are certainly worthy of admiration.
- When students wrote their individual part of the theses, we could see the big differences among them on how hard they worked on the task and how much they understood their topic or Scenario Planning itself. We need to figure out better ways to let students participate in the activities more proactively.
- Students realized the importance of evidence, and it has helped them think about how they should proceed with further study.
- We found that what the students were making was not exactly what we call a thesis. We may as well call it "a Scenario work".
- Since they had no model theses they could refer to, they tended to be serious when choosing a topic, making a discussion and writing their individual part of the thesis. I hope that the second global course students will have a more flexible way of thinking and make their works unique and interesting.

Seifu Nankai Senior High School SGH Project Team

We first planned to have the 1st International Symposium this year as we entered our third year as a Super Global High School (SGH). However, we were fortunate enough to hold it last year - one year earlier than planned. For this, our 2nd International Symposium, we have worked extremely hard to put together the most successful symposium we can and we hope you will enjoy the fruit of our efforts.

Through a lot of trial and error, and capitalizing on our experience and results from last year, we have been working towards making this year's symposium even better. New teachers have joined our project team, and seventy-three new first year SGH students have joined our ranks. As such, it is quite natural that some of the aspects of this symposium will reflect the efforts of our students in their second year of study with us.

In addition to the our 2nd International Symposium, Seifu Nankai Gakuen is concurrently holding the inaugural "Presentation Grand Prix" for our junior high school students. This event is expected to nurture the presentation skills of our younger students and form a platform for them to enter a more competitive and rapidly changing educational world.

This pamphlet includes as much English translation as possible so that guests from abroad can enjoy the presentations and contents. We have also included as many photos of our international guests as possible taken after they arrived in Japan.

The experience of holding this symposium and the effort put into it will surely lead to the growth and development of all the students and teachers involved. We hope that this pamphlet will become testimony to the efforts of all those who have unselfishly contributed their knowledge and time to this event. It would be our greatest pleasure if the lessons learned from our efforts today became the driving force of an ever-growing global society into the future.



2017 Schedule (from November 11 ~ March 31)

©Thursday, February 22nd, 2018 Interim Presentation in 2018 at Seifu Nankai.

1. Report on what we have been doing in the latter half of the year as a Super Global High School
 - ① Reflection on the International Symposium
 - ② Collection of papers for Scenario Planning by 12th grade students
 - ③ Scenario Planning done by 11th grade students
 - ④ STEP seminars and Global English done by 10th grade students
2. Summary of all the activities we worked on as a Super Global High School for the last three years.
3. Introduction of our project after 2018



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