

2017/04/15 -GUS Basic Class -1st Year High School

First Class: Global Understanding Skills BASIC [Class Development]

The GUS BASIC for all first year high school students has begun. The program started two years ago with the recognition of super global high school from the Ministry of Education, Culture, Sports, Science and Technology. As a program to develop the human resources that will take on the challenges of global sustainability, the objective is to learn from the environmental leaders of the world and contribute to the global discussion of sustainability. In this BASIC course, students will participate in fieldwork to directly observe and experience environmental problems through specific regions and institutions. Students will learn about the complex situations in which our globe and society find themselves, and develop their own ideas about what can and should be done. They will examine the multiple values that determine our own ideas about “what sort of society should we create for the future?” In this class there was an explanation of how students will develop and share their ideas in this year long course, which is part of a three-year program. Since this is an integrated program of study, it will be necessary to develop an approach to continuously working on deepening our awareness of and curiosity in the many issues that we face.

			Class content	Materials	Equipment, class room	Notes
1-1	4	15	Intro 1 Class Development, Methods	Explanation papers (Class, CDR, Hall), Survey	CDR 2 classes	B Parallel
1-2	4	25	Intro 2	Student-centered learning, Inquiry-based learning, Explanation of Microlab, Flipped Learning, KJ method		A Hall Tuesday
1-3	5	6	Intro 3	2015 Sustainable Development Summit Sustainable Development Goals, UNDP	Hall	A
1-4	5	13	Class 1 Contemporary Keyword Sustainable Society	Contemporary Keyword Sustainable Society (TBC) Professor Kohara Katsuhiko, Doshisha University Department of Theology http://www.kohara.ac/	Hall	A
1-5	5	27	GPS Academic	GPS Academic time required 90 minutes	HR parallel	A 3+4 period
1-6	6	3	Tomorrow – in search of permanent life http://www.cetera.co.jp/tomorrow/	In 2012, 21 respected scholars published an article in Nature on the demise of humanity and shocked the world.	Hall	A 11:00-13:00 possible time extension
1-7	6	10	Tomorrow reflections (Microlab and reports		HR	B
1-8	6	17	Lecture “Maniwa’s Challenge”	Fieldwork explanation Call for participants (Maniwa) 27-28 October	Hall	A
1-9	7	1	Workshop	In search of sustainable society KJ Method (ML)	HR	B

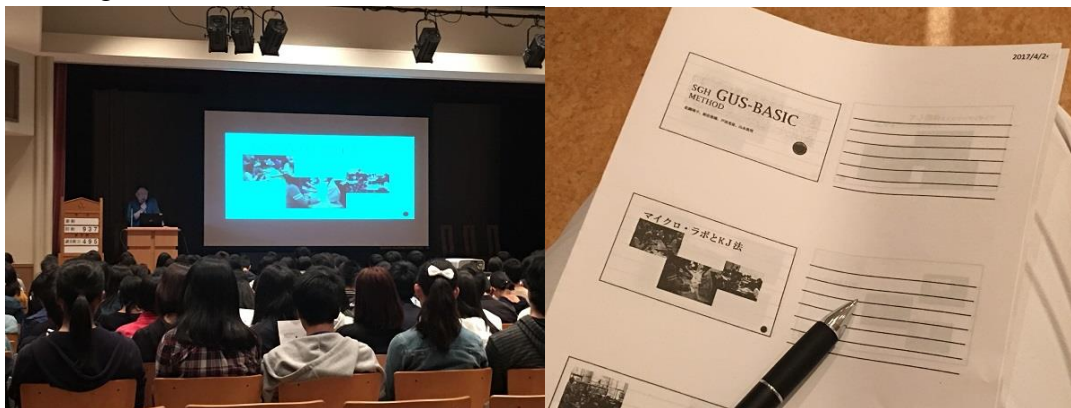
2017/04/25 -GUS Basic Class -1st Year High School

METHOD

In today's class on methods, Mr Yamamoto introduced several of the arrangements from last year and explained how we will continue to deepen our learning. He covered the following topics:

- Micro-lab and KJ Method
- Inquiry-based learning
- Experience-based presentation skills development
- Listening to lectures and presentations
- Delivering messages
- Fieldwork (Okayama, Tokyo, Europe)

Using a number of different learning styles, we will use our limited time efficiently to research and share about the issues we are interested in. We will broaden our perspectives by listening to speakers with a wide range of values and experiences, and learn from their ideas so we can put these to use when we do our own presentations. In fieldwork, we will actually travel to the sites, share the new experiences gained there, and construct our own ideas about what sorts of decisions will be important.



2017/05/06 -GUS Basic Class -1st Year High School

A “sustainable’ world? From MDGs to SDGs

Today we had a full-group lecture from Mr Toda and Ms Chosa in the Hall.

In Mr Toda's class, he put forth the following questions: Do you know what impacts the world is feeling after the change in the American president? How is this impacting you? Do you think it is unrelated to your life? In America we have seen the birth of the America First president. There was a battle of opposing views in the French election, while democracy in Turkey is being shaken in its foundations. Where is the world heading? Because we also live in the globalized world, we cannot but accept that these trends affect us as well. We must be ready to act on issues that impact the lives of others in the world. Development continues, and the keyword of ‘sustainability’ will continue to be of

high importance. One message that remained in the minds of the audience was that ‘our happiness cannot ride on the sacrifices of others’.

We heard from Ms Chosa about some of the activities of the United Nations. For example, every 17 minutes, someone in the world dies of starvation. It is because of this and other realities of our world, that in 2000 Millennium Summit the parties agreed on 8 targets that should be achieved by 2015. These are the Millennium Development Goals (MDGs). Progress towards the achievement of these goals was quantified in concrete indicators. For example, eradication of hunger was to be addressed – in the developing world about half of the population lived on 1.25 USD per day, but this was reduced to 14%. In order to move this framework further, a new development agenda was adopted in 2015 – this is the Sustainable Development Goals (SDGs). The big difference between MDGs and SDGs is that while the MDGs were focused on the efforts of developing countries, SDGs consisted of universal goals that included the developed world. The 17 SDGs are even more detailed than the MDGs, with 169 targets – such as poverty and hunger, energy, climate change, social justice and other sustainable development goals – to be achieved by 2030. Furthermore, with the MDGs, there was a general recognition that the most vulnerable sectors of the global population were being left behind. There was also a realization that global warming was having direct impacts on poor rural populations that rely on agriculture for their livelihoods. This class helped the group consider first what we ourselves can do.

In 2030, the students will be adults – the people who will be changing the world.



2017/05/13 -GUS Basic Class -1st Year High School

Contemporary Keyword ‘Sustainable Society’ – thinking from the Bible

Today we were happy to have a talk by Ohara Katsuhiko from Doshisha University Department of Theology.

Why do we look to the Bible on this topic? His topic began with this message: Searching through the Bible will not find the answer to sustainable society. However, it will draw your attention to the fact that sustainable society has been a major question for humanity for a long, long time.

Introduction: When I was a high school student, the focus was on economic growth, and there was not even a notion of ‘sustainability’. But at the same time, Nausicaa, Hokuto no Ken and other anime were popular, illustrating the dangers of civilization crashes resulting from the mistakes of humanity.

Issues from Jesus' dinner table: In the Bible, it is shown that in the eyes of God there is no distinction between people, as Jesus invited excluded people for meals. Food is a large point within the idea of sustainability. In anthropology, the traditions surrounding food reflect social order in very simple terms. From the times in which a family would surround the fireplace for meals, to the contemporary practice of solitary meals, we can see how looking at food can illustrate the changing of the times and how people's thinking is part of that change.

Rethinking creation: Searching for the path to relativizing anthropocentrism. In the Bible, when God created the Garden of Eden, he instructed the first humans to 'eat from every tree in the garden, but no matter what, you must not eat from the Tree of Good and Evil. If you eat from this tree you will die.' Our lives are surrounded by temptation. Scientific technology is one of those temptations. As we can see with nuclear power, if we just follow our desires, we will not bring only happiness but danger as well, and we may even take life.

From the Supremacy of Economic Growth to the Land of Rest – the practice of energy consumption and recycling: In the Bible, the Sabbath and heaven place importance on rest. In the age of the internet, no matter where you go it is difficult to find rest. And energy is constantly consumed on our planet. We need to rethink the importance of rest. How can we get rest, how can we recover ourselves, secure the time to look objectively at ourselves. This is a big theme for our own personal sustainable lives.

The big story, to be told in a loud voice: Pope Frances called for an extremely important *ecological conversion* in 2015. He stressed the importance of sustainability, and emphasized the fact that if environmental destruction and global warming continue as they are now, the first victims will be the poor and weak of the world. When we consider sustainable society, we must be cognizant of the weak people in society. I would like you to paint your picture, as only high school students can, using creativity to follow your perspective.

Finally, our speaker entreated us to take full advantage of the opportunity to study at Doshisha International, absorbing the essence of the Bible, assuming a piquant existence, like the sharp tingle of wasabi in our lives.



2017/06/03 -GUS Basic/ II Other Activities-1st Year High School and 3rd Year High School

Film *Tomorrow-Demaine* – In Search of Permanent Life

On Saturday June 3, as part of our GUS BASIC studies, we watched the film *Tomorrow-Demaine* – In Search of a Permanent Life.

“There is a danger that humanity will go extinct. And maybe not in the far future.” So stated 21 scientists in the influential magazine *Nature* in 2012. The article argued that If we continue our current lifestyles, humanity will not survive.

This film is about Melanie Laurent, an actress who heard this fact, and since she had just become a mother, decided that she needed to do something for the not only her own children but the children of future generations. The documentary is the story of her travels around to meet people who had started ‘new lives’, in search of new policy approaches.

“I am not talking about saving the world, I had to start with things around me”. The documentary takes us on her travels, starting from her own garden to the people who have expanded their fields out into the city. First it is necessary to think about food in general, then there are 100% renewable energy towns, economic models such as regional currency and green economy, and democracy not dominated by global capitalism. In the end, it will come down to a vision of education that is ready for the future.

It is important to do whatever we can, no matter how small. Like-minded people will come together around the beliefs. These relationships expand and can influence decision making. The many examples of how this works were a strong message supporting our SGH studies.

The actress Melanie Laurent is also a highly-acclaimed director, whose films have been shown the Cannes International Film Festival. Featured on the front of fashion magazines, she is also a role model for women in society. She set out on a journey with the journalist-activist Cyril Dion, exploring issues of food, energy, money and education. This is a set of surprising encounters with “people who have started new lives”. The documentary shows a new lifestyle of shared linkages with the world.



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2017/06/10 -GUS Basic Class -1st Year High School

Film *Tomorrow-Demain* - In Search of Permanent Life

Reflections

In today's GUS Basic class, we divided up by class to do reflections on the film we watched last week *Tomorrow-Demain* – In search of Permanent Life, in micro lab format. After dividing into groups, students did an exercise to recall the main story by sharing memories and impressions in response to the Keys shown below. The Key and the responses to each will be used later in our on-going studies. Our understanding of the film was deepened by the recognition that we all gained different impressions from different parts of the film.

Key 1: Transition Permaculture

Key 2: Urban Farm

Key 3: Incredible Edible (Vegetables for All) Movement

Key 4: "Nine seeds" Seed Bank

Key 5: Economy Trend Fund

Key 6: Biomass Energy

Key 7: Jan Gehl Urban Designer How should cities be designed?

