

Seifu Nankai Senior High School

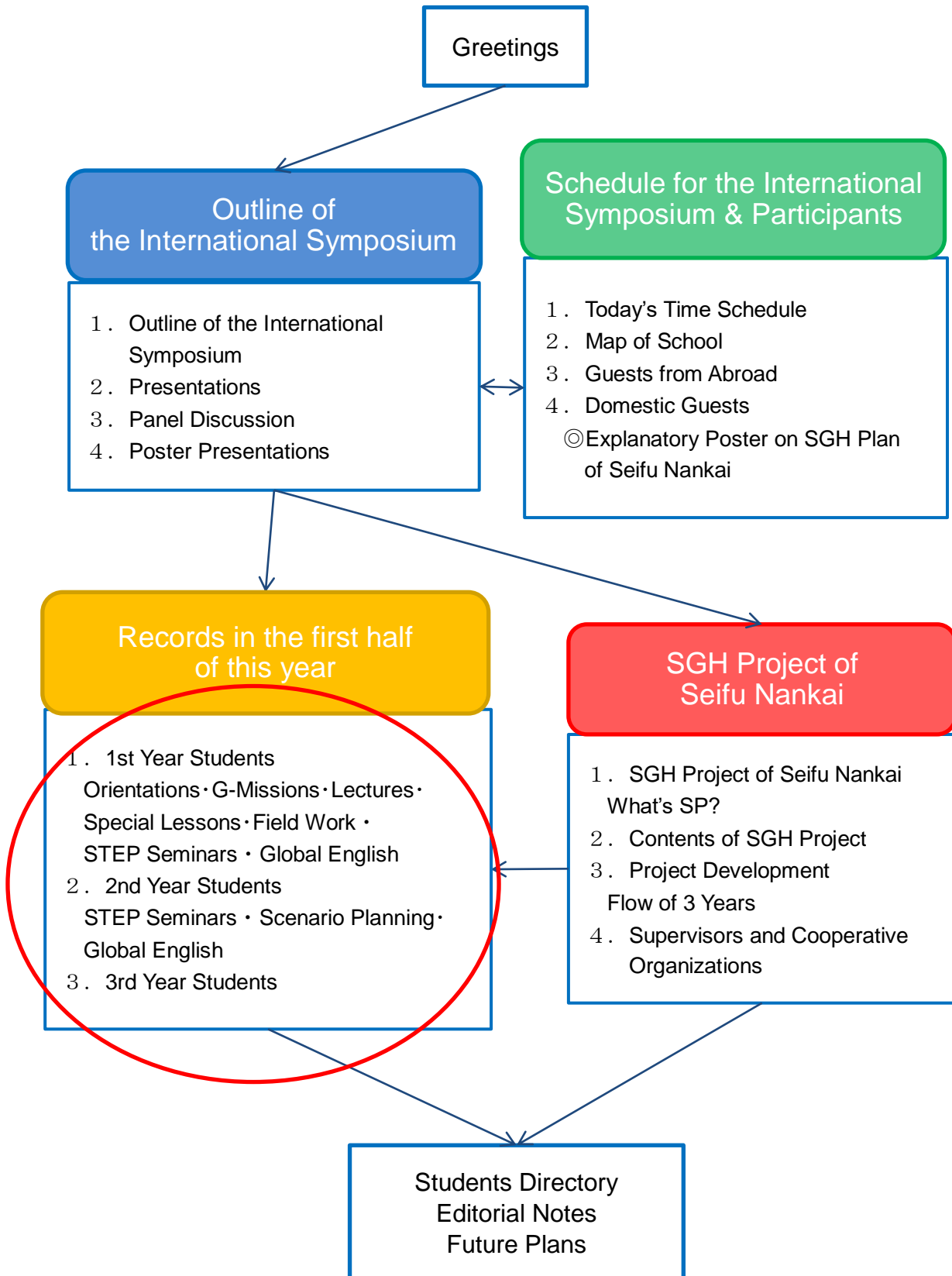
International Symposium for the Future World

Chapter IV
(English Version)



November 10th, 2018

Structure of this Booklet



IV Records in the First Half of This Year



1. 1st Year Students

Orientation, G-mission, Lectures,
Special Classes, Field Work Activities,
STEP Seminars, Global English

2. 2nd Year Students

STEP Seminars, Scenario Planning,
Global English

3. 3rd Year Students

Graduation Thesis

1. 1st Year Students

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

【Significance and Aims】

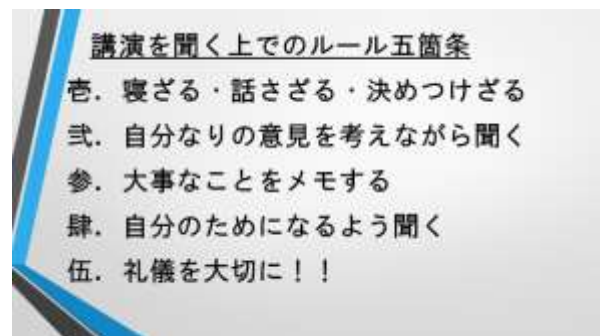
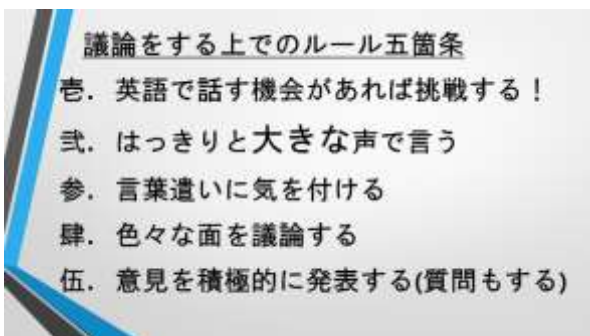
- To experience the atmosphere of integrated learning time
- To keep in mind that they have their responsibilities as Global Course students.
- To learn how to deal with a problem which has no clear answer.

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.

【Class Schedule】

1st time	To introduce to the students how we will proceed the integrated classes. 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.
2nd time	To have each group consolidate 5 principles on a discussion and 5 on a lecture.
3rd 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.
4th time	To introduce to the students briefly what Scenario Planning is. To have every student make a timeline of him/herself in 10 years.
5th time	To have each group discuss about each timeline. To summarize what Scenario Planning is.

