

Saitama Prefectural Fudooka High School

Newsletter

Issue No. 11

March 18, 2016

At Fudooka, it has always

been our mission to promote excellence and strive to educate our students to be strong future leaders who will help create a world for a better tomorrow.

As recognition of the school's efforts and achievements over the years, a huge milestone was marked in April 2015 when the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan designated Saitama Prefectural Fudooka High School as a Super Global High School (SGH).

In 2015, a total of fifty-six high schools across Japan were designated as a Super Global High School (SGH).

SGH is part of a national scheme that aims to foster individuals who can create change and instill new values, as well as lead in every domain of society. The certification is valid for a period of five years.

Our school will receive an annual subsidy from the government that will allow us to continue our mission and expand upon the existing programs that the school already has by increasing collaboration with domestic universities and companies, as well as international organizations, while also making strides to globalize our school.

SGH PROGRAM OFFERINGS AT FUDOOKA

Fudooka offers a range of programs and curriculum activities that support students to strengthen their universal skills such as communication, problem-solving and leadership.

Moreover, the school's programs strive to

better equip students with awareness and deep knowledge of social issues in their community.

As of 2015, Fudooka has released seven different programs for students to participate in.

1. Cross Cultural Understanding (CCU) – Only relevant to students who are in the foreign language curriculum. Students focus on learning about multiculturalism.
2. Debating – Mainly participated by the first and second grades, in which they debate about complex and controversial topics. Students participate in a number of debating competitions prefectural- and Japan-wide.
3. Global Studies – Students learn about research methods applicable at university while paying attention to broader surrounding regional issues in Japan and global current affairs.
4. Leadership Training Camp – Local training camps designed by the school which are catered towards helping students develop a sense of responsibility in realizing one's own missions through the exchange of opinions with university professors and industry professionals.
5. Overseas Training – Students travel overseas to gain exposure to new thoughts and local cultures with the goal to research global issues first hand.
6. Super Global (SG) Issue Research – Integrated studies on a selection of global issues such as environment, energy, multicultural coexistence, declining birthrate and aging population.

7. Super Global (SG) Club – A newly established extracurricular activity in 2015 that aims to deepen aforementioned issues within Periods for Integrated Studies and Cross-Cultural Understanding.

Should you be interested in finding more about these programs, you are welcome to contact the Fudooka school office.

OUR SGH PROGRAM UPDATES

The 2015 Academic Year (AY) has been a huge year for Fudooka. Our school has been actively promoting education that enhances international understanding and collaboration through the courses and programs designed at the school.

Here are updates on what the school has been doing under each SGH program.

Student Exchange Programs

Throughout AY 2015, Fudooka has been sending students to foreign countries including Australia, China, the United States, Germany, and France on student exchange programs where Fudooka students are sent to a high school in a designated city.

On average, Fudooka students would be on their exchange program for two to three months.

Aside from sending our students across the sea, Fudooka High School has also accepted foreign students from various European countries.

During October 2015, four French students came to visit our school for a three-week exchange. They participated in CCU class with the second grade foreign language students and shared their experiences studying in Japan whilst making comparisons to their home school.

One student from Norway also started a year-long exchange program at Fudooka in September 2015.

Period for Integrated Studies (Sogoteki-na Gakushu-no-jikan, or SG)

Period for Integrated Studies is a compulsory subject that is carried out in three stages. The first stage is focused on first year students conducting debates over global issues such as nuclear energy, immigration and environmental concerns.

The second stage is SG Issue Research I. This is targeted at second grade students, where they explore regional issues within Japan. The third and final stage is SG Issue Research II. Third grade students examine regional issues and investigate some global issues.

We introduced an additional program more extensively aimed towards global issues, called Global Studies. Students can optionally choose to attend this program as an extension to the SG Issue Research class.

Cross-Cultural Understanding (CCU) Student Exchange Program

In July 2015, third grade CCU foreign language class students went on an international school trip to Malaysia. This was a four-night, five-day trip. The aim was for students to study multicultural coexistence.

Malaysia is one of the most diverse, culturally rich and top tourist destinations in Asia. It is a country that is occupied by many ethnic groups such as Malaysians, Chinese, Indians and more. Because of the diversity that Malaysia represents, CCU class set this country as a good case study for learning about multicultural coexistence.

To make this trip a success, we received assistance from the Malaysia Tourism Promotion Board and various university professors from University of Malaysia, Malaysia-Japan International Institute of Technology (MJIT).

This allowed us to carry out an effective trip where students could participate more proactively in study activities through discussions with students from Malaysia, as well as

out-of-school training at locations including the Embassy of Malaysia and Japan International Cooperation Agency (JICA) Global Plaza.

During the trip, the third graders also visited various institutes including MJIT, an elementary school, a local orphanage, and Japanese-affiliated companies. Students also got to experience a homestay in a village called Banghuris, which is situated about 60km from Kuala Lumpur.

In September 2015, the third grade students made presentations in English to show the results of their research on multicultural coexistence in front of our school's faculty members, their lower classmen in the foreign language curriculum, their parents, and students from neighboring junior high schools.

In mid-February 2016, second grade CCU class students also went on a trip to Malaysia for the same fieldwork to study about multicultural coexistence.

Super Global Club (SGC)

In this academic year, Fudooka joined the Asia Oceania Pacific Forum that is operated by the Wakayama Prefectural Board of Education. Students conducted a research project and did a presentation on *Japanese Auto Industry's Efforts on Environmental Issues*.

As a future goal of SGC, Fudooka students will aim to participate in the All Japan Model United Nation (AJMUN) conference, which is the biggest MUN conference held in Japan, to collaborate and engage in complex discussions with other participants about current global issues.

Overseas Training to Germany

During August 2015, first and second grade Fudooka students went on a trip to visit Germany. Students made presentations at Koblenz University of Applied Sciences on topics about multicultural coexistence, aging population and depopulation. They further presented on waste

and energy issues at Erich Klausener Realschule.

Students were able to deepen their understanding on different cultures by visiting the multicultural center and doing a homestay.

In fact, our school's SGH project alternately visits Germany and United States of America every year.

Leader Training Camp

In August 2015, first grade applicants, a maximum capacity of 40 students, conducted workshops and group discussions at JICA Global Plaza and JICA Tokyo International Center.

In the group discussion, a JICA foreign trainee from Tanzania first made a presentation about his country's geographic and historic situations, culture, and provided insight into the educational system. Students were able to hold a Q&A session following the presentation.

Through actively posing questions to the foreign trainee who has a totally different background from them, this offered students an opportunity to think about multicultural coexistence.

This was an interesting and interactive training camp experience that students really enjoyed and were greatly challenged by.

FINAL REMARKS

All in all, AY 2015 has been a successful year at Fudooka High School.

For the school, it has been a great honor to be designated as a SGH by MEXT. For our students, we have had a productive year filled with numerous successful events and fieldwork collaborating with domestic and international parties about regional and global issues.

We are excited to see what the future holds and kick start our adventures for the new AY. I hope you share our excitement as we continue to expand on our high school's profile to provide more fieldwork for our students.