Key 8: Renewable Energy

Key 9: Zero Waste Project

Key 10: Carbon Neutral

Key 11: Reunion Island

Key 12: Lille Posheco

Key 13: Regional Currency

Key 14: Barrie (Business Federation for Local Economy)

Key 15: Helsinki Finland's Educational Revolution



2017/06/17 -GUS Basic Class -1st Year High School

Looking for ‘tomorrow’ close at hand – Okayama Maniwa city’s approaches

Recently we had a film showing and talk by Kohara-sensei from the Department of Religion. Continuing on from this, today we had a lecture from Sato Yasuko on the Maniwa city and the approaches it is taking for ‘tomorrow’. Each year we visit Maniwa city in Okayama prefecture for GUS Basic fieldwork.

In “Tomorrow – searching for a permanent life”, we met the story of Melanie, a mother who heard scientists proving that humanity will collapse if we continue in our current daily lifestyles. She visits people around the world who have started new lives, but in the end, she does not give us a clear answer to the question of what we should do. The lecture by Kohara-sensei focused on perspectives on sustainable society from the Bible. The 20th century wave of consumerism that has washed over the world will end, and the 21st century will give rise to new values – this is the story that he challenged us to tell. This is exactly the story that we are trying to tell, the answers that we are searching for in our studies. The story of Maniwa city’s approaches included doubts about the feasibility of their new approaches, but when peoples’ ideas were adapted and the challenge of reclaiming prosperity was taken up, they created an example of how it can be done. This experience gives us a large hint into how we might tell the story of the 21st century.

Maniwa city became famous when it was introduced in the book *Satoyama Shihonshugi* by Motani Kousuke. The first chapter deals with the local revitalization and economic rejuvenation efforts, starting from zero, taken at the frontier of the global economy. The region came to be known as the Big Jump to Biomass Town. Maniwa is an isolated settlement in a depopulated mountain area. To ease the pain of depopulation, the local administration decided not to fight against the current conditions, but rather to reassess what the community already had and to discover new values in those things.

As Ms Sato said, we should not be looking to go somewhere to find something new; instead, she has focused on how we can take back the things that we already have at hand. This does not mean taking back the same type of economic development that society believed in during the 20th century; the important point is rather that we need to recover prosperity in our lives. We continue to think about what we can do, and what kind of society we want to live in.



2017/07/01 -GUS Basic Class -1st Year High School

First semester wrap-up: In the micro-lab

Today was the final class of the GUS BASIC High School First Year group. Students divided by classes and prepared a summary of the semester's work in micro-lab format. Ideas and lessons learned were added to the list of topics that had already been collected on large sheets of paper. They also summed up their reflections on their work to date, and brainstormed on objectives for future studies. We got the impression that in one semester, the students developed their awareness, ranging from the large global-level issues to the environmental problems they see in their own daily lives. After these reflections, information was provided about the call for participants in the fieldwork planned for Maniwa and Tokyo. Students will be striving to increase their interest and commitment to the learning goals they have set.

The main topics raised so far include:

- the culture of consumerism
- global currency
- Biomass Maniwa
- SDGs (goals)
- Renewable energy
- Sustainable society



2017/09/02 -GUS Basic Class -1st Year High School

“You should definitely be interested and participate!” 2016 Field Work Participants

The day after the first classes, GUS Basic classes also started. Today was an opportunity to hear a presentation about the experiences of our school’s third year high school students, who are also the first batch of SGH Fieldwork participants.

The first group to talk participated in the Biomass Tour to Maniwa city in Okayama prefecture. Going to see the sight for oneself is completely different from learning in the classroom. Seeing how biomass power generation is related to environmental problems in concrete terms stimulated real interest in the issue. This experience also heightened students’ interest and expectations for the Tokyo and European fieldwork to follow.

The second talk was by the group that had taken part in the Tokyo “International Organizations Visit”. Hearing about the issues from the people who actually deal with them in their work brings a new sense of reality. This was a rare and valuable opportunity to hear the opinions direct from these people. After having visited the embassies of Germany and Austria, the participants found themselves even more excited to visit the countries to see and hear the realities for themselves.

The last presentation was from second year high school students who visited Europe on the “Learn from Environmentally Developed Countries”. It was a real adventure to travel to Europe with people who share the same interests. Having the opportunity to talk directly with the local people was a valuable experience. Learning about new things was a wonderful stimulation, but it was also valuable to get direct exposure to food and other areas of culture.

Listening to the presentations, it was clear that the students had grown in many ways – seeing how questions from the classroom can be answered in the field, how gaps in understanding are filled from direct experience, as well as broadening the perspective on the issues we are thinking about. The final message stressed that people who are interested in these complex issues should definitely apply to participate. Throughout the talks, the basic message of enjoying and studying together came through loud and clear.

Anyone interested in the program is encouraged to apply.



2017/09/09 -GUS Basic Class -1st Year High School

From the Student Council: Towards the Food Drive

Today the Student Council members involved in the planning of the Food Drive gave a presentation about their work. Food is one of the most important issues of sustainable society. The central members include several GUS third year students. Hearing about the Kyoto Food Bank directly was one of the motivations for wanting to set up a similar activity at the school.

A Food Bank is an effort to collect foods that can still be consumed, free of charge, from companies, shops, farms and households, and deliver them, also free of charge, to people that need them. The system and organization are run as a completely voluntary effort. The average per capita food loss in Japan is equivalent to two rice balls. In one year, the total is a staggering 6,320,000 tons. This is two times the entire global amount of food aid that is provided.

In Japan, one in six people suffer from lack of food, so efforts to find, collect and redistribute food that is needlessly discarded is an important social contribution. The small effort to contribute even on can of food to someone who is hungry could have even bigger meaning. How do we change our daily “It’s a shame to waste”, to a “thank you” from someone who needs food? This question moved everyone.

The Student Council is working to build up peoples’ awareness of this issue from zero. As a first outreach effort, they will set up a booth at the Cultural Festival, collecting food and delivering it to places where it was needed. They expanded their network of people who want to make a difference, and expressed their desire for the lower grades to continue on with the effort. But first, please stop by at the Cultural Festival Food Bank booth and learn about what they are doing!



2017/10/07 -GUS Basic Class -1st Year High School

GPS-Academic Returning Results

The results of the GPS-Academic held in the first semester are out. The personal results were returned to each student. GPS-Academic is different from tests that measure your standard academic performance. This is a Global Literacy and Skills Test administered Benesse i-Career, and looks at a different selection of the individual’s strengths and unique characteristics.

Looking at the evaluations with deep interest, students surely had lots of different feelings as they compared and discussed the results with their friends. It was not a matter of having done well or poorly,

but rather what sort of intellectual strengths does the individual have and how could those be brought out in that person's studies. It is also a chance to consider how the individual might change in the course of following those studies. Everyone reflected on the results through the following 5 steps.

- STEP 1 Reflect on intellectual strengths measured in the test, considering the balance of critical intellect, cooperative intellect, creative intellect
- STEP 2 Consider how these three intellects can be brought out in studies
- STEP 3 Reflect on normal activity along different problem-solving processes
- STEP 4 Learn about the gap between one's self evaluation and the test evaluation
- STEP 5 Reflect on descriptive and narrative questions, deepen thinking by knowing diverse ideas

The SGH system is designed to nurture the capacity to solve problems in ways that no one else has thought of through the collaboration of people with a diversity of values. We believe that the students must continue to grow through finding their own interest areas and understanding their own intellectual strengths.



2017/10/14,21 -GUS Basic Class -1st Year High School

TASTE THE WASTE

Today we watched a documentary film produced by the German media about efforts to find solutions to the global scale problem of food loss, based on fieldwork with many people involved in the many different aspects of food products. The first scene, set in Vienna in Austria, introduced “dumpster divers”, young people who go around at night on bicycle to supermarkets to gather discarded food. But these are not poor people. They are people who are doing what they can to reduce the amount of food discarded so that they can contribute to the reduction of people who are starving. It is difficult to believe that in reality that 30-50% of the food we are supposed to eat is discarded before it arrives on our tables. Discarding food results in rising food prices, and the methane that is created by disposing of food in landfills increases carbon dioxide by 25 times, contributing to environmental destruction. These all make the lives of disadvantages people more difficult.

Learning about the problem of food loss, the student council took the lead in the Food Bank activities at the Cultural Festival. They learned that much food that could still be consumed is thrown away in Japan as well, and the film made us think about what we could do to help this problem. The video asked what choices the consumer should make. As consumers, we all make choices about what foods we want to eat when we are shopping. Most people probably have the experience of looking for foods

that are not close to the expiration date, or looking for the largest, reddest tomato in the basket. The video challenged us to think about whether these decisions, which seem normal, are really the actions of consumers who are concerned with making the right choices. Large firms set standards that are too strict in order to meet the needs of the consumer. The producers are squeezed by these firms, which means that the amount of food products in the stores is too much, and the produce that is lined up on the shelves is overly beautiful. Much food that could still be consumed is discarded when the expiration date nears or if the color and shape are not pleasing. This creates huge amounts of waste. The image of food being compressed in the garbage was a shocking a sad sight for all.

The film also introduced many different efforts being made to address the problem. There were American farms trying to sell directly to consumers, German bakeries that recycle leftover bread to produce energy, a German biomass electricity generator producing energy from fermenting food waste and Japanese entrepreneurs safely producing animal feed. But we were still stuck by the words of a farmer who said that the food that is produced for humans should be consumed by humans. The question is not only about how food waste can be more effectively disposed of, but also about the more pressing question of how it can be reduced. Consumers need to understand that their behavior is wasteful and extravagant. We need to reassess the structure of food production and delivery to make better decisions for the environment.



2017/11/04 -GUS Basic Lecture -1st Year High School

The Conditions for Social Coexistence

Today’s GUS Basic welcomed Mr Jinushi Akihiro, from the NGO Sora, which is located in Seikamachi, near our school. He After go involved in activities to help handclapped children when he was studying at Doshisha University, as a volunteer living with the handicapped children. He has been involved in these activities ever since. His talk today was a chance for us to think about how we can create a society that cares for people who are vulnerable.

Knowing that the class had previously watched the movie “Tomorrow – In search of permanent life”, he reminded us that in the movie there were many suggestions about how to take a different look at our lives to consider what sustainability might look like. There were also ideas about problems of the current economic system that focuses on large corporations, and productivity and production. His talk today highlighted the important missing element of that movie, which is the fact that there are many people that are not able to enjoy the convenience and hopes of this society – that is handicapped and other disadvantaged people. The number of handicapped people around us is not small. Recently, the number of people being diagnosed with handicaps and receiving special assistance has grown. He also explained the related dilemma of society’s segregation of people with handicaps. He was talking about special needs schools and special needs classes. These people require assistance, that is for sure; but is the increase of these facilities really a good thing for society?

Mr Jinushi raised two questions:

The form of development we should strive for: What does a society where each individual is taken care of under a democratic system look like, where everyone can coexist?

What is necessary for kindness: Society that has people we want to help, and society where we are one step ahead of needing to help people?

Mr Jinushi explained his desire to expand his network of friends that have hopes for a society in which everyone, in all corners of the world, can coexist. His talk drew on his own experiences, asking the students to make the most of opportunities during their youth to see an experience many different things inside and outside of school.