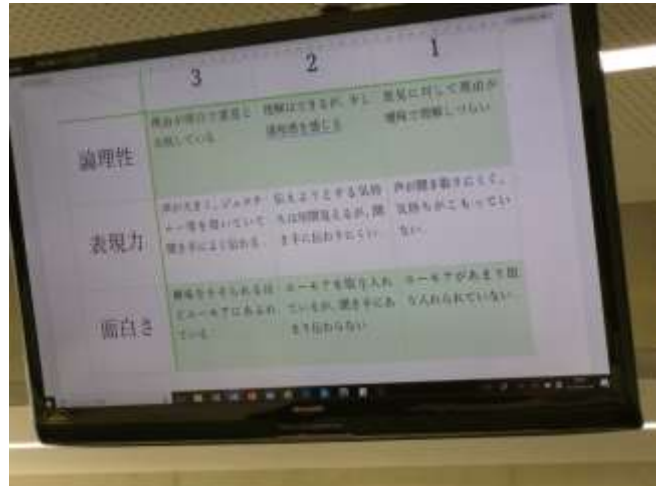
【Students’ Works】



【Students’ Comments】

- I think it important to make it into account what kind of presentation can attract people and is effective. I want to use what I learned at this lesson in practice

- As a global course student, I spent a very valuable time at this session. For the following lessons, I try to make use of what I learned from this session.
- Through this session, I experienced many things, such as working on the problem with my team mates, listening to other team's advice, and making a presentation in front of the big audience.



【Teacher's Comment】

I think the students were able to learn to find a new way of solution to the assignments we provided, by thinking not in vague sense, but from the perspective view point. Through their working on these projects, the students may have some difficulty in organizing team, or taking a debate one step further. On that point, we could say our goal has been met. Meanwhile some teams set their goal to finish their project, we teachers should encourage them to develop their activity.

②Special Classes & Sessions (1st year)

1 . The way of thinking for global leaders

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

Date : Tuesday, April 24, 2018 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

Lecturer : AKAHOSHI Sho, School of Law and Politics,
Kwansei Gakuin University

Date : Tuesday, May 29, 2017 11:45 ~ 12:35

Outline : ①Students will learn the importance of looking at things from a global point of view, using
“United Nations and Us” as a teaching material.

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



3. Economics

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

Date: Friday, July 5, 2018 13:20 ~ 14:10

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

- 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

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

Date: Friday, June 22, 2018 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

Lecturer : Sanwa Nobuhiko, Lake Biwa Environmental Division, Biwako Policy Division

Date: Tuesday, May 22, 2018 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



③ Fieldwork (1st year students)

1. Societal

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

Date : Thursday, July 12, 2018 15:15 ~ 16:55

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 13 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 : AKAHOSHI Sho, School of Law and Politics, in Kwansei Gakuin University

Date : Friday, October 19, 2017 16:50 ~ 18:20

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

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

Topic : Affirmative Action

- Contents : ①Listening to the brief presentations by a student in Professor Akahoshi’s seminar at Kwansei Gakuin University on “Affirmative Action”, referring to Cheryl Hopwood.
②Dividing university students and themselves into 4 groups and having a discussion about whether affirmative action is right or wrong.
③Summarizing what they have discussed on a large paper and making presentations and sharing their opinions.



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 24, 2018 15:00 ~ 17:30

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

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

Topic : Adhesive Area

Contents : ①Thinking about the relationship between adhesive area and tensile strength by
trigonometric function.

Making a model of a chair of wood as a practice.

②Having a tour in the institute, looking at facilities such as an electron microscope.



4 .Technological

Lecturer : TANAKA Takayoshi, Section Chief, Lake Biwa Environmental Division, Shiga
Prefectural Government

SEKI Shinsuke, Fisheries Division, Shiga Prefectural Government

Date : Wednesday , August 1, 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.



1st Year STEP Seminars

In the first half of the year we worked mainly 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.
- To develop international relations.

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”. 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, focusing on eight countries: Japan, China, America, Australia, Ethiopia, Spain, Brazil, and Saudi Arabia.

【Class Schedule】

Time	Contents	Students' Roles.
1 st	Guidance	Divide the class into 8 groups and decide which country each group is in charge of. Discuss important information regarding the country.
2 nd	Position Paper (Basic Information of Each Country) Preparation	Summarize basic information pertaining to your country such as, population, religion, GDP, political system etc.
3 rd	Policy Paper	Think about policies, and what kind of resolution will be beneficial for your country, as well as the disadvantages that may occur.
4 th	Draft Resolution	Based on policy planning, consider the resolutions proposed by your country and write them all down. Then share them with everyone.
5 th	Non-sitting discussion	Look at the resolutions drafted by each country and state your requests to other countries. Receive opinions on the resolution of our country.
6 th	Modification of Draft Resolution	Based on the last non-seating discussion, we will revise the resolutions. Refine them so that you can get the approval of the resolutions.
7 th	Draft Resolution Presentation	Present resolutions using PowerPoint. Listen to the resolutions of each country and think about which resolutions you agree with.
8 th	Discussion / Summary	Discuss again and revise the resolution. Also question the resolution using a questionnaire.

【Students' Work】 An Example of Resolution

MODEL UNITED NATIONS

 GENERAL ASSMBLY

DR.(China)

2018. 10.16

Sponsor: ()

前文

中国は「一帯一路」を更に発展させたいと考えています。「一帯」とは中国から中央アジア、西アジア、ロシア、ヨーロッパへと繋がるルートを、「一路」とは中国から南シナ海、インド洋、アラビア海を経て地中海へと至るルート海上交通ルートを指します。「一帯一路」ではルート沿線の国々と総合的発展を目指しており、そのために途上国へのインフラ整備などの投資を行うなどの活動を行っています。世界の国々との経済的協力によって、南北問題解決の足掛かりとなることを期待します。

主文

お弁当のメニューはチャーハン、チンジャオロース、春雨サラダです。

チャーハン→ブラジルのお米、ギリシャの卵を使用する。ブラジルの属する南米はアメリカの裏庭と呼ばれており、ブラジルが「一帯一路」に参加することでインド太平洋戦略により「一帯一路」の総合的な発展を妨げるアメリカに対しての牽制になることを望む。ブラジルは「一帯一路」構想のラインから外れた地域であるが、「一帯一路」ニュース交流協力協定を正式に締結するなどの姿勢がみられ、南米が「一帯一路」への理解を示すきっかけとなると予想される。

また、ギリシャは「一帯一路」構想で重要な土地である。ギリシャのピレウス港はヨーロッパに中国の輸出品を流通させる上で必要な場所となり、ヨーロッパの中でも「一帯一路」に協力的なギリシャを支える目的である。



【Teachers' Comments】

- While gathering information about their respective countries, the students tended to rely too much on internet sources. It would be better if they also used other sources such as books and magazines.
- 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. The students had a hard time negotiating with other countries, but I feel they all worked hard to try to think internationally.
- 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】

- Considering economics from the perspective of social issues and global issues.
- Understanding trends in corporate activities and technologies through research pertaining to industry, and corporations.
- Understanding the trends of economy and market by making a virtual investment in stocks.
→ Focusing on the "Economic and social movements" that cause stock price fluctuations, Understanding the relationship between the economy and changes in our lives and society as a whole.

