

Outline of the 2015 Super Global High School Concept Report

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| Designated Period | ① | | | | | | ② | |
| 2015-2019 | School Name | Seifunankai High School | | | | | Location | Osaka prefecture |
| ③ Name of Intended Course | ④ Number of Intended Students | | | | | ⑤ Scale of the Whole School | | |
| | 1 st Year | 2 nd Year | 3 rd year | 4 th year | Total | Junior high school : 816 students (1 st year: 295, 2 nd year: 269, and 3 rd year: 252) High school(general course): 1028 students | | |
| General Course | 313 | 331 | 384 | | 1028 | | | |
| ⑥ Name of R & D | <p>Promotion of a deeper understanding of how the energy sector can contribute to a better world</p> <p>Establishment of a global network of industry, government and academia to create the desirable future</p> | | | | | | | |
| ⑦ Outline of R & D | <p>We will establish a new global course and conduct the following initiatives.</p> <p>I. We will carry out future predictions using "Scenario Planning" in cooperation with domestic and foreign industries, governments, and academia.</p> <p>II. In order to obtain the professional perspectives required for I , we will start a "STEP Seminar."</p> <p>III. We will implement "Global English" to carry out smooth cooperation exercises with the institutions above and to make effective presentations.</p> | | | | | | | |
| ⑧ Details of R & D, etc. | ⑧ -1 General | <p>1. Purpose / goal</p> <p>The Purpose</p> <p>We define a global leader as "a person who draws the world's possible future plans with a global perspective and leads the society in a better direction." In order to foster such leaders, we will develop an educational system that makes it possible to acquire "the ability to read and understand the future" and "the ability to communicate ideas and perspectives to the world."</p> <p>Goal</p> <ul style="list-style-type: none"> • Developing new learning materials related to Scenario Planning. • Interacting with domestic and overseas industries, governments, and academia through the collaborative exercises of Scenario Planning. | | | | | | |

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| | | <p>disseminating the method. We will increase the current 11 cooperating organizations to 50 during the designated period.</p> <ul style="list-style-type: none"> • Providing our students with more opportunities for exchanges with foreign institutions and providing English education to aid our students to acquire all four skills, eventually having more than 60 students who acquire over 100 points on TOEFL iBT. <p>2. Analysis of current situation and hypothesis on R & D</p> <p>Seifunankai has been providing education that appreciates the traditional values of Japan, with a high ratio of enrollment in prestigious universities. We are proud of having nurtured excellent students. On the other hand, we think that our students are conservative about career orientation and are weak at speaking English. In addition, we are afraid that they don't have enough autonomy and lack in skills on information technology. We formulate a hypothesis that our students will be able to overcome these challenges by conducting Scenario Planning and communicating their study results, which will require various abilities mentioned above.</p> <p>3. Dissemination of results</p> <p>We make an interim presentation twice a year, including an international symposium. We also publish a booklet once a year that reports the details of our activities. In addition, we have started an English website that shows what we have been doing. Besides, we will disseminate Scenario Planning as a new educational approach through collaborative activities with various institutions and build a network among them.</p> |
| | <p>⑧-2 Task Study</p> | <p>1. Details of the task study</p> <p>Theme: “Think about the energy situation in the future by using the scenario planning method”</p> <p>We conduct the future predictions by utilizing the scenario planning method, which is famous for its adoption by a major energy company, the Royal Dutch Shell. Under the supervision of the experts from Showa Shell Sekiyu K.K., we will develop new teaching materials that can be used for high school students. In conducting Scenario Planning, students have to logically create multiple future scenarios and think about how to prepare for these different futures. By considering various</p> |

future possibilities, they can learn how to avoid risks and provide desirable paths to the future. In the process of making scenarios, they will broaden their horizons, think about driving forces that will affect the future, consider the importance of causal relation and develop the ability to create the future proactively. Since the amount of knowledge high school students can acquire is very limited, the theme of Scenario Planning will be confined to “Energy,” which will make it easy for them to gain necessary knowledge and information. In implementing Scenario Planning, they are required to have knowledge and analytical skills beyond the boundaries of subject-based education. In order to achieve this, we offer them four STEP (Societal, Technological, Economic, and Political) seminars so that they can acquire different perspectives. The students take the basic course of all the four seminars in their 1st year, and then in their 2nd year, they select one seminar and deepen their knowledge on the field. Scenario Planning will be conducted by a group of about 10 students, which consists of a few students from each of the STEP seminars. The students will write an academic paper in their 3rd year, along with an abstract in English.

2. Implementation, Verification and Evaluation

[Implementation method]

- We will implement our research and development by utilizing two Integrated Study classes as follows:

1st year: STEP Seminar (Basic), and Global English (GE)

2nd year: Scenario Planning (SP), STEP Seminar (Advanced), and GE

3rd year: SP and GE

- Collaborate with external organizations (universities, companies, local public entities) and other high schools in order to supervise R & D results, and collaborative SP exercises.

[Verification/Evaluation]

- We will collect impressions and evaluations on each activity from the students and create portfolios.
- We will periodically require the students to write a report based on their individual portfolio.
- We will invite collaborative organizations to our presentations and ask them for evaluation.
- We will periodically conduct a survey with students, parents and teachers.

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| | | <p>3. Required exceptions of educational curriculum</p> <p>Nothing in particular</p> |
| | <p>⑧ -3 Other Than the Above</p> | <p>1.Details of R & D other than the task study, implementation method, and verification/evaluation</p> <ul style="list-style-type: none"> • In order to make presentations more extensive and effective and to conduct Scenario Planning in collaboration with foreign schools, we will have Global English classes where our students can acquire four English skills. • In order to effectively process a vast amount of information required for the study, we will have Practical Information Technology classes and help the students to acquire information processing skills. <p>2. Required exceptions of educational curriculum other than conducting the task study</p> <p>Nothing in particular</p> <p>3. The improvement of our educational environment for nurturing global leaders, and the details of extra-curricular activities</p> <ul style="list-style-type: none"> • We will increase the number of overseas cooperative partners and establish a new department at our school for that purpose. • We will install an electronic blackboard in every classroom. • We will change our domestic school excursion trip into fieldwork activities abroad. |
| <p>⑨Other Items of Note</p> | | <p>In order to implement this initiative mentioned above, we established a global course in 2015.</p> |