About NPO Sora

Sora conducts a range of activities with handicapped children, including provision of and assistance to facilities for parents with babies, and care programs for children with advanced handicaps and their guardians. They provide spaces that meet the needs of the childrens' handicaps, as well as school activities during the summer, winter and spring breaks. There are also trips and local activities planned on the weekends during the school year. These activities are planned and implemented with high school and university volunteer staff. Recently the organization has gotten involved in child poverty reduction, providing study support and child meal centers. NPO Sora website: <http://sorasupport.sakura.ne.jp/>



2017/11/11 -GUS Basic Lecture -1st Year High School

The Fukushima Disaster: Before and After

In today's GUS BASIC class, we had the chance to welcome for the second time Mr. Oshima Hidetoshi from the Mainichi Shimbun Osaka editorial office. His talk today covered the questions of environmental pollution and destruction and how we can protect the environment. His talk was based on his experience covering nuclear issues in Japan. Mr. Oshima reported on the Monju High Speed Nuclear Reactor in Fukui during 1990-1993, and since then has continued to write many articles about

nuclear power. At that time, nuclear energy seemed to be a dream industry for resource poor Japan. However, through his reporting Mr. Oshima quickly became aware of the problems and impending downfall of the nuclear power industry.

Even before the Fukushima disaster, there had already been two terrible nuclear accidents – Chernobyl and Three Mile Island. Through those tragedies, the inherent risks of exposure to radiation were learned, but unfortunately the reality of the danger was not appreciated fully in Japan. And then the Fukushima disaster happened, with many people being exposed to radiation and having to flee their homes, with great suffering for both the people who fled and also those who stayed. As many as 15,000 children suddenly were faced with the reality that they couldn't go to school, their families and friends scattered. Mr. Oshima asked us to try to imagine that situation. The terrible damage that was not visible to the eye is reminiscent of Chernobyl. Mr. Oshima asked us not to view what happens in foreign countries as someone else's problem, as well as stressing the importance of learning from history. He expressed his hope that in the society that will be led by the next generation there will never be a tragedy in which people suffer as they did at Fukushima.

2017/12/13-14 -GUS Basic Field Work -1st Year High School

Biomass Maniwa

Fifteen students from GUIIS Basic class took part in the school's third study tour to Maniwa city in Okayama prefecture. Maniwa city utilizes its rich forest resources, making progress to realizing a sustainable society based on biomass activities. On this tour, the students visited sites where many types of energy are being used to replace petroleum fuels based on effective utilization of the region's resources.

[Contents]

- First Day:
- Visit Maniwa City Hall
 - Visit Katsuyama-cho Protected Town Area
 - Visit “Mokuzai Fureai Kaikan” Ki-no-Eki
 - 1. Hear about Maniwa Biomass Industry programs
 - Visit Tsukita Collection Facility
 - 1. Conditions of Maniwa area man-made resources
 - 2. Biomass activities of the Forestry Coop
 - 3. Forest management with local owners and biomass energy generation
 - Visit Maniwa Industrial Park
 - 1. Visit collection area and learn about stable supply of source biomass
 - 2. System of return to land owners
 - 3. 10,000 KW wood-fed biomass generation facility using local resources
 - 4. Energy supply to local grid with free energy production
- Second Day
- Visit Maniwa City Katsuyama Area
 - 1. Biomass energy generation

2. Pellet production facility
3. Hear about CTL new wood-based materials

Visit CLT Model Construction

Visit Maniwa Industrial Park

1. Movie about CLT production line, visit factory
2. Utilizing heat from air conditioning chip boiler
3. Energy supply destination for biomass energy generation
4. Bus stop using CLT new wood-based materials

The morning of the second day was a beautiful white landscape thanks to the snow that fell the night before. On this trip we were able to get many perspectives on how timber resources are used without waste in the Maniwa Model.



2018/01/17-18 -GUS Basic Field Work -1st Year High School

Tokyo Fieldwork: Embassy and International Organizations

As preparation for the “Learning from Environmental Leadership Countries” activity, the GUS BASIC class sent 15 students for fieldwork in Tokyo at the Embassy of Germany and other international organizations. The group explained its learning objectives at each destination, and heard overviews of the environmental activities of each institution. The group had a talks from our graduate Sekikawa Chisato of JAXA and the Reconstruction Agency’s Ijichi Ryo. It was a very meaningful experience for the group.

[Contents]

17 January (Tue) Travel to Tokyo

- Visit Ministry of Foreign Affairs Diplomatic Library
- Official visit to Ministry of Foreign Affairs
- After lunch, visit JAXA, Reconstruction Agency and
- Exchange with graduates in “Requirements for being a global leader and choosing your future path”
- Stay at hotel



18 January (Wed) Official visit to German Embassy
Visit JICA
Return to Kyoto

The student's visits are introduced here.

Blog of the German Embassy

<http://young-germany.jp/2018/01/17>



2018/01/20 -GUS Basic Lecture -1st Year High School

Cosmopolitan

Today we welcomed two lecturers for a talk called “Cosmopolitan”. The speakers were Mr. Saeki Seiichi, a businessman working on the front line of global business, and his wife Motona, a native of Guangdong province in China who works as an interpreter with customs and the airport police.

First, Motona spoke to the students about Guangdong province in Chinese, with Mr. Saeki providing interpretation. Her hometown of Guangdong has much beautiful nature and a slow pace of life. After coming to Japan, she was shocked at the high speed at which time flows. There is almost not a day that China is not in the news here, reminding us of how close the two countries are, but her message today was about how much different there is in lifestyle, culture and language between different regions in that huge country.

Mr. Saeki graduated from Doshisha University and started working for a company that produces and exports glasses frames and sunglasses. For the next 25 years he would work in product development in the China context. He shared many examples from his experience of doing business and working with Chinese staff about how unpredictable it can be to work abroad. There are many things that are difficult to understand from the Japanese view of common sense. Of the various things around us, not many are produced completely in one country, from resource procurement to production and assembly.

The products we use today are composed of materials and processes that cross many boundaries. By utilizing division of labor, production costs can be lowered, and as a result peoples' lives benefit. He explained to us how this is precisely the meaning of globalization. His attitude about accepting various differences in values and cultures, trying to understanding them in a constructive and positive way, left a big impression on the audience.

Today's lecture from an international couple working in the real world was an extremely valuable experience, for which we all express our appreciation.



2018/01/27 -GUS Basic Lecture -1st Year High School

Reporting from Fieldwork Participants

Today's GUS BASIC class was a report from students that participated in the recent fieldwork "Maniwa Biomass Tour" and "Tokyo International Organizations".

The students who participated in the fieldwork at the Maniwa Biomass Town explained how city policy and private sector actors come together in a system that supports activities to utilize the rich forest resources of the area. Forest covers 79% of the land, and supports the generation of biomass energy that supplies all households and still produces a surplus. The realization of this system prompts us to think about more potential and alternatives for the future.

Students returning from the Tokyo fieldtrip reported on their meetings with international organizations. First was a career seminar from a graduate of our school. The lecturers were Sekikawa Chisato, who works for JAXA (Japan Aerospace Exploration Agency), and Ijichi Ryo, who has provided many inputs to the Reconstruction Agency's work. The students seem to have been greatly moved by the scale of their seniors' field operations. The speakers touched on the importance of cultivating diversity within oneself, which will link in to future opportunities. Becoming a global leader takes time and effort, but anyone can become a global citizen. Visiting the Ministry of Foreign Affairs, the German embassy and JICA, the students were able to see how various organizations work. Through the lectures and follow-up discussions, they could then begin to think in new concrete terms about what the students could do to be involved in the diverse issues they experienced. The fieldtrip was a valuable opportunity to gain this type of practical exposure.



2018/02/17,24 -GUS Basic Class -1st Year High School

A place I have never been, a culture I have never experienced

For the last two classes of GUS BASIC, we heard presentations from three seniors about African culture. The three students were introduced by Mr. Yamamoto, and then they each gave reflections on their year of learning.

In our GUS system, we would like to be able to provide the valuable opportunity to understand differences among people in the world so that we can start to visualize the ideal borderless world. To do that, we rely on getting to know about culture from countries and regions around the world, through talking to people who have been to these places. Previously, Mr. Yamamoto gave us a message from Ms. Hamada Mariko, who lectured to the students about Africa. Ms. Hamada lived in Zimbabwe, Mozambique and Botswana until middle school, because of her father's work. When we say Africa, we tend to think generally of one large continent, imagining things like safaris, Maasai people, poverty and civil war. Ms. Hamada's message was that Africa is not that simple, by any means. In each national flag there is a unique history and background, and there are many issues involved in trying to understand the cultures of that region. These differences are easy to perceive from the beautiful pictures we saw. She explained to the group how she knows she could never solve all the problems there, but she expressed her gratitude for the good fortune to live under good environmental conditions, but has been able to consider more deeply the ideas of "Japan" and "prosperity" and in the future wants to make as much contribution to the solution of Africa's problems as she can. It is important for us all to share this feeling as we learn about different cultures. GUS for second and third year students are determined by a selection process, but we would like to create a class where everyone moves forward enthusiastically to think about how global issues can be solved.



2017/04/11-GUS I Class-2nd Year High School

First Class: Global Understanding Skills 1 [Learning about each other]

The first GUS-1 class started as an elective of the second year high school students. The teachers for this class will be the science teacher Mr Sakashita and the social studies teacher Ms Chosa, who will lead a joint teaching experience bringing together two very different subject matters. We will learned many different things from this approach, and will focus on three main areas of focus:

1. Based on our learning about environmental problems from last year, students will exchange ideas about what they had learned concerning the environmental problems, policies and implementation measures of Europe in order to arrive at possible solutions
2. Learn about problem solving methods
3. Make suggestions about how our immediate school and neighborhood trash problems could be solved

For each of these, students will develop their own knowledge and opinions, and further expand their horizons through group discussion and fieldwork.

First, we needed self-introductions. Students introduced themselves using a form that they completed out in advance, covering such issues as name, club affiliation, special skills and qualifications, dreams, social issues of interest, environmental problems of interest, reasons for entering the school and reasons for selecting the class. This was a chance for the class members to open up to each other, revealing a number of commonalities as well as surprising answers.

In preparation for the next class, the theme “Reducing the morning rush in Tokyo” was introduced as a training in problem solving methods. The homework was for students to first start to develop their own ideas on the question.



2017/04/18-GUS I Class-2nd Year High School

Training in Problem Solving Methods

In the first class the students took home the task of thinking about “How to reduce the morning rush problem in Tokyo”, and this was our first step in exploring the steps of problem solving. After first sharing ideas about problem solving, the students went through a process of identifying assumptions and analyzing the current situation.

1. Identifying assumptions

- confirming terminology: defining unclear terminology, concrete definition of “morning rush”
- establishing the clientele: the problem solving approaches will differ according to the position
- making the objectives clear: many objectives, such as increasing sales, reducing damage

At the request of Tokyo Metropolitan Area, we will discuss the objective of how trains can balance the supply and demand of passengers in the span of a few years, and then in the longer term of 5-6 years.

2. Analyzing the current situation

- framework (a system for dividing up the issues)
- divide into ‘demand’ and ‘supply’ according to the definitions

From the demand side, we identified ‘commuting demand’ policy to reduce the need to commute, ‘train changing rate’ of changing trainings, ‘rush-hour time selection’ to avoid the peak commuting times. From the supply side, we identified the number of ‘train lines’, ‘number of trains’, ‘number of cars’ and ‘number of passengers per car’.

This exercise is useful in making sure that there are no issues missed, as well as avoiding overlap. At first there were quite a few of unexpected ideas from the students, but in the end these came together nicely through the process of identifying which of the larger topics they were related to. In this class, we experienced the wide range of experiences from different areas and countries that is unique to Doshisha International.