We aimed to provide the students with basic knowledge of economics through analysis of corporate activities and technological innovation in order to accommodate discussions focusing on a variety of global and local issues. In order to encourage the students to seek out information for themselves, we introduced virtual investment through stock learning games, using the Nikkei stock league method. Studying investment behavior in companies cultivates a micro perspective, with a focus on areas such as corporate activities, technology, and how these areas affect society. Also, fluctuations in stock prices are influenced by various domestic and foreign economies and politics, so, by studying these trends you can expect to develop a macro perspective.

【Class Schedule】

1st period	Considering economic and societal issues.	
2nd period	Deciding on themes.	
3rd period	Checking out various corporations according to the theme	
4th period	Deciding on the indexes	
5th period	Screening	
6th period	Preparing for the presentation	
7th period	Delivering the presentation	
8th period	Completing the reports	

In these classes, I decided to have the students make presentations on their themes and write a final report. The students wrote reports as well as giving presentations in order to give them a chance to present information that they may not have been able to present, due to time restrictions, or a lack of materials. The theme was decided using brainstorming, and group discussions. Research was carried out by using the Internet, quarterly newsletters, industry maps, etc. When creating portfolios, the students were advised to consider factors such as stock indices, as well as other indicators identified by the teams, and to analyze the implications of these factors in relation to their themes. In presentation classes, grading was carried out by utilizing Classi. Each student was graded in accordance with the rubric evaluation table. In the last hour, we reviewed the results on, and corrected the report.

【Students' Comments】

- One good point was that all the team members tried hard to work together to make something good. This is how I had hoped this activity would turn out. In the future, I want to read not only Internet articles, but also books on hunger, to have a deeper understanding of the issue.
- I learned a lot through this activity. I not only learned about investment, but I also understood the difficulty that comes with trying to find solutions for questions with no clear answers. The more I considered the issue, the more questions were raised. It was very tiring, but I realized the importance of discussions, and working together with others to find solutions to difficult problems.
- The project was made easier by working together as a group and being more objective with our opinions. Through various screenings, and feedback sessions my attention was drawn to things I would not have noticed if I were working by myself.
- I was able to learn a great deal of new things and expand my knowledge of a subject with which I was not familiar. I would like to keep on working on global activities in the future.

【Students' Work Samples】



【Teachers' Comments】

《The good points》

- Through studying various social and global issues, students were able to expand their perspectives, as well as learning the importance of diversity by exchanging opinions and values among group members. In addition, I was conscious of my own role in the group, I thought about what I could contribute to the team before I acted.
- In the questionnaire after the class, there were many positive answers, such as "I was interested in the theme", "I could improve my problem-solving ability", "I improved my ability to communicate with others."

《Points to reflect on》

- Some teams had trouble with their presentations or reports and could barely finish them on time. I should have given them more time to prepare them.

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.

【Class Schedule】

1st period	Explanation of each academic field and explanation about sociology.
2nd period	Practice making questionnaires.
3rd period	Deciding the outline for the questionnaires in groups.

【Students' Work Sample】



〈Example of a student's questionnaire〉

【Teacher's Comment】

This year all of the activities have been moved to the latter half of the year, and we have only three lessons. It remains to be seen if this is a good move, or not. Up until now in Societal classes, we have focused on encouraging the students to challenge their perceptions of what is considered to be “the norm”. However, as this is somewhat conceptual, there were several times when students couldn't quite grasp the content of the lesson. So this year, we tried to make the topics more focused. Next year this will be a full-fledged seminar activity in order to prepare the students for SP, and is the result of seeking organic cooperation between STEP seminar and SP.

As we corrected the direction of the course, many things remained unclear, such as how much we can cover in 7 short classes. Although as the person in charge there are a few things I'm worried about, I'm looking forward to seeing how much the students can learn through the political and economic courses

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



(Solar Panels at a station)

【Class Schedule】

1 st period	Lecture on environmental problems about Lake Biwa① a foreign species, wetlands preservation
2 nd period	Lecture on environmental problems about Lake Biwa② water quality, an ecosystem
3 rd period	Lecture on environmental problems about energy① next-generation energy such as a solar generator
4 th period	Lecture on environmental problems about energy② energy resources and reuse
Field Work	Thinking about how to deal with the challenges by visiting it and seeing its current situation.

【Students' Comments】

- I only knew that the ecosystem of Lake Biwa is a problem. When I heard the lecture, I learned the causal relation that the problem of ecosystem of Lake Biwa leads to the decline of society and the deterioration of economy. By finding value in nature and history, creating an economic cycle there, more people will make social systems in a sustainable region. For that reason, we thought that we, who are receiving benefits from Lake Biwa, have to participate in various conservation activities and contribute by eating local cuisine of Lake Biwa.
- I have never been to Lake Biwa before. I first learned a lot of things that I do not understand simply by exploring the village around Lake Biwa and examining it on the Internet. For the first time seeing “Kabata”, I thought that people in Shiga prefecture cherish Lake Biwa very much. I admired that they are striving not to clean the Lake Biwa so that garbage will not flow in and to avoid using detergent etc. When I actually took a ship and took out the fish, I felt it was thanks to their efforts. I thought that we should also be careful not to pollute the water.

【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. In the second half, I am planning to address environmental issues through the use of renewable energy such as solar power generation.

⑤ Global English (1st year students)

【Significance and Aims】

- ① Students will acquire English communication skills and presentation skills.
- ② Students will gain further understanding about global issues and discuss them from global perspectives.



