

Seifu Nankai Senior High School

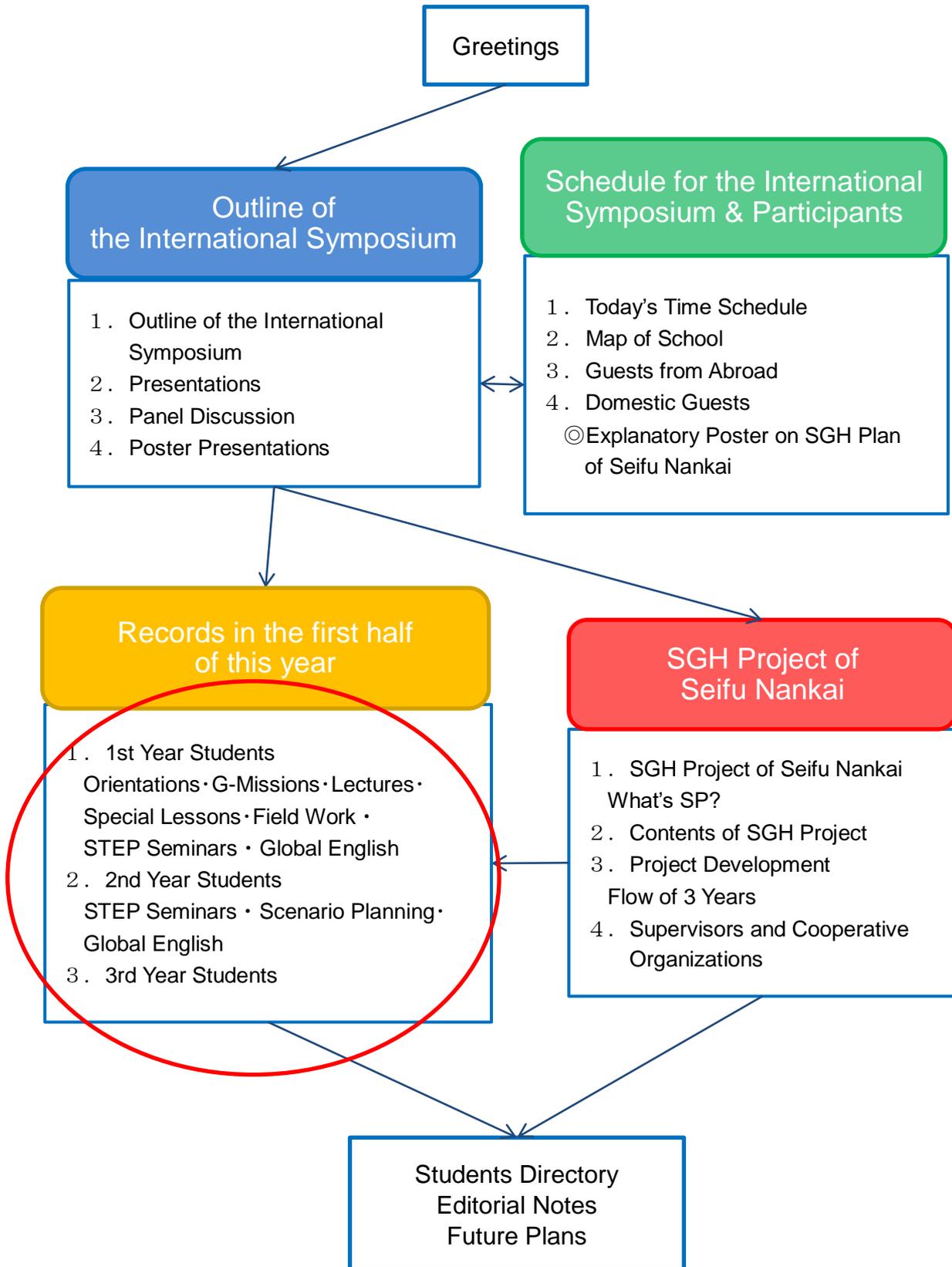
International Symposium for the Future World

Chapter IV
(English Version)