2017/05/02-GUS I Class-2nd Year High School

Germany's Environmental Issues and Policies – Data collection

Today we continued on from our previous training on problem solving. We run into a range of problems after problem solving options have been identified, regarding the difficulty of implementing these solutions how these should be balanced with other problems that might arise. Within this, it is necessary to identify what the real bottlenecks to implementation are. The issue under consideration was the problem of the commuter rush. After consideration, three bottlenecks were identified and prioritized. The highest priority issue was developing a system whereby people did some work at home and then made their commute after the rush. In addition, there was an interesting proposal to sell off-peak tickets and passes to people traveling in those times. This type of thinking is an important part of identifying effective ways to implement the solutions that are developed.

Next, we moved into the real practice. We moved to the communication center for this work, so that we could get into the data collection activities using internet and books to research the German environmental issues and policies we are interested in. The start to this activity was individual work. Each person started with keywords like “Germany”, “environmental policy”, and “effective”, and from there expanded out in order to inform understanding and broaden interest. The comparison with Japan brought out some interesting and surprising points of view. One common finding was the high level of awareness that Germans have about environmental issues. What sorts of effects are achieved by different things? Moving into more detail on these questions, we are well on our way to solid preparations for fieldwork in Germany.



2017/05/09-GUS I Lecture-2nd Year High School

Germany's Environmental Policy – Research

We are moving forward with preparatory learning in advance of the fieldwork on German environmental policy. Today, we engaged in research activities including iPad and computer work and consulting relevant books, about the areas of German environmental problems, the policies devised to address them, the results, and other related issues. Our objectives:

1. In-depth research into the issues of highest interest to each individual
2. Collect information broadly on the range of environmental problems in Germany, and do a categorization exercise

The issues raised included solid waste, recycling, energy sources, housing functionality and transportation policy. A wide range of interesting topics were discussed.

Some students identified specific individuals and regions for further research. The students became increasingly focused as time passed in the class.

We also had a lecture on the correct way to write a report, with particular focus on citations and footnotes. We will continue to deepen our approach to the issues being researched.



2017/05/16-GUS I Class-2nd Year High School

Preparation for Fieldwork – Dividing into Groups

Today we divided into groups according to category, as an important step in moving into concrete preparations for fieldwork. Students decided on appropriate names for the groups, chose people responsible for synthesis and editing, as well as individuals to be responsible for each sub-topic.

Five categories were used, and each is further divided into sub-topics.

- 1) Basic Information about Germany
- 2) Waste
- 3) City Planning / Transportation Policy
- 4) Energy Policy
- 5) Integrated Planning of Buildings including housing

A survey was administered to learn which topics were most popular. As a result, two groups were formed for category (4), giving Teams A-F. The naming of the teams will influence the members motivation in the work, and each took the naming process seriously, searching for something clever that reflected the substance of the category.

In the next steps, these teams will work together in their research, focusing first on understanding Germany. However, some activities will be done in neighboring countries, so additional research will be conducted for related points. Next, Frequently Asked Questions will be prepared for each category to help raise the general level of understanding in a simple way. In order to make the experience of

both domestic and international fieldwork as deep as possible, each team was asked to produce 20 questions of high importance to the category.

The group preparatory work will be brought together into a Handbook for Researching Approaches to Environmental Problems in and around Germany.



2017/05/30-GUS I Class-2nd Year High School

Report Writing – Learning from Mistakes

Today's GUS I class began with an exercise to improve the students' reports. The reports, covering sub-topics on the environmental approaches and measures of Germany, were examined one-by-one. Students were given advice on how to organize their information and ideas, and mistakes were pointed out.

The reports had already been submitted to the instructors, and a three-level assessment was done. It was very helpful to have comments coming from the different perspectives of Mr.Sakashita (natural science) and Ms.Chosa (social science). The reports were projected onto the whiteboard and read page-by-page, so that all could share in the feedback process. The advice provided today will be useful in any type of report writing that the students will do in the future.

Examples of points for correction

- organization and consistency of paragraphs
- clarity and concreteness of arguments, use of statistics and other data
- credibility of references and websites used in citations
- provision of sites for reverification
- synthesis includes effective use of problem statement, explanation, results, and ideally future developments
- use of multiple sources, information well-organized and written in the authors' own words

and others...

Next, the student drew together the other issues related to the sub-topics, paying special attention to the level of importance, field and scale of each.

In the next class, students will decide on the people to be responsible for each sub-topic, continuing to deepen their preparatory activities



2017/06/06-GUS I Class-2nd Year High School

Preparations for Fieldwork – Organizing the report subtopics

The students have gone through the following process so far in preparing for the fieldwork in Germany.

- 1) Conduct problem solving training, learn problem solving methods
- 2) Collect a broad range of information on environmental problems and policies, using all methods available
- 3) Categorize information, form groups by category
- 4) Research and write report on category of interest, individual activity
- 5) Listen to lecture on report writing
- 6) Share individual categories in groups, organize topics

Today, students convened in the communication center to discuss which sub-topics would be researched within each category. Research tasks were allocated. Building on last week's work on report writing methods, students continued individual research activities, moving into the summarizing stage. Students were also encouraged to keep in mind possible comparisons with Japan, as these will be added in the future. Adding new references and resources, students continued to deepen their active approach to carrying out the research project.



2017/06/13-GUS I Class-2nd Year High School

Preparatory study for fieldwork: Reviewing research topics as a group ①

Today, we made new teams based on the themes presented in each report. Each team reviewed the materials it is responsible for. Sub-topics were organized, and the ordering and allocation were checked.

What makes German approaches to environmental problems advanced and effective?

The research is designed and carried out in a format that will allow us to understand the context and developments that contribute to the results. It is important that the overall large story is underpinned by our understanding of the sub-topics. This will make our reports easily understood by the reader.

The process consisted of team discussions and a serious attitude towards the advice given by the faculty. Students reviewed the storyline and keywords of the materials, as well as checking to ensure that the data and other sites are credible, and that the references are done in a clear and concise way. This was emphasized repeatedly during report writing. The passion and collaboration discussions, as groups analyzed the advice provided to them, was visible in each team.

We are continuing to prepare ourselves so that the research and summaries produced by each group for its area of responsibility are of high quality.



2017/06/20-GUS I Class-2nd Year High School

Preparatory study for fieldwork: Reviewing research topics as a group ②

Today's class was the continuation of the previous session. First, we reviewed the relevant points for when we start and summarize our research. Then we moved to the Communication Center, and each group started working concretely on its topic. This focused on consideration of the linkages and parallels between the various sub-topics and the overall framework. We discussed how each member related to these aspects of the research.

The objective of this class was to finalize the table of contents that had been prepared for the booklet. The groups are in the process of carrying out the necessary steps, challenging themselves to do the research, design the output and finish the product, which will serve as a teaching material. The plan is to move next to the fieldwork stage of the activity. Participating in this stage of the work, each student

is deepening their knowledge, as well as formulating questions. This will make the fieldwork all the more meaningful for them.

2017/07/04-GUS I Class-2nd Year High School

First semester wrap-up: Completing worksheets and preparing topics for summer vacation



Today, students shared the contents of their individual reports, which were revised based on the initial advice they received, and then completed the individual worksheet. Working through the new questions and advice, the objective is to be ready to answer any questions about the material each is responsible for.

Next, we moved to group work. Everyone offered ideas and possible solutions to problems, including which organizations and which offices they would approach. Students also discussed the various challenges they had not dealt with. The results of this interaction was put into the group worksheet.

By exchanging ideas about the current content and future directions for development of that content, the students made good progress towards bringing together the materials for the Fieldwork Abroad. Everyone's reports will be brought together into one book. During summer vacation, each student will continue to work with their worksheets to become an expert in their fields.



2017/09/05-GUS I Class-2nd Year High School

Presentations on Summer Reading

The first GUS I class of the second semester started with Ms Chosa's question about who would like to report on their summer reading. Mr Sakashita was the first to respond. Of the 20 books he read, half were about environmental problems. This was a result of having been influenced by the GUS program. When visiting Nagano prefecture, he noticed many new solar panels that had been set up in the fields. There is policy support from the national or local government, and one could feel the awareness of energy problems rising in local areas. The students have also begun to think about environmental problems within their own daily lives as well, drawing on their research.

The format of today's class was preparation from presentation of their summer reading about environmental problems. We will be continuing this as part of their research, which will all be brought together in September. The objective of the presentations is to communicate the content of the books to people who have not read them. With successful presentations, it is as if everyone had read all the books. The students were advised to make their presentations as concrete as possible. The groups took quickly to their work, and once their summary notes are approved, they will move to practicing the presentations.

The environment is a topic in which it may take time to find answers to problems, so it is especially important for the students to share their different ideas and perspectives.



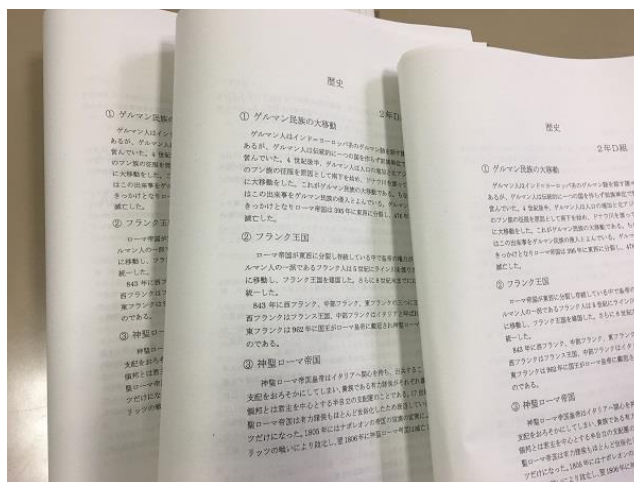
2017/09/12,26-GUS I Class-2nd Year High School

Making presentation notes

Last class was the first after summer vacation. On the 12th and 26th the students divided into groups and started to make presentation notes for the vacation reading list. They are making the summary booklet from the European fieldwork. After making the final corrections, the booklet was completed today.

Next is the group preparations for the presentation. The format of the presentation is free, but it is important that the presentation finds a way to share the important messages explaining what the book is about to people who may not have read it yet.

At the presentation, everyone read through the presentation notes, and then filled in a worksheet to signal points of doubt, as well as giving hints about what parts were easy or difficult to understand. Group work is proceeding nicely, and we saw many people proactively going to teachers for advice. We will continue our preparations as move to the real presentation.



2017/10/03,10-GUS I Class-2nd Year High School

Presentations

After the summer vacation reading and notes preparation, we finally held the group presentations on the 3rd and 10th. Each group was allocated 15 minutes, with time afterwards for Question & Answer. It was also a chance to share information about the fieldwork booklets to make sure that they are complete.

Theme of the Presentation Notes

10 Pioneers Who Changed Germany

Towards 100% Recycling Capacity! Energy Independent Areas of Europe

Energy Vende and Citizens

Learning from Germany: Energy Shift from Regions

Germany Environmental City Model

After listening to the presentations, the teachers filled out their impressions worksheet. Why were the pioneers so revolutionary? What kind of region is an Energy Independent Area? What is Energy Vende? If you were going to participate in a meeting, what opinions would you express? What is the structure in which Germany citizens cooperate? What are the three types of Energy Independent Villages? What are Germany's three policies based on Learning Curve Theory? What Waste Management Measures are taken in Germany? For what reasons are the cities known as Environmental Cities recognized? These and many more areas of learning were summarized in the presentations.

The debate covered areas of Germany-Japan comparison and various environmental problems. In these discussions, the students offered many different opinions about what kind of society they would like to create and live in, as well as how to define the concept of prosperity.



2017/10/24-GUS I Class-2nd Year High School

Group Presentations and Revised Booklets

Today we had our last group presentation and discussion session about our notes, and then began to work on revisions to the fieldtrip booklet based on the forms that had been filled out.