【Outline of the Lessons】

- ① Divide the class (40 students) into two groups and each group is taught by two teachers (one Japanese and one non-Japanese teacher)
- ② Divide the students into even smaller groups made up of four members.
- ③ All conversations are supposed to be carried out in English.

【Activities】

- ① Acquire English communication skills and presentation skills from “iPhone Presentation by Steve Jobs”
- ② Choose their favorite “Doraemon’s gadget” and think about an effective presentation. (each group:2~3)
- ③ Make an effective presentation with Power Point.
- ④ Practice for the presentation without a script.(eye contact, loud voice, gesture)
- ⑤ Each group has about 4min. to give a presentation. The others will evaluate it.
- ⑥ “a person I want to feature” respect, admiration, favorite, dislike, etc. Choose a person they want to feature and make a presentation to introduce him or her.
- ⑦ Watching a model presentation, make pairs, choose a person and make a presentation.
- ⑧ Each group has about 4min. to give a presentation. The others will evaluate it.

Stan Lee

- American comic book writer, editor and publisher.
- Famous for his work with Marvel Comics
- Born: December 28th 1922
- 95 years old
- Real name: Stanley



AVENGERS



Marvel studios

- Cameos
- Cameo means 'A small guest appearance'
- Almost every Marvel movie
- For example...



【Students' Comments】

① In first class, I saw the presentation that Steve Jobs introduced iPhone. His presentation made me want to know more about it. Then, I had a presentation for introducing a tool made by Doraemon, called Dokodemo-door. I've never made a presentation in English, so I didn't know how to make a good presentation. I saw his presentation many times, eventually I found out that it was different from Japanese one. I tended to use difficult words, but I noticed that I should use simple words and make short sentences. So, I tried to make simple sentences. After that, I made Power Point for the first time. I didn't know how to make an attractive Power Point like Steve Jobs, and it was trial and error. Through GE classes, I learned how important a presentation is. Whether my presentation would be good or not, it can give the people some impression.

② Through this GE class, I learned two important points of giving a presentation. First, we should use simple words. We often use PowerPoint on presentation. To tell people my opinion exactly and briefly, long and complex text is good to use? We may have only one chance to tell people our opinion, so we must get the audience to understand our opinions. Second, we should use a body language. To make the audience take an interest in our presentation, we should explain our opinion not only saying our draft but also using body language. I think body language has an effect which makes speaker and audience get closer to each other. So, we should use it. Lastly, why I learned them is that I watched a video of Steve Jobs gave a presentation about first iPhone on GE class. His way was completed of these two points, and his presentation amused his audience, too. So, I will do my best to give a presentation, and I want to be a good speaker of a presentation.

③ In GE lessons I learned about how to deliver an effective presentation in English and gave a presentation on Doraemon's special gadgets. I was surprised and excited to know presentations should involve a certain amount of humor in foreign countries and that if a presentation is not funny enough, the audience will not listen. In Japan many people deliver their presentations very seriously, but the presentations by foreign lecturers we saw in a GE class were all full of humor. When I managed to give a presentation in English for the first time, I had a very difficult time. I will practice hard to improve my skills, so that I will be able to deliver an impromptu presentation in English.

【Teachers' Comments】

Students were taught presentation skills in English, with a view to improving their performance in delivering compelling presentations during their field work trips in March of 2019. The students were shown videos of English presentations in order to highlight the differences in style and content between presentations carried out in English, and presentations carried out in Japanese. This allowed to see that cultural norms, as well as language are important factors in determining what constitutes a "good" presentation, and how these norms may vary from country to country.

An understanding of the close relation between language and culture is vital for students if they wish to participate in in global events. Through studying the skills required to carry out successful presentations in English, and by analyzing how these skills differ to the skills required to present successfully in Japanese, the students are also learning important lessons in cross-cultural communication.



2. Second Year Students

2nd Year ①STEP Seminars

1) Political (Field of Politics)

【Significance and Aims】

In the Model United Nations, students must search for topics pertaining to the country they are assigned to and make resolutions to solve problems. To have these resolutions passed, students must negotiate with other nations and explain their positions very carefully. By performing these activities, students learn that the goal in politics is to achieve “the greatest happiness for the greatest number of people,” not only for themselves. By studying politics, the students need to learn to accept diversity and not to only think about self-interests. The course is run in the following order: ① each student is assigned a country, ② each student researches the political, and economical topics for their country, ③ a policy is made according to a topic and it is presented, ④ as the representatives of their nation, negotiate with ambassadors of other nations.

During the first half of last year, the topic used was “food security.” Students worked on understanding the concerns of other nations, discovering current topics, improving problem-solving, presentational, expression, and negotiation skills, and attaining specialized knowledge.



【Course Schedule】

1st Class	Course Introduction、 Country Assignment、 Topic Confirmation
2nd Class	Lecture on the Topic ①, Position Paper Creation (Fundamental Information)
3rd Class	Lecture on the Topic ②, Policy Paper Creation (Draft Policy)
4th Class	Policy Presentation, Resolution Planning
5th Class	1st Day of Conference 【speech】 France · Thailand · Chili · South Korea · Brazil · Australia 【motion】 Afghanistan “Each country spends 1 minute to present policy” 【 Chair’s Proposal 】 “Adjustments” → Discussion about Edible Meat and Biotechnology
6th Class	2nd Day of Conference 【speech】 Greece · U.S.A. 【motion】 Chili · France “20 minutes of unmoderated caucus” 【speech】 Canada · Spain
7th Class	3rd Day of Conference 【speech】 Germany · Singapore · Afghanistan · Malaysia 【vote】



【Students' Works and Results】

Country	Malaysia
Sponsors	Chile Afghanistan Australia United States Brazil
Details	<ul style="list-style-type: none"> • Promote the use of biodiesel in each country. • Discourage the production of biodiesel's main component, palm oil and encourage the use of preexisting biodiesel • Restrict the use of bioethanol made from wheat and corn. In countries where wheat and or corn production is not self-sufficient, bioethanol production should be prohibited. In countries that are self-sufficient, only a small percentage of their total grain production is permissible for use in producing bioethanol. • Restrict the increase of meat consumption, generally aiming to only consume preexisting meat.

【Students' Comments】

- During this conference, I felt that the resolution discussion had become somewhat blunt and flat. There were areas I was unfamiliar with and negotiations became biased. In the end, we were able to submit a final resolution, but next time, I would like to accomplish one with my own country's interests in mind.
- I thought everyone should have voiced their own initiatives.