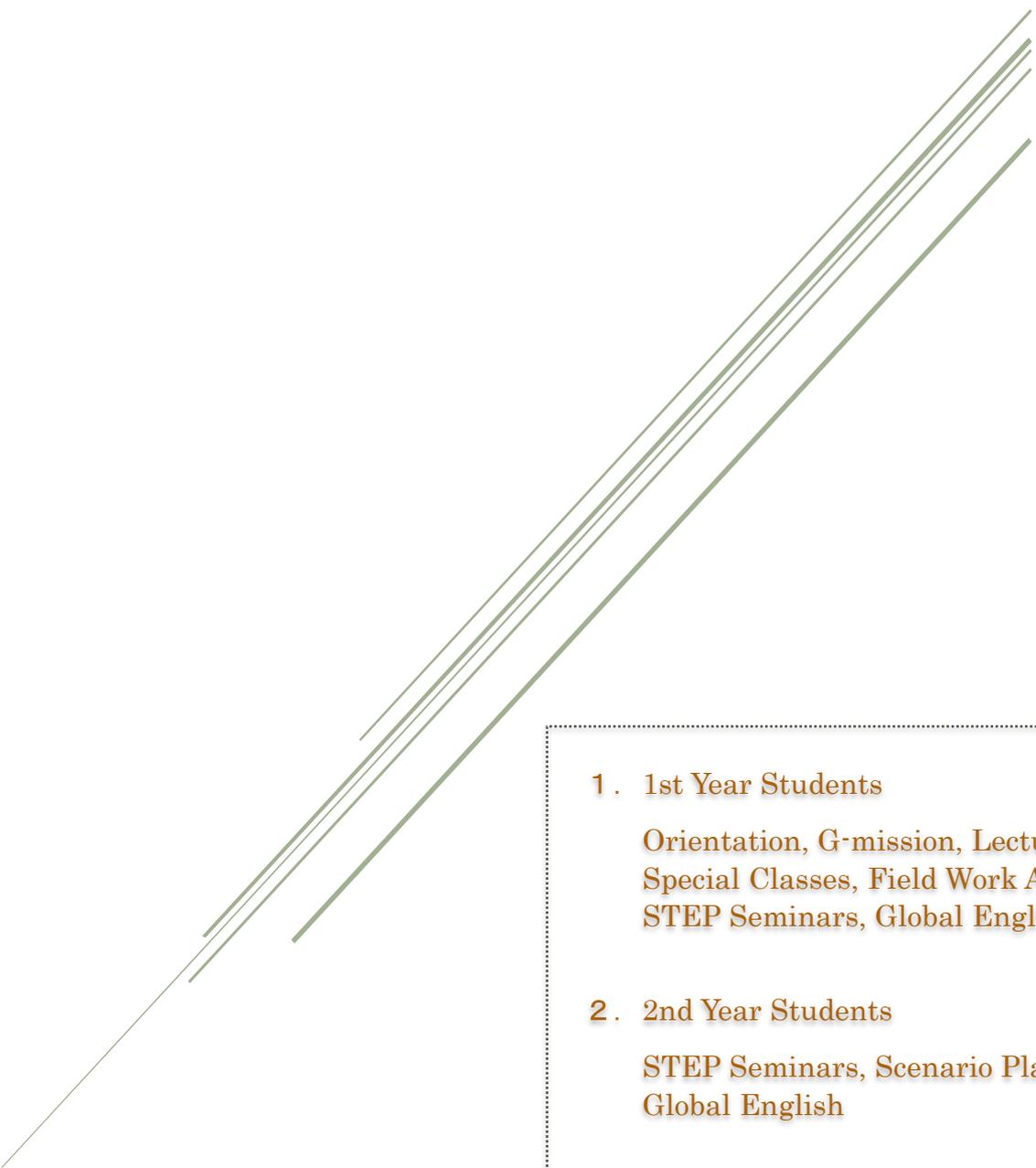


November 9th, 2019

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 Theses

1. 1st Year Students

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



【Significance and Aims】

- To experience integrated learning.
- To instill students with responsibilities as Global Course students.
- To encourage students to give their own opinions.
- To learn how to deal with a problem which has no clear answer.

Students considered “5 articles” for having a discussion, were divided into small groups and did work to make a presentation about their own ideas. Then, they carried out brainstorming and narrowed down the number of their ideas to one.

【Class Schedule】

| | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1st time | To introduce to the students how we will proceed the integrated classes. G-Mission 1: To have them give opinions about the fact, which is what everyone can read when he/she sees the above picture, and opinions associated with it. |
| 2nd time | G-Mission 1 : To have them consider what place is painted in the picture, using the opinions which they gave in the first class. |
| 3rd time | G-Mission 1 : To choose one of the most convincing opinions, decide the title and setting of the picture, and write what story they make. |
| 4th time | G-Mission 1 : To have each group make a presentation of their ideas. |
| 5th time | G-Mission 1 : To give them some feedback about their presentations and their attitude of preparation for them. To have them consider whether they can work well for this activity and what they should do to make their presentations better. |
| 6th time | G-Mission 2 : To have them consider 5 important principles when having a discussion. |

【Students' Works】

1 3班 今日 die

まず、私たちはこの写真を見て場所に注目しました。中がトンネルのようになっていて壁が体内のような色をしています。だからここは体内だと考えました。次に写真に注目しました。風船は子供のイメージがあるし赤い色をしているのでこの二つの風船は赤ちゃんを表しているのとらえられます。これよりここは、体内だと考えられます。また子宮の中の人数は写真に写っている人と目線の人の二人であると推測できます。よって、この子宮の中には「双子の兄弟」がいると考えることができます。階段の下のほうは暗く、上のほうは少し明るくなっていることから、上にいる兄だけ生まれて下にいる弟は死んでしまうのでは、と思いました。この写真は振り返ることのない兄を眺める弟の目線だと思います。生まれることができ未来がある兄を見つめるしかない今日死んでしまう弟、これと「兄弟」という言葉をかけて、私たちの班は、この写真の題名を「今日 die」とつけました。



【Students' Comments】

- I could make a better presentation than I thought, although it was my first presentation. However, I should have taken more time for discussion and practiced more for the presentation after school, so that I was not nervous. I found it difficult to have a discussion in a group, as I had expected.
- I could give my own opinions well. Talking about the picture positively, I could add more comments to the interesting ones which other members in my group gave. However, we should have practiced giving the presentation more. In general, it was good because we could enjoy this activity in a nice atmosphere.
- We had a lot of things which we had to improve, but I felt a great sense of achievement through this activity. I did my best, preparing for our presentation, making a script, and giving a presentation. I could contribute to my group with a positive attitude.



【Teachers' Comments】

This activity was the first one for the students in the first grade of this course, but they could give more opinions than we teachers expected and complete the mission which we provided in time. We thought that most of the students could have a discussion after school and have responsibilities to meet a deadline for submitting reports and data. Every student in this course got a good chance to notice what they should be careful about during a discussion, by considering what the important things were when they have a discussion.