In the group presentations, the last discussion was about to promote ecologically friendly power generation. There were also opinions about why pellet-fueled heating was not successful. The teachers responded to the students' opinions from the perspective of the electricity generating companies. They also talked to the students from the perspective of the pellet stove sales representatives, who which the student responded. These exchanges produced a good debate.

Next week we will continue to improve the content of the revised versions, working towards a final version that will bring together all the elements in a coherent way.



2017/11/7,14,21-GUS I Class-2nd Year High School

Towards completing the booklet on German environmental policy

The last class of the semester will be a test. But test just not simply mean some questions to find out about the students' knowledge. It will be an exercise to find out whether each individual can express their own ideas about the environmental issues we have learned and thought deeply about. We believe this will be a good opportunity to demonstrate the outputs of the learning process.

In class, we are continuing the creation of a booklet about German environmental policy. This is an important part of the preparations for the fieldwork, and is also a chance to get input from the teachers. Over the course of three classes, students will work in groups to refine their ideas and share ideas, thereby confirming the subject matter covered in this semester. When working in a group, it is not enough simply to complete the tasks that one is responsible. The final product must reflect the relations between the parts and bring together the work in one piece. It also requires that the appearance and impact of the final product be considered and reconsidered, working with maps and images to find the right combination of visual impact to aid in the communication. The students worked hard, and were proactive in engaging with teachers for assistance. One could observe each student deepening his or her understanding. As the project nears completion, the students are checking their research against a checklist that was created through objective analysis of their materials. The next step is the editing process, which will lead to the final production of their booklets.



2017/11/27-GUS I Class-2nd Year High School

Last class of the second semester

Today was the last class of the semester for GUS I. As advised, the first hour was a test to check on the students' understanding, and in the second hour the students worked on completing the collection of research essays about German environmental policy. Each group brought together the articles, using a checklist to objectively review their research. This final step was meant to ensure that the final product was consistent and well organized. Today's goal was to finish the table of contents.

Today we also had visits from Sophia University staff and OECD Student Ambassadors who are graduates, or assisting graduates, of our school.



2018/01/09-GUS I Class-2nd Year High School

The Shock of the De-Carbon Revolution

The third term of GUS I has started. Today the students first brainstormed the title and catch copy ideas for the booklet summarizing their research about German environmental policy. They will vote to decide next week. The students also watched the video “Rapidly changing world business: The shock of the de-carbon revolution”.

Everyone knows that America announced it would withdraw from the Paris Climate Agreement, claiming that it is bad for the American economy. The agreement aimed to reduce CO₂ emissions to zero by the end of the century. At the same time, in the business world, there is a growing momentum towards moving away from carbon. The movement is towards a de-carbon revolution. There were many businessmen present outside the negotiations of the COP23, where the rules for the Paris Accord were determined. This is because investment in companies that are working to address global warming is increasing. You could also see representatives of American groups holding signs saying “We are not going away!”. The American commercial giant Walmart has experienced great loss from natural disasters attributed to global warming. They have opposed the US government’s policy and developed their own strategy for reducing carbon emissions, all the while generating \$100 billion of profit. This changed the perceptions of many investors. The Paris Accord made a big change in its assessment of business, and the reputation of companies with a high dependence on petroleum crashed.

China had previously been known as being a late-comer to the consideration of environmental problems, but is now collecting money to stand at the front of the effort. Even though Japanese companies are supposed to have modern technology, they are being left behind in the field of environmental business. They are struggling just to survive. We were surprised to see that in addition to the question of addressing global warming through de-carbon, there is a large business opportunity here.

For the next week we plan to have a discussion about the video.

2018/01/23,30-GUS I Class-2nd Year High School

Discussion and group work

In today's class we first had a discussion about last week's video "Dramatic Change in Global Business: The shock of the de-carbon revolution", sharing a wide range of opinions and impressions.

- The frustration of Japan's inability to make its own decisions because of the difficulty of the Japan-US relationship
- Engaging in environmental issues involves a wide range of related questions
- More people will move when there is business interest at stake, compared to responding to environmental problems
- Surprise at how quickly China moves when it is a matter of the nation

These and other ideas about business perspectives on possible solutions to environmental problems were offered at this session.



2018/02/06,13-GUS I Class-2nd Year High School

Towards SGH Activities Reporting Meeting

In the GUS I class we began to prepare for the Annual Reporting Meeting of Doshisha High School SGH, planned for February 17 at the Imadegawa Campus. This is a busy time, we are also in the middle of preparation for Europe fieldwork and preparation for booklet of year's research findings. We divided into Meeting Team, Editing and Publishing Team, and Fieldwork Planning Team. From the efficient cooperation we saw in these groups, we can say that this year of learning has already started to yield its benefits.

After these activities, the team responsible for summarizing the year's work gave an overview presentation. Based on advice from faculty and students, the team revised the presentation, and look forward to presenting the results of their work in their own words.



2018/02/20-GUS I Class-2nd Year High School

Using iPads in fieldwork

We invited our own Matsuno-sensei from the IT Department to give a lecture about how to use iPads effectively in fieldwork. The students have grown up with smartphones and know how to use devices, but there may be some functions that we are not familiar with. We reviewed these functions, as well as going over some issues in information management that we may have overlooked. We also increased our understanding of etiquette and how to use our iPads among groups of people.

Our research will benefit from this instruction on how to use iPads in fieldwork. The students participating in the March European fieldwork will have ample opportunity to test their new skills and knowledge. Next week, we will continue with our information technology learning, with lectures on how to share information with the entire class using our iPads. We will hear from a graduate of our school who used an iPad at OECD international meetings, and created a blog to share daily observations and happenings.



2018/02/27-GUS I Class-2nd Year High School

Final Preparations for Fieldwork in Europe

Sharing information in a blog, messages from a graduate who participated in OECD meetings

Today's class is the last GUS I for this semester. The lecture was about how to use iPads effectively and share information from the European fieldwork with the rest of the class in real time. The lecturer was Ms. Inohana Kazuna, a graduate of our school who went to Paris in 2014 to participate in OECD meetings. Blogging from the OECD meetings was Ms. Inohana's own idea. With her daily updates from Paris, all the students were able to share in the learning. The blog also formed a nice record of the events and her reactions, as well as serving as a useful forum for exchanging ideas.

She introduced her actual blog posts, giving advice on how to create a blog and what the blogger should be careful of when making posts. Next, as a practical training, the students used their iPads to introduce our Communication Center to people who were not familiar with it. This consisted of taking pictures and writing posts, and benefitted from Ms. Inohana's advice and hints.

The students have made preparations for the fieldwork, learning many methods for researching the environmental policy of Germany that they will use during the trip. These research skills are directed at problem-solving. The spring break is coming, and soon they will have the opportunity to put these new skills and ideas to use. The European fieldwork will be conducted March 21-31. We look forward to seeing what kinds of information they share and how they report on their experience.



2018/03/21-31-GUS I Overseas Field Work-2nd Year High School

Environmental Leaders: Study trip to Germany and Denmark

The SGH GUS I class visited Germany and Denmark between March 21-31, as part of the SGH program, to participate in a study trip on the policies and approaches in place to deal with environmental problems. In Germany, we started in Freiamt and Breitnau, learning about Village Energy Independence. Winner of the Order of the Rising Sun Ms. Maeda Seiko escorted us to a

meeting with the Mayor of Breitnau, and the group got a very good impression from the welcoming village. After that the group got a chance to experience directly the environmental systems and policies they had learned about in the Environment Capital of Freiburg. After finishing the visit to Freiburg, the group traveled to Hamburg, the second largest city in Germany. The group made an official visit to the Consul General, discussing the environmental awareness of the German people in this metropolis.

In Denmark, the group first visited Lolland Island, where the group was guided by Ms. Nilson-Kitamura Tomoko, the author of the Lolland Island Ecological Challenge. The island is now 700% self-sufficient in energy supply, and the group had the opportunity to speak with Leo Kristianson, who made the island famous. Seeing him work hard without pay to realize his high ideas and never-ended ideas was a real inspiration for our students. Then, on Funen Island the group visited MHI Vestas, which is a joint venture between Mitsubishi Heavy Industries and Denmark Vestas, and toured the world largest output wind generation station. Vice President Mr. Yamada Masato gave the group a lecture about the real world of green energy production. Here the students saw the actual facilities and heard first-hand experiences, things that could never be obtained in the classroom. It was an exciting time for the students.

It was 10 days full of new learning and experience each day. On the last day the students ate at a fancy restaurant in Copenhagen, choosing whatever each wanted from the menu. While enjoying the delicious food on the last day, one student commented “This 10 days has changed my life!” Our students confidently and directly asked questions with deep curiosity, making the most of each opportunity to meet new people and experience new ways of thinking. The knowledge and wisdom they gained will certainly bring new perspectives and learning for them.



Freiamt
Hotel Vitoria



Freiburg Recyclingcenter



Freiburg Promenade



Freiburg



Lolland Island
Copenhagen
Climate Center



Funen Island MHI Vestas



Copenhagen RDF



Wind power generator

2017/04/11-GUS II Class-3rd Year High School

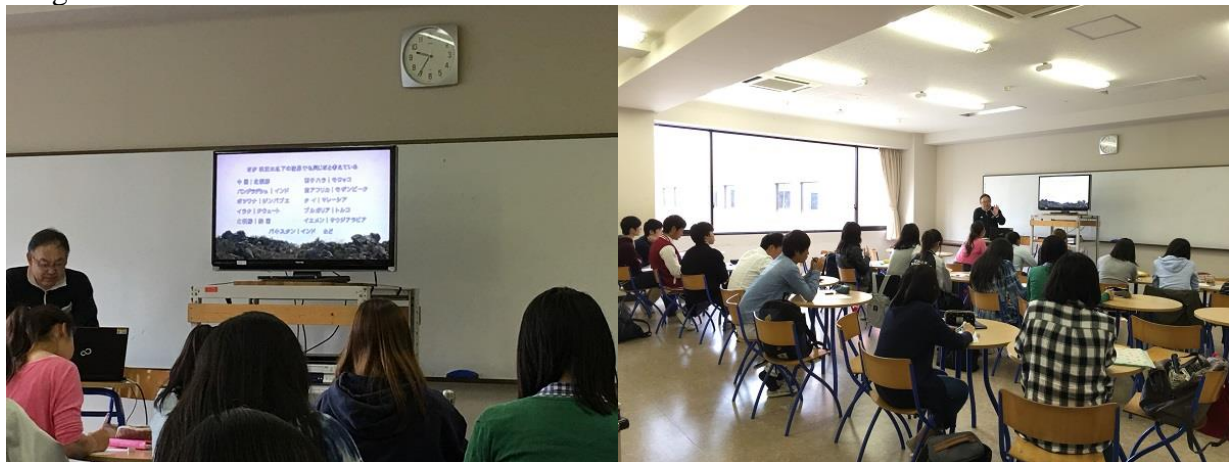
First Class: Global Understanding Skills II [WALS]

The SGH program started two year is reaching its first milestone. The first batch of students have become third year students, and the start of this class will bring the end of the first cycle. We will continue to deepen our global leadership learning, and each individual will work on developing areas for contribution to problem solving, while considering how to clear the hurdles that face each individual now.