【Teachers' Comments】

《Good Points》

- This United Nations Conference used the agenda from the 8th All Japan High School Model United Nations Conference. Everyone was able to analyze the commentary carefully, grasp the issue and attend the meeting.
- As a result of the efforts in the class, students who went to Model United Nations Conferences outside of school were prepared.

Participated MUN	Host	Month
MUN KYOTO (observing only)	Kyoto Gaidai Nishi HS	June
MUN OSAKA	Kansai International HS	July
Nada HS Model United Nations	Nada High School	November
The 12 th All Japan High School Model United Nations Conference	Global Classroom	November

《Points to reflect on》

- In the second half of the conference, the flow of the meeting was directed by those who demonstrated leadership. It was still good that each person prepared for the meeting and actively made remarks.

2) Societal (Field of Sociology)

【Course Aims】

Students trained to deepen their consideration of society and people. Specifically, they learned how to analyze various events and how to create things based on that analysis.

In addition, they learn that activities seen from an outside perspective can be valuable. In the first half, students applied for either KUBIC, National High School Tourism Tournament, or Business Grand Prix. The final topic was set as “Career Koshien”.

【Course Schedule】

1st Class	Orientation on Sociology and Annual Activities
2nd Class	Basic Business Course from Japan Finance Corporation ①
3rd-7th Class	Creating concrete plans using statistical data
8th Class	Presentation and Basic Business Course from Japan Finance Corporation ②
9th Class	Looking back on the first semester and Deciding on "Career Koshien" theme

【Students' Works and Results】

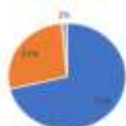
Ex. Business Grand Prix Plan “Sleeping Blanket~In-flight Blanket~” Prototype and Test Report



○20～30代の女性を対象に約200人にアンケートを実施した。

※今回は本校の卒業生にもアンケートの回答・拡散をお願いしたため、10代の方の大半は大学生だと考えられる。よって今回は10代の方も20代とみなした。

Q1. 冷えを感じたことがあるか



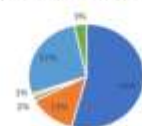
● あり
● ない
● 不明

Q2. 理想のブランケットを買う値段



● 1000円以下
● 1000～2000円
● 2000～3000円
● 3000～4000円
● 4000～5000円
● 5000円以上

Q3. 理想のブランケットをレンタル値段



● 500円以下
● 500～1000円
● 1000～2000円
● 2000～4000円
● 4000円以上

この結果から、約70%の女性が冷えを感じ、ブランケットは実用的であるとわかる。

販売価格は3,000円と設定したので、半数以上の20～30代の女性の理想の価格となった。体を覆うほどのサイズなので、1,000～2,000円層の女性も購入する見込みがある。

レンタル価格は500円と設定したので、20～30代の女性の80%以上の理想の価格となった。

【Students' Comments】

- I looked up the good points of past winning works and thought about our plan. The awarded works has very detailed explanations. They did lots of fieldwork, and they often tried making their products. I felt they described their target users very clearly. As our schedule is very busy, we want to hurry it up.
- This time until entry, we analyzed the scheduling of past business grands prix. Even when finding common points, we were not just surprised, but we tried to figure out what and why it was surprising. I would like to also prepare for the Business Grand Prix next year.
- I made the schedule for this year. As found from previous research, teams chosen to participate in the Grand Prix displayed strong regional colors and enterprise power.
- Today the driving forces we had listed were broken down into STEP fields and discussed.
- I think it is necessary to investigate whether there are people who actually want a blanket. I think that it is necessary to see trends of all customers of aircrafts, not limited to LCC. Also, I think that it is necessary to fully demonstrate the advantages and functionality of the blanket.

【Teachers' Comments】

《Good Points》

- I think that the experience of linking various materials together to make a creative product was valuable. It was an opportunity to make full use of the activities at the S seminar in first year of high school, such as using awareness checks and statistical indicators, which was a continual effort. I think that it might have been training for thinking about evidence and hypothesis construction that is required when implementing SP overall.
- We received an encouragement award at Tourism Koshien and a special prize at the Osaka Prefectural Statistics Competition, which was the result of our efforts.

《Points to reflect on》

- There were teams who were unable to conduct hearings and field surveys sufficiently and totally relied on information on the Internet.
- In presenting the plan, some teams were unable to discuss parts of their story and only reached the list of sightseeing spots.
- Because of their own scheduling, their presentations did not go well, and the time was up without them finishing their presentations.



3)Economics (Economy Field)

【Significance and Aims】

Economics put briefly is a variety of subjects such as economic policy, corporate behavior, monetary policy, stocks and foreign exchange. In addition to letting students acquire knowledge of the economy connected to SP, there are activities to nurture qualities of a global leader and guide students for real life choices. As a means to do that, students participate in the Nikkei Stock League, which is sponsored by the Nihon Keizai Shimbun. Although the Nikkei Stock League is a portfolio creation contest centered on college students, high school students and junior high school students can also participate. In addition to a winning college team, a winning high school team is also selected. By focusing on various social problems and studying corporate activities while building a portfolio, students can acquire economic thinking and knowledge including monetary policy and international relations.

【Course Schedule】

1st Class	Orientation, Team Selection
2nd Class	Analysis of Previous Winners' Work
3rd Class	Mechanics of Foreign Exchange
4th Class	Decide on Theme
5th Class	Individual Team Activities
6th Class	Individual Team Activities
7th Class	Individual Team Activities
8th Class	Individual Team Activities
9th Class	Half point Presentation
10th Class	Individual Team Activities