②Special Classes & Sessions (1st year)

1 . Political

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

Date : Wednesday, May 22, 2019 12:30 ~ 13:20

Outline : ①Sustainable Development Goals

②The importance to look over the problems with a global perspective



2 . Economics

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

Date : Friday, July 12, 2019 13:20 ~ 14:10

Outline : 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



3. Societal

Lecturer : SHIMIZU Hiroshi, School of Sociology, Kwansei Gakuin University

Date : Friday, June 14, 2019 15:20 ~ 16:10

Outline : An inquiry into love from the viewpoint of social psychology



4. Technological

Lecturer : Kaito Satoshi, Lake Biwa Environmental Division, Biwako Policy Division

Date : Wednesday, July 23, 2019 11:45 ~ 12:35

Outline:①The value of Lake Biwa

②Problems and how they have dealt with them

③What they have been doing to sustain Lake Biwa

④The latest topic (microplastics)



③ Fieldwork (1st year students)

1. Societal

Lecturer : SHIMIZU Hiroshi, Social Studies Department in Kwansei Gakuin University

Date : Tuesday, July 9, 2019 15:10 ~ 17:15

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 17 Global Course students in the 1st year of senior high school

Topic : Social Psychology

Contents : They watched the presentations of graduation theses by university students and participated in the Q&A session. The themes were “Factors for Promoting a Continuous Relationship with the Other Sex,” “Impulsive Purchase Behavior,” “Gifts,” “Reducing the Sense of Isolation by Utilizing Regulatory Focus Theory,” “Group Performance.”

2. Political

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

Date : Tuesday, July 9, 2019 15:10 ~ 17:15

Place : Kwansei Gakuin University, Nishinomiya-Uegahara Campus

Participants : 15 Global Course students in the 1st year of senior high school

Topic : How We Should Form Culture and Policy

Contents : University students and our students were divided into some groups, picked up a political issue among many, and had a discussion and gave a presentation on “How We Should Form Culture and Policy.”



3. Technological

Lecturer : HORIUCHI Tetsuya, Researcher of Inorganic Functional Materials

Date : Tuesday, July 23, 2019 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 utilizing trigonometric function. Making a model chair of wood as a practice.

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



4 .Technological

Lecturer : SATO Katuya, Vice Section Chief, Lake Biwa Environmental Division,
Shiga Prefectural Government

SEKI Shinsuke, Fisheries Division, Shiga Prefectural Government

SAKAITA Tomohiro, Chief Coordinator, Tourism Association in Lake Biwa Takashima

Date : Friday , August 9, 2019 8:30 ~ 17:30

Place : Takashima City in Shiga Prefecture

Participants : 14 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, a system where people wisely utilize spring water for everyday life.

③Observing a reed band, riding a boat.



1st Year STEP Seminars

After providing introductory lessons for each seminar to familiarize the students with what they can study, they selected one of the four seminars and started to study it more comprehensively.

1) Political (Field of Politics)

【Significance and Aims】

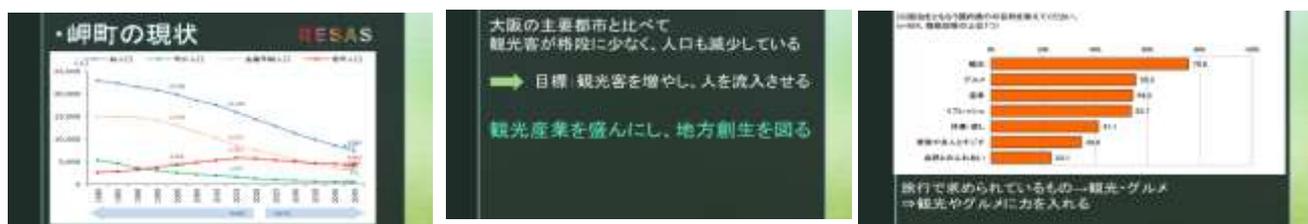
In the Political Seminar, students are expected to deepen their understanding of politics by thinking about various political issues. At the same time, they will attend Model United Nations (MUN) to learn what is necessary to coordinate conflicting interests in society and how to reach a consensus.

In the basic seminar, they worked on a “Boxed Lunch served for the UN,” a preliminary exercise to introduce negotiation and discussion mechanics to the students and to prepare for MUN, and in the advanced seminar, they prepared for participation in “Regional Revitalization Policy Idea Contest.”

【Class Schedule】

| | | Contents | Activities |
|----------|------|--------------------------------|-----------------------------------------------------------|
| Basic | 1st | Explanation for Boxed Lunch | Select a country to be in charge of and do research on it |
| | 2nd | Make Plans for Boxed Lunch | Make plans for the Boxed Lunch |
| | 3rd | Negotiation | Negotiate with other countries |
| Advanced | 4th | Explanation about the Contest | Divided into 4 groups, Watch prize-winning works |
| | 5th | Selecting a Local Government | Detect problems of the local government with “RESAS” |
| | 6th | Examining the Policies ① | Examine the policies |
| | 7th | Examining the Policies ② | Examine the policies |
| | 8th | Presentation of the Policies ① | Give a five-minute presentation, with a QA session |
| | 9th | Examining the Policies ③ | Examine the policies, considering others’ opinions |
| | 10th | Applying for the Contest | Fill up the applying form |
| | 11th | Examining the Policies ④ | Examine the policies |
| | 12th | Presentation of the Policies ② | Give a five-minute presentation, with a QA session |

【Students’ Work】



【Students’ Comments】

- I found a lot of things I’d like to improve, in terms of logic and skillfulness of answering the questions. I also found that some presentations of other groups were very logical, persuasive, and realistic. I think we should take in what we learned from others and improve our presentation.
- I felt the policies proposed by each group did not include clear, specific solutions and were difficult to realize, though they all did detailed research on each region. I think that we should propose different policies from those everyone can easily come up with.