Today we watched a video about the many ‘walls’ that separate people. Three walls were introduced here – the Mexico-America, Morocco-Spain and Zimbabwe-South Africa borders. The video introduced the stories of the people that live along these borders, as well as the officers that protect the borders and the doubts they have about that task. There are people who place crosses in the ground for the nameless individuals that had lost their life trying to cross the border, as well as those who place water in the deserts as a lifeline for the people who still try to cross. People risk their lives to cross these borders in order to obtain a more prosperous life or to escape from religious persecution. Globalization proceeds in the world, yet the increase in these border walls seems to contradict what the fall of the Berlin Wall represented. Are the worlds separated by these borders sustainable? Are they heading towards a future of peace?

The words at the end of the video left a strong impression:

Walls will be crossed for as long as they exist; that is the mission of showing the world that walls are meaningless.



2017/04/18-GUS II Class-3rd Year High School

Research and learning from newspapers

Today we learned about how to research with newspapers, by carefully reading three newspaper articles. At the same time, we considered some hints for offering opinions. The first article was about the news that a five-story wooden building will be built. This topic has several key points of interface with our previous studies, such as the local production and consumption practices of Maniwa, measures to reinvigorate the declining forestry industry of Old Keihoku, German environmentally-friendly architecture, as well as the general topic of environmental problems. The students first picked out the keywords from the article, and then used their iPads to explore what topics they want to know

more about. Engaging with the topics they were interested in, they aimed to collect observations and focus in on the issues they would like to address. It was very useful to think about the big picture of sustainable society through careful consideration of the news that is happening around us.



2017/05/09-GUS II Class-3rd Year High School

Wadjda – understanding cultural differences

In today’s class we watched The Girl on the Bicycle. After this, the group exchanged ideas and opinions about the new things learned and impressions gained. Next there was sharing in the big group. This is a story about girl named Wadjda, who lives in the Islamic world, a long distance from our lives.

In the film there are scenes of women who are not allowed to drive cars, cannot walk alone outside and suffer under polygamy, such as Wadjda’s mother. But Wadjda is not a powerless victim in this world – she strives to gain wisdom from society around her and applies that toward achieving her own goals. She is an energetic girl. She easily breaks her school rules, listens to western music, and wears jeans and sneakers. She is looking for a bicycle so that she can race with one of her old friends.

Using the KJ Method to generate the following summary:

- It is not to be taken for granted that one can achieve what one wants with their own power
- Appreciation for the girl who somehow got ahold of a bicycle even amidst all the obstacles in society around her
- In the oil-rich Arab states, there are large wealth gaps among tribes
- Are the women whose voices are not heard in public living with difficulty, or are they being protected?
- When interacting with people from different cultures in our globalized world, we must be ready to accept things for the way they are in each place. This requires an understanding of religion.

There was a rich range of opinions and impressions that were shared in this session.





2017/05/16-GUS II Class-3rd Year High School

Towards concrete recommendations

Today we considered what the possible concrete recommendations were, as a result of our research until now. And what is the specific target audience for these recommendations? The group debated these points while doing follow-up research on individual iPads.

To start off with, the group produced concrete recommendations according to the various categories that had been identified, including Kyotanabe City, Kyoto City, Kyoto Prefecture, NPOs and other organizations. It is necessary to research what sort of entry points there are at each organization, and what sort of systems these organizations have in place to respond to the public. The group thought about how possibilities will broaden after making the first contact.

The students themselves have initiated a program to invite people from some of the places that they have already visited – such as the Food Bank Kyoto, Kyoto Energy Center – as well as someone from the Kyoto Talk Delivery, to give the group a talk. There are already plenty of ideas about what sorts of questions should be asked and what opinions could be offered. It would also be a chance to get specific advice on how to make recommendations. After observation and study trips to each place, we will be in position to start a joint movement.

2017/06/03-GUS Basic/ II Other Activities-1st Year and 3rd Year High School

Film *Tomorrow-Demaine* – In Search of Permanent Life

On Saturday June 3, as part of our GUS BASIC studies, we watched the film *Tomorrow-Demaine – In Search of a Permanent Life*.

“There is a danger that humanity will go extinct. And maybe not in the far future.” So stated 21 scientists in the influential magazine *Nature* in 2012. The article argued that If we continue our current lifestyles, humanity will not survive.

This film is about Melanie Laurent, an actress who heard this fact, and since she had just become a mother, decided that she needed to do something for the not only her own children but the children of future generations. The documentary is the story of her travels around to meet people who had started ‘new lives’, in search of new policy approaches.

“I am not talking about saving the world, I had to start with things around me”. The documentary takes us on her travels, starting from her own garden to the people who have expanded their fields out into the city. First it is necessary to think about food in general, then there are 100% renewable energy towns, economic models such as regional currency and green economy, and democracy not dominated by global capitalism. In the end, it will come down to a vision of education that is ready for the future.

It is important to do whatever we can, no matter how small. Like-minded people will come together around the beliefs. These relationships expand and can influence decision making. The many examples of how this works were a strong message supporting our SGH studies.

The actress Melanie Laurent is also a highly-acclaimed director, whose films have been shown the Cannes International Film Festival. Featured on the front of fashion magazines, she is also a role model for women in society. She set out on a journey with the journalist-activist Cyril Dion, exploring issues of food, energy, money and education. This is a set of surprising encounters with “people who have started new lives”. The documentary shows a new lifestyle of shared linkages with the world.



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2017/06/06-GUS II Class-3rd Year High School

Tomorrow-Demain - In Search of Permanent Life

Reflections

In today’s GUS Basic class, we divided up by class to do reflections on the film we watched last week *Tomorrow-Demain – In search of Permanent Life*. To do this we used the Jigsaw Method.

What is the Jigsaw Method?

- 1) A method of processing multiple topics efficiently
- 2) Small groups engage in specialized study of different topics
- 3) Experts on each topic form groups, all topics. This process resembles putting together a jigsaw puzzle.

First, students divided up into groups. Each group was given a keyword, and members reflected on the keyword, sharing memories and impressions. Having deepened their understanding through introduction and sharing of these ideas, the next step is to present the information they gained across the groups. This process was repeated, with questions and answers. The hope is that with the additional information exchanged, the memories of the participants will be deepened and solidified.

Keywords from the film discussed today

Transition Permaculture
Urban Farm
Incredible Edible (Vegetables for All)
Movement
“Nine seeds” Seed Bank
Biomass Energy
Renewable Energy
Reunion Island
Zero Waste Project
Carbon Neutral



By sharing the individuals' different memories and impressions from the film, the students were able to organize their ideas and strengthen the less clear memories and impressions. This helped them to improve their memory of the film's messages.

2017/06/20-GUS II Class-3rd Year High School

The Food Bank Kyoto

Today we had the pleasure of listening to talks by Takabatake Yumi, representative of Food Bank Kyoto, together with Nogi Yoshimasa, an agricultural advisor. The impetus for this talk was a visit to the Food Bank Kyoto office after a member in our school's student association decided they would like to work on a food bank.

A food bank refers to a completely volunteer activity, system or organization that deals with firms, shops, farms and individual households to obtain still-edible foods that have been discarded, and provide them to people who need them free of charge. We also learned the astonishing fact that food loss in Japan amounts to 6,320,000 tons per year, which is almost twice the total amount of global food aid (3,200,000 tons in 2014).

We are told that 1 in 6 people suffer from poverty in Japan. The global production of grain is estimated at 2,500,000,000 tons. If the global population were 7,300,000,000, there should be 340 kg of grain available to each person. Yet the reality is that many people die of starvation. The shocking fact is that the cause of starvation is not a lack of food, but is rather a result of our daily decisions – for example, the over purchase and discarding of food.

The largest effort of Food Bank Kyoto is its food drive activities, where they reach out to households, farms and organizations to request cooperation. Left-over food is delivered at the right timing to people who need them. We learned that the roots of these activities lie in the heart of every person – to remind people of the joy experienced when one does something for another person, and the importance of spreading that joy.

We also learned from the talk given by Nogi Yoshimasa, of the agricultural school Small Farmers, which participates in the Food Bank Kyoto activities and provides advice on vegetable production. Students were shown the actual soil from the fields, where chemical inputs are not used, but the capacity of naturally generated soil fertility is demonstrated. We were moved by his description of

how plant and animal life can be harmonized under the basic natural principle of input-output. Maintaining this harmony is one way to produce genuinely healthy lives. Feeling the softness of the soil in their hands, the interest and understanding of the students was deepened.

One common theme in the two talks was that when pressed for a decision, we should make a choice that produces not only benefits for ourselves, but is also beneficial for others. They emphasized this point by stressing that what benefits others, benefits ourselves too. It seems safe to say that this is highly relevant to our search for sustainability in our society.



2017/07/04-GUS II Class-3rd Year High School

Making recommendations and taking action

Today we enjoyed a lecture by Mr Tokura Ryoichi, of the Kyoto Shimbun editorial team, entitled “Making recommendations and taking action”. In his previous job, Mr Tokura worked in the Society division, covering police, courts and universities. When he was assigned to the main office in Shiga, he began his long experience of reporting on Lake Biwa environmental issues. He spoke to us today about his own experiences, as well as some of the notable people he met through his work.

Four people engaged with environmental problems:

- NGO Teens for Environment – Futoda Kouhei
youth is the opportunity to act without hesitation, adult understanding to realize one’s own principles
- Biwako Researcher – Kada Yukiko
tells of awareness and empathy
- Break-the-mold public servant – Kitagawa Kenji
principles are not enough, and realization is the key; working for the environment with ideas that conjure both
- The Wind Person of Shiga Environment – Fujii Junko
connecting Act Locally with the direct view from where you stand, broadening the small circles of connection

The commonality between these four individuals is that before speaking out, they stand in the locality, research the feeling, awareness and situation, identify the issues and then expand personal connections in search of solutions. In addition, they are all interesting people who enjoy talking. There are many lessons that should be learned from their approaches to offering recommendations.

In one of his articles that offers ideas about circulation society in the 21st century, Mr Tokura took up the issue of water. Water, the source of life, circulates naturally, bringing life to animals, plants and people. His writing encourages us to remember the vital importance of watersheds and catchment areas. Circulation is a natural providence, and left an impression on us as one of the key words from the previous session on Food Bank Kyoto.

At the end, there was a very memorable sentence from one of Mr Tokura's reports on Lake Biwa. "Rather than debating whether human-nature coexistence is possible, the reporter hoped that he could write articles that consider the ways of living that coexist with Biwako." Over his long history of reportage, Mr Tokura demonstrated how he does not report as a disinterested, objective observer, but that it is more important to look at the problems as someone directly engaged in the problems. This strong message was well received by the audience.

2017/09/05-GUS II Class-3rd Year High School

Thinking about "Sustainable Society"

Today is the first GUS II class of the second semester, and we welcomed Prof Kohara from the Doshisha Faculty of Theology. He addressed our theme of "sustainable society" from an ethical point of view, giving suggestions and hints about how we approach those things that are resistant to change in order to change them.

Prof Kohara was an exchange student in Germany when the Berlin Wall fell. He himself went to the wall with his hammer to help bring it down. This 'iron wall' to separate the lives of people, but was in fact constructed of very weak materials and crumbled easily when struck. The irony is surely not lost on anyone. That night, something that no one thought could change, was changed suddenly. For him this was a direct experience of how society can change.

When thinking about sustainability, he is reminded of the time in middle school when he was obsessed with animated films. Nausica, Hokuto-no-Ken and Uchusenkan Yamato – these are all stories about how human civilization is destroyed by humans themselves or by some power from the outer space. At that time, we did not have the word "sustainability", but he was felt like he was faced with the disturbing questions: Is it possible that the world will change? Will the earth be destroyed? In fact, civilization has been a cycle of flourishing and extinction. The common theme is the overuse of resources, destroying the main foundations for life. Is our society ok in its current directions? We need to recognize the threats and formulate approaches to solving our problems.