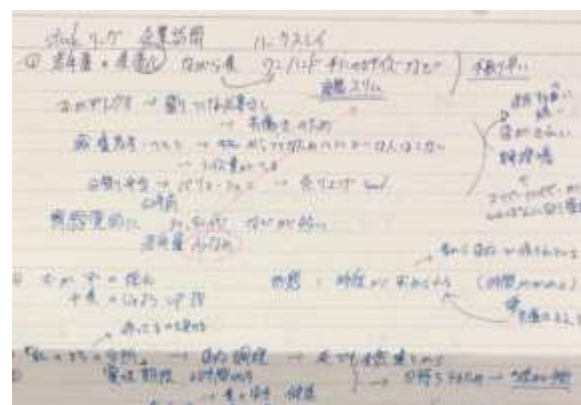
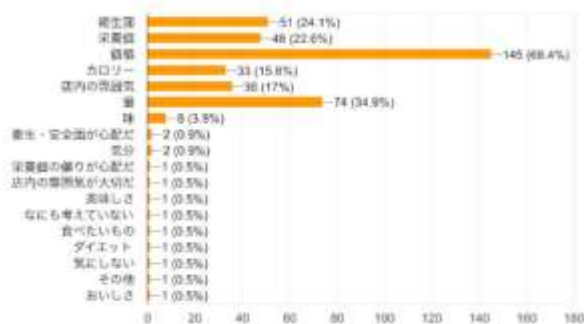
【Researched Topic Theme】

Education Problem ・ Food Safety & Changes in Diet ・ Disaster Countermeasures ・ Medicine

【Students' Works and Results】

⑤コンビニの弁当、ファストフード、ファミリーレストランなどを利用する際にどのようなことを気にしますか。(複数選択可)

212件の回答



【Students' Comments】

<p>We exchanged opinions on the reports each member prepared. The college students' reports had a lot more technical terms and mathematical expressions, and they were difficult to understand, but I thought that they weren't required of high school students. Junior high and high school students visited companies and developed solid opinions, I would like to work in a planned manner this year, and I hope I can keep up.</p>
<p>We discussed the features of the reference report. Although there were various distinctive features, the most common point was that it seemed that each member ambitiously studied the subject. In this contest, I want to make a report that readers can acknowledge.</p>
<p>I listened to lectures on currency exchange and read PDFs. I felt the idea of minus low interest rates was very complicated. I think that more knowledge is required before we reach the end of June, so I will try to read all the materials I downloaded. In addition to that, I thought that I should understand current affairs in the world.</p>
<p>This time we discussed theme the theme and registered for the stock league. The other day, I deleted items that seem too difficult (i.e. items that are too specialized, items from last year) from the theme candidates. When we sorted the remaining items, we were able to compile them into the group "education". From now, I will gather information about inflation from "education".</p>
<p>Today we were able to narrow down the theme candidates. We now have "Education", "Welfare", "Tourism", "Novel", "city planning", and others. For the moment, "city planning" seems to be very promising. However, since it will change depending on which city we use, I would like to try out a few cities as a test before deciding.</p>
<p>I thought that other teams also chose interesting themes. The theme of "food" seemed particularly interesting. My team will do our best not to lose.</p>
<p>Although we proceeded to the 2nd screening, we narrowed down our choices to two goals, policy change and investing in the domestic Japanese market. Since we don't have much time left, we will need to decide on the company as soon as possible.</p>

【Teachers' Comments】

Even though first year students are continuing their participation in the stock league, this year has become full participation. Because a team enrolled in our school won the fighting spirit award last year, this year we are more excited than ever. Firstly, we will have each team analyze past reports and find out why those teams won. Based on the points of the report, teams will know what kind of things they must do and understood how they should write. We take our time conveying the importance of setting the theme, and the significance of doing topic research. After deciding the theme, screening and corporate visits, etc. are done. Because we did not give deadlines for each stage, the progress per team was different, and students were only able to give brief progress reports in class.



4)Technological (Field of Science and Technology)

【Significance and Aims】

Students will acquire a wide range of knowledge and information on energy problems in the world. In order to achieve this goal, they will learn about various electric power issues and methods for generating electricity. Especially, they will focus on renewable energy our government has been promoting as clean energy replacing fossil fuels. They will also gain the ability to think logically by submitting a report on how to make our life better, utilizing the current and developing technology. They will have a comprehensive understanding on these issues and prepare for Scenario Planning.

【Class Schedule】

1st	Explaining about solar power generation
2nd	Collecting information on various solar batteries and the significance of solar power generation (1)
3rd	Collecting information on various solar batteries and the significance of solar power generation (2)
4th	Delivering presentations on solar batteries
5th	Making a report on innovative ideas that will be disseminated to the world from Japan (1)
6th	Making a report on innovative ideas that will be disseminated to the world from Japan (2)
7th	Preparing for the experiment of making solar cells at Kyoto University
8th	Making a report on the experiment of making solar cells

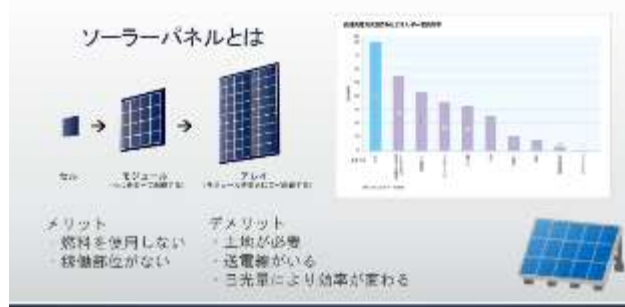
【Students' Comments】

- I was satisfied to be able to conduct an experiment I could not usually do. It was a fulfilling experience to talk about study and college life with university students, ask the professor a lot of questions and listen to his answers. Since I was able to gain much deeper knowledge through actual experience than by reading books or using the Internet, I would like to attend such an experiment again if I have an opportunity.
- We made perovskite solar cells Prof. Wakamiya has been studying at Kyoto University. I think we were fortunate enough to be given such a great opportunity, because some companies offer him 100 million yen to know how to make them. He let us use machines and facilities we could not use without belonging to his research group. I was really excited to be able to talk with Prof. Wakamiya, who is working on a global scale.

