

Newsletter from PNLSC

August 3

We received a newsletter from PNLSC (Philippine Nikkei-Jin Legal Support Center). As we wrote in the activity log this year, 16 students (10th and 11th graders) went on the field trip to the Philippines. They met 2 Nikkei- Jins (the second generation). Photos and some of the students' journals were run in the newsletter. This newsletter surely reminds the participants of what they felt and learned during their visit such as 'the agony and the damage of a war prolong' and 'we should not take staying with our loved ones and family for granted.'

Global Discussion 2017 @Nagoya University

Aug 21 to 22

Four 4th graders took part in this program. This is the 4th year in a row, and Global Discussion is an advanced program. Students from all over Japan needed technical knowledge to discuss global issues. With the help of foreign students of Nagoya University, this year, they discussed the problem under the theme '**The collision of liberalistic economy and protectionism---what is the role Japan would play in the middle of it?**' Students were at a loss what to do first, but eventually they could deepen their knowledge by discussing concrete examples such as 'If we are under the influence of protectionism, how are we able to enjoy foreign entertainment business as customers, and how is the government able to manipulate them?'; 'What is the merit, demerit, and influence expected if we cook and sell two types of Japanese 'Onigiri' rice ball: one is cooked with 100% domestic ingredients; the other is cooked with 100% foreign ingredients?' In between this discussion, students enjoyed roleplaying done by multinational students let alone some lectures by professors from department of economics of Nagoya University. It sure was a high-quality program! During the discussion, our students played the part of group leaders. Looking at their challenging work, Prof. Yasuhiro Doi who organized this program, praised our students, saying, 'students from TGUISS have such an ability to bring discussion forward.'

<Comments by participants(students)>

'Even in Japanese, the theme, 'The collision of liberalistic economy and protectionism---what is the role Japan would play in the middle of it?' was hard to understand, and discussion was done in English, so I was frustrated in expressing myself and things didn't go well in the first day. But I understood that the purpose of this program was to broaden our horizons by listening to various opinions. When we discussed, we focused on making clear and organize for whom it is profitable or unprofitable. For example, Japanese vs Chinese; the young vs the elderly or the pregnant. We were conscious of these standpoints and discussed, so the second day was all right. Each group had a good discussion and I could speak positively.'

'We made a presentation with the result of discussion by each group. After doing the presentation, I finally realized that to present the process and result led by the broader perspective acquired through discussion, we became confident to claim our own idea. While showing conclusion, we found it better to explain and compare with the alternative conclusion, because it would be more persuasive. I thought I was used to making presentations, but we were not enough. Due to the limited time, we ran short of making explanation of graphs in detail. We were not able to attract people's attention. We didn't show appropriate reasons. Objectively we should have taken more time to get ready for the PowerPoint presentation.'

'For us, the most interesting discussion theme was 『What is the impact of our life with the Internet society if protectionism becomes more influential?』The Internet plays the most important role as we live in the advanced information society. If the government prohibits the use of the Internet, we're unable to enjoy foreign music and movies. In my group, members use the Internet for the various purposes. For example, some use You Tube to learn about Japanese culture. Some use it to contact with friends abroad. Others never use SNS at all. The discussion of this topic made me realize that even among high school students, the purpose and the frequency of using the Internet varied. During my English classes at school I had some chances to discuss The Internet and the mass media with my classmates. I feel I could meet high school students whose ideas are unique and totally different from ours.'