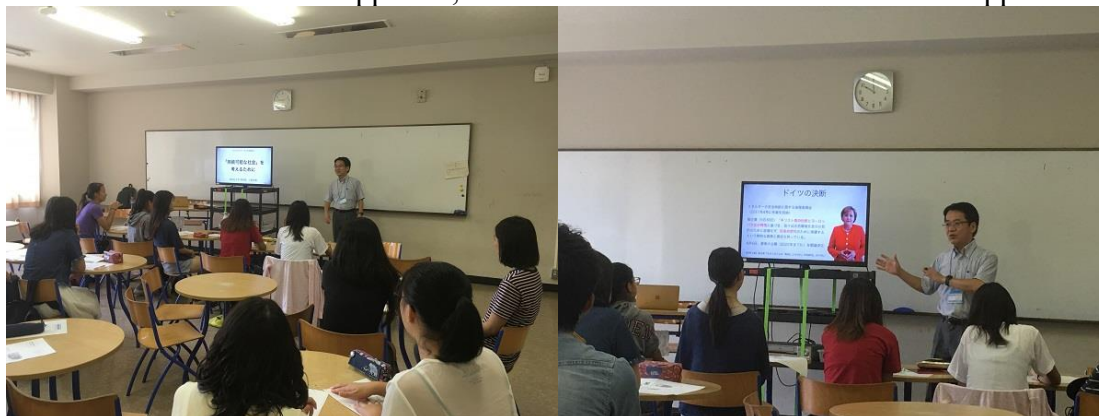
Speaking from a theological perspective, in the Buddhist concept of the Four Noble Truths of suffering – birth, age, sickness and death – each person should look directly at their suffering to find the source and then solve the problem. We are also told that the origin of faith was asking for rains for the crops that support life. The relationship between faith and food is deep, and the problem of starvation feels like a serious contradiction for contemporary society. Considering environmental problems requires reexamining the full range of natural resource issues, including food and energy.

Nuclear physics led the science of the 20th century. Nuclear energy made our lives more convenient, but the things that human society produce all possess positive and negative sides that can be utilized. In the Garden of Eden in the Bible, Eve commits the crime of eating the forbidden fruit. We are also

being asked to consider carefully and make the right choice, from the point of creation where things are made, to the conclusion where these things finish their role.

The German Ethics Committee report issued for the energy safety, triggered by 3.1, and the measures taken is one part of a good model. This also includes the Pope Francis' 2015 Laudato Si, a call for concern for the weak in society who are always the first victims. History tends to silently accept development that produces a certain level of victims. This must change.

He encouraged the students to continue to develop their unique thinking, based not only their studies of economics and technology but incorporating consideration of ethics from the study of theology as well, and offer definitive and earnest recommendations. We were impressed with his words urging us to "Strive not to create the most happiness, but strive rather to reduce the most unhappiness."



2017/09/12-GUS II Class-3rd Year High School

How thinking about ethics moved the German exit from nuclear power

In Laudato, the Pope asked what type of world we want to leave for our children who are growing up now. The small minority of people who control the common property resources of this planet's natural wealth through the political and economic systems that prevail do not give serious consideration to this question. He made a strong case that there is no sense of responsibility for the people who are made poorest by the environmental changes under way today.

Germany's Chancellor Merkel is herself a physicist who previously held a strong belief in Germany's nuclear programs, but after the Fukushima tragedy she called together an Ethics Committee and issued a report on their deliberations. Surprisingly, there were no specialists in nuclear power on the committee, and the committee focused its discussion on whether or not nuclear power was ethical. The report concluded that it is not ethical for contemporary society to dump its rubbish on the next generation. Immediately after the report was issued, there was a shift to exiting from nuclear power by 2022. We can say that the keywords underpinning Germany's nuclear exit were ethics and devolution. This brings question to Japanese ethics, and challenges the thinking of centralized state governance.

2017/09/23-GUS II Class-3rd Year High School

SGH Booth at the Cultural Festival and Food Drive

This year's Cultural Festival was a clear autumn day, and the 3rd year high school students majoring in GUS II opened a SGH in the lounge. The GUS class activities and learning were showcased in this exhibition of more than two years effort for the students and many other visitors to the Festival.

There was an audio-visual corner featuring a digital display of their activities, and at the counter visitors could browse the newspaper articles and reports that had been written. There were also materials that the guests could take home. The students sat in front of their informational display, reaching out to people passing by and answering questions.

There was also an effort to promote the idea of a Food Drive, led by the Student Council members, as part of the Food Bank activities. This is a direct follow-on from the SGH learning activities, and was an initiative of the students. A total of 73 kg of foodstuff were collected. The donations were taken to the Kyoto Food Bank were delivered to the emergency assistance sites within 10 minutes of arrival at the Food Bank and Childrens' Food Hall. At the Childrens' Food Hall the olive oil and basil sauce were very popular. At the emergency assistance site, an elderly man who received the food was extremely happy and relieved.

The Cultural Festival was successful in communicating these activities, and brought about some changes in people's awareness of food issues. People were also shown how even small efforts to address environmental problems and help people in need are important. This was a big day in promoting the activities and learning of GUS, and communicating the issues and ideas to the world outside school.





2017/09/26-GUS II Class-3rd Year High School

TASTE THE WASTE

Today we watched a documentary film produced by the German media about efforts to find solutions to the global scale problem of food loss, based on fieldwork with many people involved in the many different aspects of food products. The first scene, set in Vienna in Austria, introduced “dumpster divers”, young people who go around at night on bicycle to supermarkets to gather discarded food. But these are not poor people. They are people who are doing what they can to reduce the amount of food discarded so that they can contribute to the reduction of people who are starving. It is difficult to believe that in reality that 30-50% of the food we are supposed to eat is discarded before it arrives on our tables. Discarding food results in rising food prices, and the methane that is created by disposing of food in landfills increases carbon dioxide by 25 times, contributing to environmental destruction. These all make the lives of disadvantages people more difficult.

Learning about the problem of food loss, the student council took the lead in the Food Bank activities at the Cultural Festival. They learned that much food that could still be consumed is thrown away in Japan as well, and the film made us think about what we could do to help this problem. The video asked what choices the consumer should make. As consumers, we all make choices about what foods we want to eat when we are shopping. Most people probably have the experience of looking for foods that are not close to the expiration date, or looking for the largest, reddest tomato in the basket. The video challenged us to think about whether these decisions, which seem normal, are really the actions of consumers who are concerned with making the right choices. Large firms set standards that are too strict in order to meet the needs of the consumer. The producers are squeezed by these firms, which means that the amount of food products in the stores is too much, and the produce that is lined up on the shelves is overly beautiful. Much food that could still be consumed is discarded when the expiration date nears or if the color and shape are not pleasing. This creates huge amounts of waste. The image of food being compressed in the garbage was a shocking a sad sight for all.

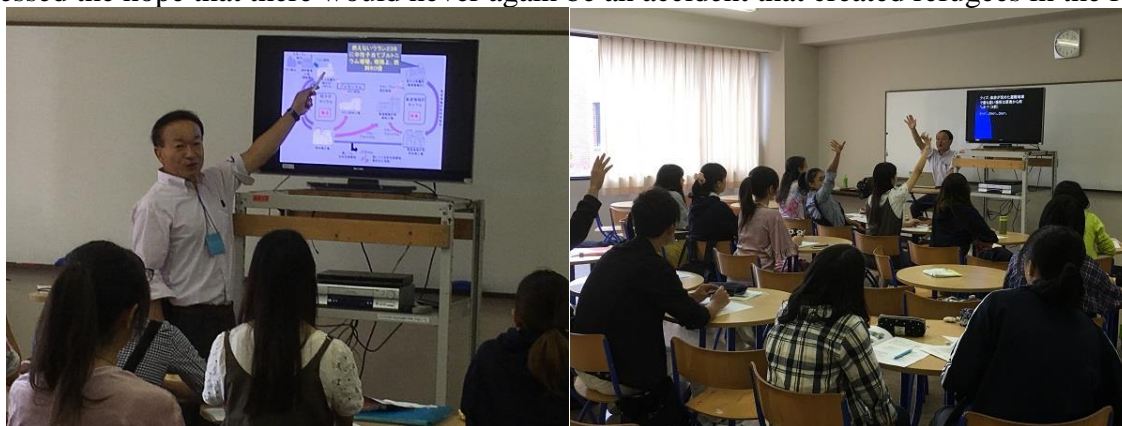
The film also introduced many different efforts being made to address the problem. There were American farms trying to sell directly to consumers, German bakeries that recycle leftover bread to produce energy, a German biomass electricity generator producing energy from fermenting food waste and Japanese entrepreneurs safely producing animal feed. But we were still stuck by the words of a farmer who said that the food that is produced for humans should be consumed by humans. The question is not only about how food waste can be more effectively disposed of, but also about the more pressing question of how it can be reduced. Consumers need to understand that their behavior is wasteful and extravagant. We need to reassess the structure of food production and delivery to make better decisions for the environment.

2017/10/03-GUS II Lecture-3rd Year High School

Aspiring for Sustainable Society

In today's GUS II, we welcomed Mr. Oshima Hidetoshi, from the Mainichi Shimbun Osaka Office editorial committee. He gave us a talk about sustainable society from the perspective of a journalist. Mr. Oshima covered the Monju High Speed Nuclear Reactor in Fukui prefecture from 1990-1993 and has continued to write about the issues since then. At that time, for resource poor Japan, nuclear power was a clean energy source that looked like a dream. However, Mr. Oshima saw through his reporting that there were many problems associated with nuclear power, sensing the downfall of the nuclear power industry in the future. His talk explained how his awareness developed in his reporting and how he reflected this in his articles.

In the Fukushima disaster, many people were exposed to radiation and forced to flee their homes. Regardless of who stayed or who fled, the suffering was immense. It was reminiscent of Chernobyl. In 2016, the Monju High Speed Nuclear Reactor was constructed at a cost of 120,000,000,000 yen. It was slated for decommission as its rate of use was a mere 0.02%. Breeder reactors were first developed in the United States of America in 1940, but it has now been 20 years since those plans were stopped. Perhaps the Japanese government and over-exaggerated belief in technology kept people from seeing the truth, building up the dream. In those days, other countries and organizations that had promoted nuclear power have now begun the shift towards renewable energy sources. The role of the media is to collect information and provide reporting that can prevent problems, conveying the truth. The message to the students was to respect and love life, creating a good energy system for the future. He expressed the hope that there would never again be an accident that created refugees in the future.



2017/10/10-GUS II Lecture-3rd Year High School

Towards Recommendations: Learning about how to make a project plan

Today, the director of YMCA Ms. Yamamoto Tomoe gave advice about how to make a project plan for making concrete recommendations. She had a look at the plans made beforehand by the students, and then provided them useful advice.

Ms. Yamamoto has been involved in NGO work since she was a student. NGOs are a place where like-minded people come together on different social issues and bring about action to solve those problems. They discuss things about society that seem strange or wrong with volunteers, find out what they can do, and then coordinate their actions. This is what the daily work life of an NGO looks like. Even small things, if they are taking steps towards the ultimate goals, are tried. We learned about the importance of plans in getting people to sympathize with the cause and provide assistance in working towards those goals.

[Moving from plan to action]

1. First, the objective must be clear: Draw the vision of for what purpose, for what reasons, and what kind of society are we ultimately aiming for?
2. Understand the present conditions: Objective analysis is needed, concrete values should be shown.
3. Create a target: Establish the target as a progression of specific steps towards the objective, how much has been achieved?
4. Analysis of issues: Preferences, needs, trends, patterns of action, economic conditions – narrow down to the area where the various threads cross
5. Content: with whom, were? may also change; what will be the subsequent knock-on effects, and what is the significance for society?