2) Economic (経済学的分野)

【Significance and Aims】

- To think about social and global issues from the viewpoint of economy.
- To learn about the trends of corporate activities by studying the operations of various industries and corporations.
- To understand the current trends of the world and Japanese economy by participating in “Nikkei Stock League (NSL).” → To think about economic and societal trends that affect the fluctuation of stock prices and to learn about how the changes in our life and society are related with the economy.



Students are expected to acquire basic knowledge about the economy by analyzing corporate activities and technological innovation, which will make them prepared to have discussions on solutions to different social and global issues. In order to encourage the students to collect information by themselves, we utilized a game that helps the students learn about the stock market, and they made a portfolio to virtually invest in stocks. We expect them to have a micro perspective to look into the activities, technological skills, and contribution to society of each enterprise by making an investment. We also expect them to have a macro perspective to learn how the fluctuation of stock price is affected by economic and political situations in Japan and other countries.

【Class Schedule】

| | | |
|----------|--------|---------------------------------------|
| Basic | 1st | Selecting an award-winning report |
| | 2nd | Preparation for the presentation |
| | 3rd | Presentation (5 minutes) |
| Advanced | 4th | Grouping, Examining the theme |
| | 5,6th | Examining the theme |
| | 7th | Announcing the theme |
| | 8th | Gathering information on corporations |
| | 9~11th | Screening |

[THEMES]
 Music, Renewable Energy, Plastic Problems, Tourism and Technology, Revitalization of Shopping Arcades

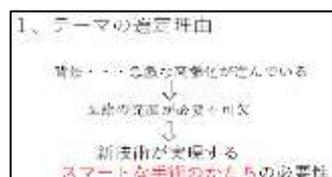
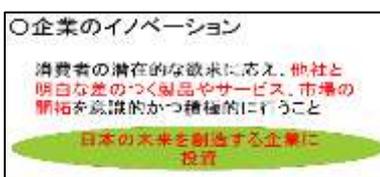
portfolio. They gave a presentation of what they had found, thinking about what is important to make a portfolio for NSL. In the advanced seminar, each group decided on their theme and was instructed to select their themes considering what industries or business sectors would be growing and what problems we would face.

In the basic seminar, each group of students chose an award-winning report of NSL and analyzed how the theme was selected and how it was related with the

【Students’ Comments】

- The corporations we chose had little to do with our theme, so I told our members we should select those that go well with our theme and have our own unique approach when making our portfolio.
- All the members were doing surveys on many companies, but we thought one member should continue the survey and that the others should write down what we had found so far. However, when we wrote it down and saw our findings, we realized we’d have to do more surveys. In addition, I thought that we would have to evaluate those companies from different perspectives.

【Students’ Works】



3) Societal (Field of Sociology)

【Significance and Aims】

Students will heighten their awareness of social issues and set up their hypotheses relating to the problems. To prove their hypotheses, Students will conduct social research. Students will develop logical thinking skills and practice statistical processing. In the end, students will learn how to build up convincing arguments using data collected.

【Class Schedule】

Based on the decreasing population of Japan, set up hypotheses concerning the issue, conduct research and present possible solutions and issues.

| | | |
|----------|------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Basics | 1st | Guidance / Analyzing a movie from societal viewpoints |
| | 2nd | Considering what makes students choose a course of science or arts/humanities and construct the hypothesis |
| | 3rd | Considering outlines of hypothesis and research |
| | 4th | Presentation of the outlines and Q&A |
| Seminars | 5th | Dividing a class into five teams (Culture, Family, Medicine, City, Work) |
| | 6th | Setting up hypotheses and research questions based on reading previous research |
| | 7th | |
| | 8th | Presenting the hypotheses and research questions and Q&A |
| | 9th | Choosing research objects and methods. Creating and conducting surveys |
| | 10th | |
| | 11th | |
| | 12th | Analyzing the resulting data of questionnaires, using statistics (credibility, cross tabulation, frequency distribution, and correlation) |
| | 13th | |
| | 14th | |
| | 15th | Presenting and discussing the results / Preparing the report |

【Students' Works】

Hypothesis 1: Family backgrounds affect interest in culture.

Hypothesis 2: Belonging to a subculture affects views of marriage and romance.

Hypothesis 3: Exposition to birth and death in one's circle of family and friends affects decisions on certain medical treatments.

【Students' Comments】

• I think it is important to discuss ideas which are not agreed upon unanimously and to clarify what causes the disagreement.

• I sometimes try and push my argument in order to reach a conclusion. However, I believe it is necessary not to get carried away when doing so. Keeping this in mind is crucial to arriving at accurate hypotheses and new insights.

4) Technological (Field of Science and Technology)

【Significance and Aims】

Students broaden their knowledge on science and technology through activities, reflecting on materials and services enriching their everyday lives. They will learn how to approach social issues from scientific and technological perspectives and will present practical solutions based on those.