(Making perovskite solar cells at Kyoto University)



【Students' Works】



Presentation Materials

近年、現在の職業が 2050 年には約半数がなくなると囁かれ、その原因の要因として AI の発達が増加にあげられる。しかし一方で、AI の進化によって新たな職業が生まれ出されるということも聞く。おそらくそれはどちらも間違えていないだろう。しかし、どのような職業が無くなるのか、そして生まれるのかを考えると、ある意味当然ながら生まれ出される職業は私たちに、到底想像もつかない。だが、無くなってしまふ職業については、今日でも多く議論されている。例を挙げればざらにないが、レジ店員やタクシードライバーなどが挙げられる。これら AI に取って代わられる職業の共通点は、比較的作業が単純であるということがまず第一に挙げられるだろう。

今回提案するのは、AI が AI を管理し AI がロボットを管理する、人を必要としない AI とロボットだけの工場である。なぜこのような提案をするのか。それは日本が世界有数の産業大国であり、戦後材料を輸入して加工する形で日本の経済は発展してきた。そこには大量の人的コストが発生し、海外へ工場を移転する企業もあるが、人的コストがかからない工場ならばどうだろうか。売上高人工費比率は近年減少傾向(資料)にあるが、その背景には国内の工場を海外へ移転させ、そこで作った製品を輸入していることが挙げられるだろう。しかしそれでも、海外で製品を生産しているため国内の経済力・技術力は衰退してしまう。ならば、そもそも人的コストがかかれば、海外に移転するメリットが減少するのではないかと、そして国内の経済が後退することが無くなるのではないかと考えたからだ。

そもそも AI にはどのような可能性があるのだろうか、それを知るためには AI を理解することから始めなければならぬ。まず AI とロボットの違いから定義したい。AI とは人と同様に発展する仕組みで、ロボットは決められた動きしかできないものである。AI には使用用途で学習の仕方が変わる。AI の学習には教師あり学習と教師なし学習がある。教師あり学習は、大量の正解データを使い正解データの特徴を読み込ませることでそれが何かを識別できるようにする学習だ。一方、教師なし学習ではデータを入力するだけで、正解データと言うものはなく、答えのない問題について、例えば未来予測や分析に使われている。その他には強化学習というものもあり、それは目的と条件を与えられ、目的達成のために試行を繰り返して学習するものだが、現在のところ扱いが難しく利用はあまりなされていない。

私はこれらを踏まえ、また専門家である大阪大学基礎工学部 4 年 佐久間洋司さんに質問した結果、教師あり学習が今回の命題に向いていると考えた。AI が AI を管理することは可能か? という私の質問に対して、管理の意味合いをどうするのかで答えが変わってくる。例えば上位の AI からその

A Report on Innovation (Excerpt)

【Teachers' Comments】

《Good Points》

- Students learned the importance of logical explanation by writing a report.
- Students themselves collected information on solar batteries without much of the teacher's help.
- All the members had to explain some parts in their presentations, which helped them deepen their understanding on solar batteries.
- Making solar cells helped the students understand more about solar batteries.

《Points to reflect on》

- Some students had a hard time understanding technical terms.
- This year students participated in an essay contest, but they did not have enough time to concretely check the content of their essays because they had to do some preparation for different presentations at the same time. We have to check our overall schedule.

Scenario Planning for 2nd Year Students

【Significance and Aims】

Students will learn how to apply the methodology of scenario planning in order to develop their problem solving skills. Scenario planning (SP) is a management tool used by organizations in business and politics to envision possible futures and derive strategies for success. SP is only one of the many tools in the toolbox for problem solving. The reason we adopted it for our Global program was to give students the opportunity to practice problem solving, using an approach from the world of business that is rarely taught in schools. Since our mission is to equip students with the necessary skills to navigate and shape not only the present but also the future, SP is a perfect fit for our program. It fosters important skills necessary for excellence in leadership such as the skill to effectively define and solve problems, strategic and critical thinking, and research skills involving critical thinking.

【Class Schedule】

Class number	Activities
1st	Orientation
2nd	In groups students do SP exercises to gain a basic understanding of the techniques
3rd	Students research potential themes for their SP activities
4th	Students decide the SP theme for their group and formulate a research question
5th	Lecture on the role of “uncertainty” and “extent of impact” in SP
6th – 9th	Students determine important factors and identify driving forces
10th	1st lecture on creating scenarios
11th	Group work
12th	2nd lecture on creating scenarios
13th	Preparing SP presentations
14th · 15th	Revision of SP presentations
16th · 17th	Students present their SPs



The scenario planning process involves several steps and can be broken down into the three stages of determining driving forces, identifying levels of impact and uncertainty, and finally the creation of the scenarios. In accordance with this, classes were complemented with lectures at each of the three stages. During the first two lessons students practiced brainstorming driving forces they thought will have an impact on the situation of convenience stores in Japan ten years from now. Beginning with the third lesson, students started discussing which themes they wanted to research. A crucial point here was to make sure the students were aware that there would have to be a connection to the overall theme of the Global program. In order to identify important factors, STEP and SWOT analysis were combined. A considerable amount of time was spent on making sure the evaluation of the driving forces was based on sound data. For the creation of the final scenarios, the students were advised to follow the chronological order of events unfolding in each case to ensure comprehensibility.

【Student Comments】

- When choosing the driving forces for the x and y axes, we drifted into discussing from whose perspective we should conduct our scenario planning, and lost valuable time due to differing opinions. So my biggest regret for today is that we got into meaningless arguments where we should have done more research to fill the gaps in our knowledge. I realized that it is crucial to thoroughly research the subject matter before deciding on a perspective.
- Despite the fact that we conducted our scenario planning regarding the future of Kansai International Airport from the perspective of the director of the company operating it, we ended up with both scenario axes focusing on tourists. Our teacher pointed out that an airport is more than just the tourists passing through it. For example, there is a considerable flow of goods and other factors that have to be taken into account. We tried to look at it from the perspective of the director of the company but found it difficult to come up with anything meaningful. So I think we should have another look at investor related data such as the annual report and other sources
- We did our interim presentation today. We started to look into our scenario more deeply before test week, and we also read some books on the topic, so we managed to improve the content considerably.
- Listening to the other groups' presentations, I realized we didn't consider enough factors regarding energy and also that we didn't have sufficient data to back up our claims. Even though we had more information than we could fit in on some slides, there were parts where we based our scenarios on mere guesswork. So I think this is an area we have to improve.

【Student Work Samples】



【Teachers' Comments】

《Good Points》

- Due to the fact that the lectures were divided by stage, it was easy for the students to follow and apply what they have learned. Also, since student handouts for the lectures came with a commentary, it was easy for the students to review.
- Because the students were instructed to screen a host of research materials before discussing the subject matter, they actively collected and analyzed data and were able to improve their critical thinking skills. Some groups also went to the city hall to conduct personal interviews.
- In the past there have been cases where students were not able to finish their scenarios. However, this year we only focused on identifying driving forces, and as a result, there was enough time to carefully consider matters.