Worrying about the situation does not help you see it any clearer. We say that the gap between reality and the target is where the issues lie. If you can see the issue, that is when you move into action. The students seemed to get a good feeling for this. We also heard about how to obtain the necessary funds when starting to implement an action. The students divided into groups and completed the plans. We plan to ask Ms Yamamoto to come back again to provide feedback on the student presentations.



2017/10/24-GUS II Class-3rd Year High School

Creating a recommendation document

In today's GUS II class, we reflected on last time's lecture and advice from YWCA head Yamamoto Chie, and then divided into groups to review and revise the recommendation documents.

The student's recommendations can be grouped into the following general issue-areas:

- Reuse of plastic containers, reduction of plastic waste
- Raise awareness of sustainable society and the reality of food in education
- Expand Food Bank activities
- Create communities for sustainable society
- Reduce left-overs and restaurants
- Create cycling roads and promote local production and local consumption

The recommendation documents will be presented in the next group meetings and shared by all members. The students will evaluate each other, and there will be another round of advice from Ms. Yamamoto.



2017/11/07,10-GUS II Class-3rd Year High School

Presentation of Recommendations

The GUS third year class is working to make recommendations based on their research, as their last big output of results. In today's class the students brought together their ideas about what sort of society they would like to realize in the future, and then divided into groups for presentations. Each assessed the other groups' presentation based on a scale of 10, providing comments as well. Ms. Yamamoto from YWCA joined us for this session to provide feedback and advice.

One group presented its target of "Starting up a Kyotanabe Food Bank". This plan focuses on the local administrative unit to work on the micro-level poverty issues of the area, deepening regional linkages and broadening the network for assistance from there. Using a diagram about the divide-and-conquer algorithm, they did a simulation of what approaches had worked and what had not.

Another group made a presentation entitled "Where is Superman?". For this group, Superman refers to people who are concerned for the environment. The goal of the group is to achieve "Zero loss in food nationally", by planning practical education activities with Kyotanabe elementary schools and kindergartens as well as providing messages and suggestions to students of the groups same age. They also have a plan to raise awareness of the need to reduce food waste and move towards local production-local consumption, by opening a stall at the schools Cultural Festival using foods that are nearing expiration date, or other foods that are perfectly good to consume but will be discarded because of various aesthetic standards. In the "Zero Plastic Waste Starbucks", the group proposed advocating for reuse of plastic containers in Starbucks shops and raising awareness of the issues among young customers. In the project "Food Waste" the concern is for reducing solid waste in Kyotanabe and promoting transformation of waste into energy, while "Such a Waste" would promote the sale of agricultural produce that do not meet the aesthetic standards of the market. Each group took their ideas and shaped them into concrete proposals.

Mr. Yamamoto spoke about how in real life it is important to continuously increase the number of people that want to work with us, as well as getting the local community to sympathize with the issues we work on. He also reminded the students that presentations should not be one-way communication, but are an opportunity for dialog. Even if the audience is sympathetic and supportive, a presenter must understand who the audience is and make adjustments to the presentation to reflect that. The activities proposed to support our recommendations must be clear and focused.



2017/11/17-GUS II Class-3rd Year High School

Student Presenters

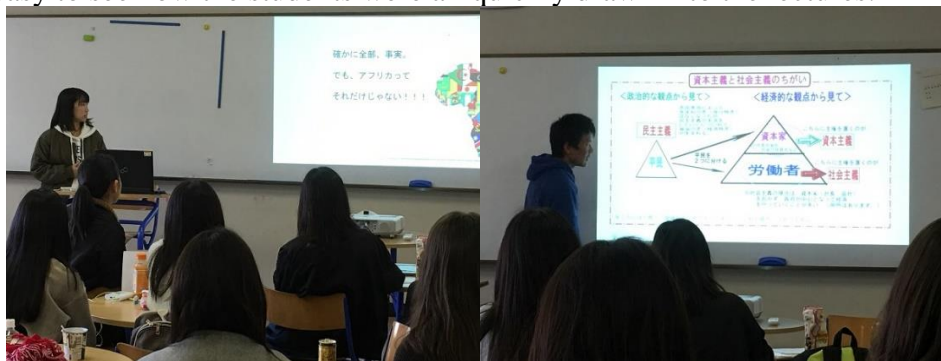
In today's GUS II, two people from each class gave lectures. The topic of the lectures was open, but the students were encouraged to speak about what they learned in the class, what types of experiences they gained and what issues they were currently thinking about.

The Friday session's speakers were a student who lived in three African countries until middle school, and a student who has a Chinese father and has been coming and going between Japan and China since being born in China. The first lecture was entitled "Africa and Me". She lived in Zimbabwe, Mozambique and Botswana until middle school, because of her father's work. When we say Africa, we tend to think generally of one large continent, imagining things like safaris, Maasai people, poverty and civil war. Ms. Hamada's message was that Africa is not that simple, by any means. In each national flag there is a unique history and background, and there are many issues involved in trying to understand the cultures of that region. These differences are easy to perceive from the beautiful pictures we saw. She explained to the group how she knows she could never solve all the problems there, but she expressed her gratitude for the good fortune to live under good environmental conditions, but has been able to consider more deeply the ideas of "Japan" and "prosperity" and in the future wants to make as much contribution to the solution of Africa's problems as she can. Certainly today was the first step in that direction.

The second lecture was entitled "Socialism and the Media", with a subtitle of "The Socialism that We Don't Think About in School". What sort of image do we have of Socialism? What is Socialism really like? In our Capitalist societies, have the ideas of Socialism and Communism really completely rejected? This talk was based on the speaker's own family experiences, and shared some detailed consideration of these questions. In slides about the actions of North Korea and the United States, he showed that just as his own opinions are included in the information, what we hear in the media is always influenced by someone's opinions. Therefore, in our globalized society it is extremely important to try to understand events from multiple perspectives. We were impressed with the way the lectures took up issues we hear about on a daily basis and presented ideas about them in a direct, yet sophisticated way.

The lectures were unique, reflecting the personal experiences and backgrounds of the speakers. They both taught us of the importance of going to a location directly to see and hear for ourselves. Only by

experiencing and feeling these things directly can we obtain “correct information”. With messages like this, it was easy to see how the students were all quickly drawn into the lectures.



2017/11/21-GUS II Class-3rd Year High School

Student Lecturers

In this GUS II class, the students became the lecturers, communicating ideas about what they learned in the class, as well as a wide range of other issues that they were thinking about. It was a free lecture, up to the speaker to determine the topic. This week it was the Tuesday class students doing the lecturing.

Before the lectures, the students who presented posters at the SGH national Forum in Yokohama reported on what type of presentations they made. Presentations require the desire to communicate and spread ideas, as well as the ability to transmit information. This is part of our Global Understanding Skills. We will report on the actual presentations at that venue in a later update.

Today’s first presenter introduced the history behind the name he received from his father who is a big baseball fan. He went on to share his reflections on what type of international person one can become through GUS study. He also introduced us to a new quiz that got us to think together. He was influenced by messages about the importance of “going to learn directly in a specific location” delivered by many of the lecturers. In the summer break of his third year, he made a solo trip to New York and experienced life there for two weeks. Through this challenge he was faced with the realization that as a Japanese person in the world it is also very important to know about Japan. It is also crucial that one holds one’s own opinions and is able to communicate them. Additionally, he reflected on the idea that it is important to have interest in issues beyond one’s own immediate concern. His message was that these three points are part of what is needed to become a global citizen.



2017/11/25-GUS II Other-3rd Year High School

Participating in the 2017 National SGH High School Forum

Four GUS II students made poster presentations at the 2017 National Super Global High School Forum, organized by the Ministry of Education, Culture, Sports, Science and Technology and Tsukuba

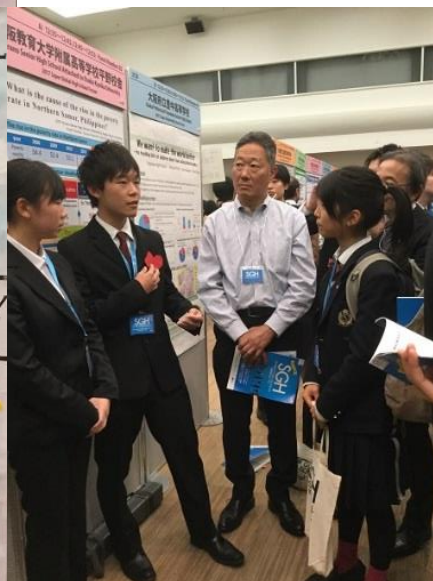
University, at Pacifico Yokohama. The poster presentation was done by hand, not printed, to demonstrate an ecological approach to the preparation of the presentation.

The title of the presentation was “Humanity + Ecology=Cosmopolitan”, and introduced the students experience with environmental policy through the fieldwork-based learning in Germany. They also conducted a 4-minute English session on the importance of being involved in environmental problems. There was a question-and-answer session after this important event.

In total 211 schools participated in the Forum. Interaction through joint sessions with other schools highlighted the significance of the students’ participation.

Forum website

<http://www.sghc.jp/2017forum/>



2018/01/30-GUS II Class-3rd Year High School

Final Class

The GUS II High School Year 3 group of the SGH Program had its final class. This is the first batch of SGH Program students. Today, each team brought together its recommendations, and decided on the following concrete proposals.

Team Course 1: “Implementing a Food Bank in Kyotanabe City”

Kyotanabe City

Team Course 2: “Controlling Microplastics”

Kyoto City

Roles were divided up among smaller groups. The learning to date was summarized for presentation, and plans were made for contacting the various individuals over the spring vacation to move forward with the proposals.

Today we also heard comments from each of the students about their experiences over three years learning in the program and their reflections on the class.

“I learned about social issues from a number of different perspectives. This knowledge and content of our discussions was useful in my university test preparations.”

“There were many chances to make presentations and write reports, and I think that I gain a lot of skills from these. I also felt the importance of language skills.”

“Learning directly from many people active in the local areas we visited really stimulated my thinking. I found some issues that I am interested in, and have identified personal goals.”

“Thinking about things from diverse perspectives and participating in many different discussions will help me in the future.”

“This class not a place where we studied for tests. It was a place where we engaged in learning based on our own interests.”

“I learned the importance of listening to people, thinking for myself and then communication my ideas.”

“I am generally a passive person, but in this class I was motivated by my peers’ enthusiastic participation. This made me want to change, and I think I was able to make that change.”

“There were many different opinions in the class. More than anything it was a place to proactively express our opinions.”

“The students are from various backgrounds. A class like this, where we can exchange opinions, represents what an international high school should be.”

“I was able to conceptualize environmental and social problems in terms of issues very close to me in my daily life. This made me think seriously about what I can do. I want to continue learning and become a person who can contribute to solutions.”

“Through the fieldwork, external lectures and interactions in the class I was motivated to think about what I want to do and what I can achieve.”

“I developed interest in issues that I had not thought about before.”

“I respect everyone in class after studying and developing a shared sense of purpose together.”

The students expressed much moving sentiment about their desire to put these experiences to use in university studies and to continue learning about these issues. Some students said that these experiences helped in their university selection thinking. From the teachers, there were expressions of appreciation: “Thank you for being the first batch of SGH1 students. We were able to rely on you all as we led the class.” We look forward to following the development of each and every student as they set out on the next stage of their journey!