【Class Schedule】

| | | |
|----------|------|-------------------------------------------------------------------------------------------------------------------------|
| Basics | 1st | Guidance / Analyzing impacts caused by scientific technology |
| | 2nd | Analyzing existing scientific technologies and their applications |
| | 3rd | Presentation of findings from 2nd lesson |
| Seminars | 4th | Dividing class into five teams based on SDGs |
| | 5th | Case study on actual implementation of SDGs at the level of individual businesses |
| | 6th | |
| | 7th | Preparing for a presentation in a group |
| | 8th | |
| | 9th | Case study group presentation and Q & A |
| | 10th | Improving presentation content based on feedback from other groups |
| | 11th | Choosing a company in order to develop novel solutions for problems the company is facing based on current technologies |
| | 12th | Researching possible solutions |
| | 13th | |
| | 14th | Group presentation and Q & A |
| | 15th | Improving presentation content based on feedback from other groups |

【Students' Comments】

- I was able to learn how certain technology is used at present but I found it challenging to think how it will be applied in the future. I got terrified as I learned the possibility that microchips can be implanted into humans. In the near future, the difference between humans and robots might become blurred.
- I thought presentations with pictures are easier to understand than ones without them. It was difficult to understand presentations just by listening to the presenters, so I believe we should have some slides which visually explain the technology.

【Teachers' Comments】

- More and more students became aware that present scientific technology can be applied in various fields. This raised awareness will help students deepen their understanding of chances and risks inherent in scientific technology. I will expand the activities undertaken in this course by having students research companies that are active on a global scale and having students consider the applicability of specific for those companies.

⑤ Global English for 1st Year Students

【Significance and Aims】

Giving presentations is an integral part of the activities that students on the Global course are expected to be able to perform. Through practice and reflection, students will gain a better understanding of the basic qualities of a good presentation.

Since one of the key skills necessary for delivering an effective presentation is the ability to switch perspectives and take the knowledge gap between oneself and one's audience into account, students will become more aware of the existence of varying viewpoints, leading to an improved ability to contribute to meaningful cultural exchanges.

In this course, students will draw on what they have been learning in their regular essay-composition classes, and as a result, both their writing and their speaking proficiency can be expected to develop.

【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, and students are expected to organize their groups by themselves. 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. This will make it easier for them to give a practice presentation in English in front of the whole class.

【Activities】

- ① Each group considers the information and structure needed for effective “Show & Tell” presentation (each group: 4-5)
- ② Scripts written by a teacher are shown as a model. The topic is “My favorite thing.”
- ③ Each group analyzes the information and structures in the model transcripts based on the discussion (refer to ①).
- ④ Students make their transcript about “my favorite things” and hand in it to their teachers.
- ⑤ Students are given feedback from their teachers. Based on the feedback, they rewrite their scripts and then practice the presentations. (Students are supposed to be aware of eye contacts, loud voice, gesture, etc.)
- ⑥ Students make a presentation to their group members. They evaluate the presentations by their group members based on an evaluation sheet. In doing so, they find out what should be done and should not for effective presentations.
- ⑦ Students make their presentation in front of the class. They are supposed to use Cue Cards so that they can make eye contact and gesture effectively.

【Students’ Comments】

- I was not able to make eye contact because I kept reading my scripts. Besides, my presentation was shorter than classmates’. Some classmates used body language effectively, so that I found it easy to understand their presentations.
- There were many mistakes in my script even though I spend a lot of time in thinking up it. Particularly, I made many grammatical mistakes in sentences with complicated structures. In addition, I could not find good expressions easily and became upset. I’ll practice to speak more fluently in the following presentations.



2. Second Year Students

2nd Year Students ①STEP Seminars

1) Political (Field of Politics)

【Significance and 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 solutions. Through these activities, students are expected to 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 learn in this course is the attitudes to accept diversity without thinking only about their own self-interest.

The lesson flow: ① Decide on the country to represent. ② Investigate the country in terms of politics, economy and so on ③ Make a policy on the topic and make a statement ④ Negotiate with other delegates as an ambassador

In the first half of the year, the students learned MUN based on the topic “Immigration Issue” which led them to have interests in other countries or find a challenge to solve.

In addition to ability to solve problems, expertise (including legal knowledge), presentation skills, expression ability, negotiation skills were required in this course.

【Class Schedule】

| | |
|---------|--------------------------------------------------------------------------------------------------------------|
| Class 1 | Decide on the country to represent The 1 st topic “Immigration Issue” unveiled |
| Class 2 | Work on Position Paper Decide the order of the speeches Speech and Unofficial discussion |
| Class 3 | Speech and Unofficial discussion |
| Class 4 | Speech and Unofficial discussion |
| Class 5 | Enact a draft final resolution |
| Class 6 | Decide on the country to represent The 2 nd topic “Capital Punishment Moratorium ” unveiled |





【Students' Resolution for MUN】

Agenda item:

Author: メキシコ Sponsor: シリア、マダガスカル、トルコ、ナイジェリア、オーストラリア、南アフリカ共和国

The General Assembly,

Preamble Clause starts here, ...

1. 頭脳流出に関して、発展途上国と先進国の双方にとって平等なルールを作る。

(a) 現在、オーストラリアで実施されている移民のポイント制の導入を推奨する。高学歴の移民が発展途上国から過度に流出してしまうことを防ぐために、年齢や語学スキルなどをポイント化し、先進国には高いポイントを持っている移民の受け入れを制限することを求める。

(b) 移民が受け入れ先の国の選択をしやすくし、かつ各国の移民受け入れの現状を目に見える形にするために、移民の受け入れ数の基準を各国でもうけ、公表することを求める

【Students' Comments】

- I became able to see many things from different point of views by playing a role of the delegate from another country. While we are working on SP with classmates as a team, it is unusual for every one of us to be in charge of one country. Compared to usual team activities, in this individual activity, I had to pay more attention to other members, building a consensus with other members.
- This course helps me know current international situations, various issues throughout the world from the different views. It is very beneficial for me to know how to see things from a multilateral perspective.
- In the conference, I was in a position of an ambassador in a country to voice an opinion and I considered many things I had never thought of before. That allows me to think along multiple dimensions.