《Points to reflect on》

- Last year some groups had to change the driving forces used as the axes for the scenarios after the symposium due to a lack of preparation time beforehand. So this year we scheduled a considerable amount of time for the determination of those driving forces. Even though the process didn't go as smoothly as planned, the likelihood of the same thing happening again this year is rather low.
- In relation to the amount of data collected, the presentations are rather short which makes it difficult to decide which pieces of information to use and which to leave out.

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



< Students presenting their work while visiting companies in Australia during a school excursion >



【GE Goals for the 2nd year students】

Be it abroad or at home, students on the Global course have to give many presentations in front of an audience. In accordance with this the aim of Global English is to help them improve the skills needed to do so. In their first year they already gave English presentations on their fieldtrips abroad. Now, as second year students they are expected to craft more sophisticated presentations that are based on their scenario planning research. Delivering such a presentation to an audience who is not necessarily familiar with the subject requires not only a high level of English proficiency but also the ability to assess oneself objectively and to be able to take a birds-eye view in order to identify relevant connections.

Prior to the symposium, students get a chance to hone their skills by presenting their scenario planning research during a fieldtrip to our sister school Brisbane Grammar School in Australia. There, they spent a whole day giving presentations and discussing their work with the foreign students. Reflecting on this provided valuable feedback that is used to craft the final presentations for the symposium.

Being able to exercise their thinking skills in their native Japanese does not easily translate into being able to do the same in a foreign language. For this, a considerable amount of practice is indispensable. Discussing in English the findings they obtained through scenario planning proves to be a challenging task. The reason is that at their current level they are not yet able to think in English. Instead, they first have to think things through in Japanese before they can try and formulate their thoughts in English. In future classes, more emphasis should be placed on developing the skills necessary for the students to be able to think on their feet in English.

< Students presenting and discussing their scenario planning research at Brisbane Grammar School, our sister school >



< Students preparing for the panel discussion and Scenario Planning presentation with foreign guests at the International Symposium >



3. 3rd Year Students

Graduation Thesis

【Significance and Aims】

As the final activity of the three years global course program, the students write a graduation thesis based on the theme of our global program: energy. Because there is a tendency for students to choose similar topics, teachers make sure that the students pick the theme for their thesis from a wide range of topics. Students are also advised to make sure their research is based on sound evidence.

Since it was the first time for them to create an academic piece of writing at this level, teaching them the basics took up a considerable amount of time.

The theses contained many of annotations and footnotes. This is because they had to rely largely on external sources.

【Class Schedule】

① Improving scenarios, reflecting on feedback given at the International Symposium in the previous year

Their theses are based on the topics from their scenario planning they presented at the International Symposium. Some groups found their chosen topic difficult to deal with and so they changed it to a better one.

② Introducing the structure required for a “Graduation Thesis”

Each group’s thesis consists of two chapters; a group chapter and an individual chapter. Students were instructed to ensure consistency within the group. To facilitate the process, samples from the previous year were used.

③ Writing common group chapters

Most of class time was spent on completing group chapters. Group leaders had to decide which of the members had to write up which part of the group chapter. As they had already spent almost a year working with their topic, this went smoothly.

④ Writing the individual chapters

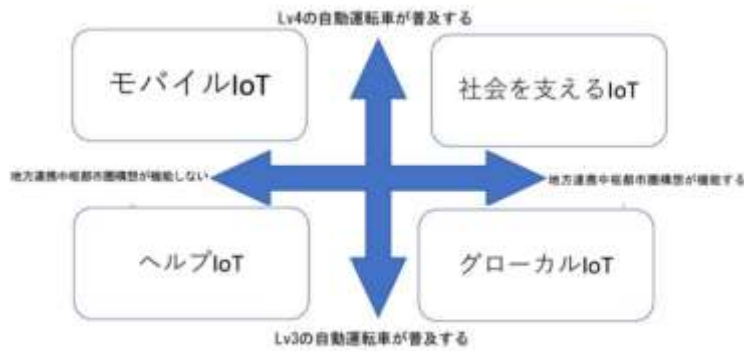
About two students were allotted to each of the four quadrants. They had to identify the key points and present their argument for two different scenarios for the chosen quadrant. For the quadrants picturing a bright future, the students found it easy to create various scenarios. On the other hand, for quadrants containing negative developments, they found it difficult to create a plausible alternative scenario.

⑤ Compilation

The students compiled their individual chapters into one and made sure the finished thesis had a smooth flow.

⑥ Writing an abstract in English

Students were divided into ones responsible for the abstract of the common chapter and students responsible for the preparation of the abstract of each quadrant.



【Teachers' Comments】

- Students had a difficult time deciding how to best approach the theme “energy” but somehow managed to come up with a solution. However, because they were under pressure of time, they ended up not being able to prepare annotations for their presentations.
- Presentation lacked unity of definitions and of spellings of crucial terms due to the fact that students just put together the individual parts that each of them wrote up. Ironing out these differences took up quite some time.
- Students realized that it is critical to look at where a piece of information is coming from. If they only collect information that is convenient to them because it is in line with their views, they cannot really say that their claims are valid.
- Students had to create two scenarios per quadrant. However, for some quadrants it was easier to come up with alternative scenarios than for others. As a result, students in charge of quadrants that only allowed for one dominant scenario had difficulties creating plausible alternative ones.
- Sometimes it is difficult to obtain relevant data from companies and public organizations because they deem it too sensitive to be made public.

Editors' Postscript

This is our third "International Symposium," and we have gradually improved this event over the past three years. So far we have been able to expand our abilities. Although we are still at the stage of trial and error, we can say that we have found an approach that works for us.

As part of activities related to our symposium, last year, Seifu Nankai Junior High School held a poster presentation session in the morning on the day of the symposium. High school students inspected the finished products and offered advice. It is great to see that our activities have expanded to involve the younger students. Our high school students not only gain opportunities to nurture their own logical and critical thinking skills as well as their problem solving skills, but also gain opportunities to help juniors acquire those same skills. I hope these interactive programs will keep on growing and maturing. I hope our activities will play a role in advancing education in Japan.

Thank you very much for attending our symposium today and for helping us learn and grow.



Upcoming Events

Interim Presentation

21st Feb 2019 at Seifu Nankai High School

- Interim Report of the latter half activities in 2019
 - 3rd year students...Graduation Theses
 - 2nd year students...Scenario Planning Presentation
 - 1st year students...STEP seminar and GE Presentation
- Summary of the past three years
- Provisional Activity Plan for 2019



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