【Teachers' Comments】

- This time I proceeded this course according to the instruction manual which was actually used at All Japan Model United Nations 2018. All of the students read the instruction manual carefully and were able to understand the purpose of this program.
- Some students were eager to participate in other MUN outside the school.
- In the latter half of the congress, particular students control the conversation. Each student could prepare more for the congress.

2) Societal (Field of Sociology)

【Significance and Aims】

In this course, students spend many hours verifying informations on various societal events by judging their uncertainties, which help students sort out driving forces in SP.

In the situation that uncertainty is high, both affirmative aspect and negative one coexist there.

During the summer vacation, students were assigned to choose two books relating to the topics which would be the mainstream trend in the near future and to write papers about it and make a presentation in the class.

In addition, students had some opportunities to hear lectures on “Business Grand-Prix”, given by a staff from Japan Finance Corporation,

【Class Schedule】

| | |
|-----------|---------------------------------------------------------|
| Class 1 | Introduction on the course |
| Class 2 | Consideration of the Uncertainty of driving force in SP |
| Class 3-4 | Lecture by a staff from Japan Finance Corporation |
| Class 5 | Presentation about “Analysis of Trend” |
| Class 6 | Presentation for “Business Grand-Prix” |

【Class Presentations】



Trends that students picked

- Agriculture processed by far developed technologies, or operated by artificial intelligence
- Ominous repercussions from the Internet society
- An earthquake by Nankai Trough

【Students' Comments】

[About Business Grand-Prix]

At first, I didn't come up with business plans, couldn't get along with the other team members, and almost gave it up. The team leader cheered us up and enabled us to finish it. In the procedure, we faced many difficulties, but we managed them and enjoyed working on this by cooperating with each other member.

Through this program, I learned two things. The first one is that I could do anything with teammates even if I couldn't do it by myself. I had thought in my mind "I'm already a high school student. I can do anything by myself." But actually I couldn't. With many support, advices and encouragement from many people, I was able to complete it with my teammates.

The second thing is that we shouldn't give up easily. We started working on this program last July, but found ourselves doing almost nothing in mid-September. The deadline was around the corner and midterm exam is also approaching, and all of us were giving up applying for the program. But, with patience and support from many people, we were able to stay the course. The phrase by Nelson Mandela hit on me "It always seems impossible until it's done." I realized this phrase is true.

We can adapt what we learned through this program to any occasion in our future. Thank you very much for giving me this great opportunity and much support from many people.

[About Societal Seminar]

I acquired some knowledge about SP by considering some trends. I was glad when I was able to take advantage of those knowledge. I'll keep making efforts for Business Grand-Prix.

I really enjoyed reading assignment and making a presentation in front of the class because I chose my favorite topic, the Internet.

【Teachers' Comments】

- I think that the students were able to obtain essential point of view in SP, such as setting Trends or consideration of the uncertainty.
- In the second class, students experienced one of the validation methods to use specific example from both supportive and destructive view points on every topic. They were using that method in SP practice in October. I felt it worked well.
- When the students create the Trends, they did not rely on too much information from . about Business Plan Grand-Prix. the Internet and they were able to have systematical way of thinking. These things are improvements compared to the previous year students.
- About Business Plan Grand-Prix, the students enjoyed interactive activity with Economic Seminar students by receiving lectures by a staff from Japan Finance Corporation.
- This year's Societal program might have been a bit different from actual sociology, because we focused on SP.

3)Economic (Field of Economics)

【Significance and Aims】

Economics 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 participated in the Business Plan Grand Prix, which is sponsored by Japan Finance Corporation. We tried to give students the necessary qualities for global leaders from the perspective of high school students by experiencing the depth of business.

【Class Schedule】

| | |
|--------------|------------------------------------------------------------------|
| 1stClass | Create guidance team |
| 2ndClass | Analysis of winning works |
| 3rd~4thClass | Lecture by the person in charge of the Japan Finance Corporation |
| 5thClass | Intermediate presentation |
| 6thClass | Last presentation for business plan submission |

【Research Theme】

Responding to environmental issues such as micro plastics, food safety, waiting-child problems, and super-aging society

【Students' Works】



【Students' Comments】

- I made a plan this time and felt that it was so hard to make something. I really wanted to start a business in the future, and although this activity was hard, it was a very meaningful and enjoyable time. I will continue to do my best to make use of this experience in the future.
- Through this process, I thought again that trial and error are important. If I don't do it over and over, I don't know what's wrong, and the goal tends to be difficult. And more than anything else, I just felt that I had too little knowledge because it was just called the information society. My dream is to talk to many people and expand the community. I want to be a person who can examine what I need for that.
- I feel that I was able to spend a very meaningful time through the Business Plan Grand Prix. I think most high school students, not just us, will be involved in business in the future. I am happy because I had the opportunity to think about business. I would like to continue to make use of this valuable experience.

【Teachers' Comments】

This year our students participated in the Business Plan Grand Prix, and it was a great deal of completeness between the group who was patient and thought out about their business plan until the end and the group had become a little complicated on the way. A difference arose. In business plans, there is no fixed correct answer, and it is necessary to clarify their targets and to think about the means for accepting the targets while accepting their weak points. In addition, it is necessary to convey the plan that they have thought of themselves to their partner so that they can understand and accept it. I would like them to continue to think deeply about how their thoughts can be accepted through the creation of a business plan. This year the plan submission was just before the deadline. I want them to reconsider the importance of schedule management.



4)Technological (Field of Science and Technology)

【Significance and Aims】

To acquire a wide range of knowledge about the environmental problems of the current world. In particular, problems related to ecosystems and energy must be solved quickly by countries in the world. Therefore, we decided to learn about exotic organisms and water quality conservation in terms of ecosystem problems, and clean energy to replace fossil fuels in terms of energy issues. By deepening the understanding of environmental issues from a scientific and technical perspective, we predict the future that can occur in 10 to 20 years. At that time, by considering the current limitations of each technology, we will be able to discover the issues for environmental conservation and energy production and propose the best way to solve them.

【Class Schedule】

| | |
|----------|-----------------------------------------|
| 1stClass | Guidance, grouping |
| 2ndClass | Determination of experiment contents |
| 3rdClass | Preparation for conference presentation |
| 4thClass | Preparation for conference presentation |
| 5thClass | Examination of experimental conditions |
| 6thClass | Evaluation meeting |

【Students' Comments】

- I can dig deeper into “Environment / Energy” more technically at this seminar, and it will be useful for SP and the future. I didn't go to the conference directly, but I'm glad I was able to experiment.
- With an understanding of the current power generation in Japan, we prepared for the conference. Basically, we respect students' voluntary behavior, so we can relax and be satisfied as we like.
- I researched and thought about various types of power generation, such as solar power generation, but ended up being unable to actively participate in external competitions. I hope that I can use the knowledge I gained in the technological seminar to the SP of the international symposium.

【Japan Society for Energy and Environmental Education Presentation

at The 14th National Convention (in Kochi Prefecture)】

We selected an academic society where high school students could present as a place to announce the results of their daily efforts. Although it was not a place to compete as a contest, it was an opportunity to interact with students, teachers, and experts from other schools, and to enjoy an academic atmosphere



On the day of the conference presentation

【Students' Works】

①

Technologicalゼミ③

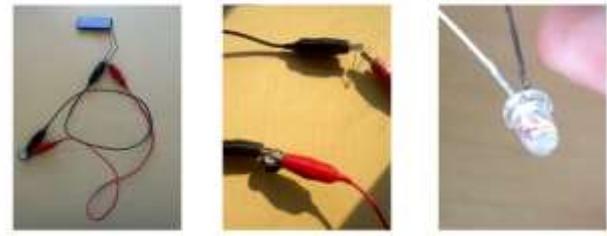
疑問) なぜ、太陽光パネルは傾けて設置しているのか?
仮説) 傾げることで太陽光を効率よく受けられるのではないか。



②

Technologicalゼミ⑦

再挑戦! コンデンサーに電気をためて LEDを光らせる



③

Technologicalゼミ⑨

実験方法)
「ソルMAX Mk4」を南向きに1時間放置
(午前10時～午前11時)
向きは地面に対し「水平」と「45°」
↓
コンデンサーに蓄電
LEDの点灯時間を計測



④

Technologicalゼミ⑩

実験結果)

水平に置いていたもの → 約2時間
45° に置いていたもの → 約3時間

LEDの点灯時間に1時間もの差が!



We were interested in why the solar panels were installed diagonally. Therefore, it was investigated whether there was a difference in the amount of power generated when the solar panel was horizontal with respect to the ground and at 45 degrees. The solar panels were reused from the ones installed in the radio created in the technology home economics at the third year of junior high school. In addition, a condenser was used to store the generated electricity, and an LED mini-bulb was used to visualize the discharge of the stored electricity.

【Teachers' Comments】

《Good points》

- Aiming to present at a conference makes many students work actively.
- They came to think logically by designing the experiment themselves.
- They experienced trial method and thought by experiment.
- Thought based on scientific grounds, such as whether an experimental system suitable for the purpose has been assembled.
- The use of solar cells has further raised environmental awareness.

《Points to reflect on》

- Not everyone experimented, but only those who wanted it.
- Students had different consciousness from the preparation stage.
- Because each person took the style of searching for contests of interest and applying for them, it was an individual or small group activity, and the seminar as a whole did not settle in one direction.

②Scenario 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. 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 | Pre-SP (how to select driving forces) |
| 3rd | Pre-SP (how to choose two axes and write scenarios) |
| 4th | Pre-SP (Presentation) |
| 5th | SP (group work) |
| 6th | SP (group work and individual preparation) |
| 7th | Individual SP Presentation |
| 8th | SP (Base scenario – basic ideas) |
| 9th | SP (Base scenario – preparation) |
| 10th | SP (Base scenario – presentation) |
| 11th | SP (Driving forces) |
| 12th | SP (Two axes) |
| 13th · 14th | SP (Presentation Practice) |
| 15th | SP (Presentation) |
| 16th · 17th · 18th | Preparation for International Symposium |

【Students' Comments】

- SP was the most difficult and demanding activity in the whole global activities, especially choosing two axes and writing four scenarios with appropriate titles for each quadrant. I hope this experience will be helpful in my future career.
- Through SP, I found thinking about the future very difficult but important. We continued our discussion over and over until the last minute before the presentation to make it better. I think this is thanks to my team members. It could have never been possible without the help of my teammates.

- We thought about questions with no definitive answers and had discussions to find possible solutions. It was a difficult but very precious experience.
- At first I was confused with so many unfamiliar technical terms, but I gradually understood them. I became able to think deeply.
- I am still very poor at writing scenarios. I know it is not an easy task and other students are also struggling with it, so I am very happy that my group was chosen to make a presentation on the stage on the day of International Symposium!

【Students' Works】



Pre-SP Matrix

【Teachers' Comments】

《Acquired Skills》

- We divided whole process into small steps, so that the students were able to follow our instructions easily and understand what they were required to do in each class.
- We instructed the students to have discussions based on various materials and data, so they were always referring to data provided or collecting data themselves, and they acquired the skills to think logically.
- We had the students choose the group members, so they completed the task with responsibility.

《The Skills Requiring Further Efforts》

- We thought we provided the students with enough time to choose the two axes but the students couldn't. They still need the skill to choose two axes more quickly.
- 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 2nd Year Students

【Significance and Aims】

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





<Presentations on the school excursion trip to Australia>



During the first year for the global course we focused on increasing the students' ability to give presentations in order to prepare them for their fieldwork trips in March 2019. Following on from this, the goal of the first half of the second-year global course was to build on the students' experiences during their fieldwork excursions, and to prepare the students for a trip to Perth, Australia in July. While in Perth the students visited local schools where they taught the local students various Japanese games and activities, as well as giving presentations. As this was all carried out in English, the students spent their time during Global classes practicing how to give specific instructions in English. They also further refined their English presentation skills through various group and individual presentation activities.

The second half of the year was dedicated to preparing the students for the International Symposium, and scenario planning, or 'SP' for short. After first creating their scenarios in Japanese, the students are required to make presentations in English. Scenario planning is a difficult concept for the students to grasp in Japanese, so asking them to also do it in English really requires a deep understanding of how English can be used in conjunction with Japanese. Scenario planning requires the students to think on a deeper level, taking students out of their comfort zone and forcing them to really consider how best to utilize English as a tool for international communication and understanding. Therefore, scenario planning can certainly be said to be of great value to students who will soon be members of an increasingly global society,

3. 3rd Year Students

Graduation Theses

【Significance and Aims】

As the final activity of the three-year global course program, the students wrote a graduation thesis based on the theme of our global program: Energy. As they tend to choose similar topics, they were advised to select their topics from a wide range of issues and to collect information from reliable sources in order to make their scenarios as accurate as possible.

Since they lacked the experience of actually writing of this academic level, it took more time for them to logically put their ideas into words than we expected.

Their 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 their scenario planning they presented at the International Symposium. Some groups found their chosen topic difficult to deal with and others recognized that there was a lack of logicity, so they revised it to make 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. Every group was instructed to use the same layout and structure so that the whole collection of their theses would be in a coherent style.

③ Writing common group chapters

The group chapter shows the fundamental ideas of their Scenario Planning. Since they had had a lot of discussions on their topic so far, and all the members of the group understood what their ideas were, each member was assigned to a role in their group chapter and worked on it individually.

④ Writing the individual chapters

About two students were allotted to each of the four quadrants. They identified the key points and freely presented their argument for the chosen quadrant. For the quadrants containing a lot of possibilities, each student created a distinctive scenario. On the other hand, for quadrants picturing an undesirable future, each student tended to develop similar ideas, so they were advised to come up into different ideas by proposing divergent approaches to evade those futures.

⑤ Compilation

All the theses, each consisting of a group chapter and individual chapters, were made into one whole compilation.

⑥ Writing an abstract in English

All the members of a group were allotted to a role in their group chapter and wrote the abstract in English.

An example of the titles of the four quadrants



RJ: Regional Jets



【Teachers' Comments】

- Students found it difficult to deal with the theme “Energy”, but they somehow managed to complete their theses. However, since they were under the pressure of time, they had a hard time to make proper annotations.
- Since students put together what they individually wrote for both the group and individual chapters, their theses sometimes lacked the consistency of definitions or expressions of terms they used. Ironing out these differences took up quite some time.
- Students realized that it is critical to look at where information is coming from and that only collecting information that is convenient to them doesn't make their claims valid.
- For some quadrants, it was easier for students to create different scenarios, and for others, it was more difficult. This was because of the fundamental constructiveness of each quadrant. Some students who were allotted to difficult quadrants had a harder time creating their scenarios.
- Sometimes it was difficult to obtain relevant data from companies and public organizations because they deemed it too sensitive to be made public.

Editors' Postscript

Seifu Nankai Senior High School

SGH Project Team

This is our fourth "International Symposium," and we have gradually improved this event over the past three years. 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 the activities related to our symposium, two years ago, Seifu Nankai Junior High School started to hold a poster presentation session around the time of this symposium. Our junior high school students have learned a lot about how to give a presentation from their seniors in the global course. We are sure that activities carried out at part of the global course have been crucial in cultivating the students' abilities to think logically and critically. Through the successful implementation of modern teaching techniques, the students enrolled in the global course at Seifu Nankai have been exposed to various problem-solving tools, such as *Scenario Planning*, that have acted as steppingstones for the students to step outside of regular classroom activities and experience real-world, task-based learning. It is our desire that eventually such activities will play a role in shaping the future of education in Japan.



This booklet shows some of the activities our guests from abroad have taken part in since arriving in Japan. It has also been translated into English so that our foreign guests may enjoy reading it.

We hope that this booklet will be a record of our activities and a driving force for our continuous evolution as globally minded educators.

Upcoming Events

Interim Presentation

At Seifu Nankai High School, 22nd Feb 2020

1. Interim Report of the latter half activities in 2019
 - ① After the 4th International Symposium
 - ② 3rd year students' Graduation Theses
 - ③ 2nd year students' Scenario Planning Presentation
 - ④ 1st year students' STEP seminars and GE Presentation
2. Summary of the past five years
3. Provisional Activity Plans after 2020



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