



# SOKA GAKUEN TIMES

Special Edition

March 2019

## Nuclear threat class by students for students

創価学園初の試み:高校生から中学生へ核廃絶に向けての出前授業

On Dec. 20, the Global Leaders Program (GLP) members taught a class about nuclear issues to first year students at Soka Junior High School. GLP members had prepared for the class for five months. It was the first time for GLP to have a class about abolition of nuclear weapons.

The purpose of this class was to enable students to logically explain why nuclear weapons are harmful and why they should not hold or use nuclear weapons by learning about the limit of nuclear deterrence theory and the inhumanity of nuclear weapons empirically.

GLP consists of 16 members selected from second- and third-year students of the high school. Every Tuesday and Friday after school, they learn about nuclear abolition for about two hours.

They taught juniors the situation surrounding nuclear weap-

ons by using the video GLP made. It showed opinions on nuclear deterrence theory of both nuclear-holding states and non-nuclear holding states. Additionally, they did a simulation game, which was based on the incident that took place between the Soviet Union and the U.S. in the past. The GLP then told students the danger of nuclear weapons, giving five questions about damages that nuclear weapons truly cause. At the end of the class, they asked the students, "What can we do?" The aim of this class was for participants to think what they can do to solve nuclear issues by themselves. However, the lesson didn't yield direct solutions, and thus each student would need to analyze it. GLP members also want to seek out strategies and contributions to the abolition of nuclear weapons.



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Junior high school students exchanged opinions on the reason why North Korea possesses nuclear weapons with fact sheets on the country's internal affairs, military affairs and diplomacy.

After the class, one of the GLP members said, "Through this experience, I realized that I need to study more about not only nuclear issues, but also various international problems." Another GLP student mentioned that at first, this effort was to make the content understandable for junior high school students, but at the same time he could organize his knowledge of nuclear issues.

Soka Gakuen Times also asked junior high school students about

their impressions of the class.

One of them said, "These issues seemed very difficult to learn. However, today's class was well arranged, so I was able to think about these issues deeply." Additionally, some participants mentioned that this class has changed their mind. "Before taking this class, I was thinking that nuclear deterrence is reliable. But through this class, I realized the vulnerability that nuclear deterrence possesses."

## Field work broadens students' international horizons

世界に視野を広げるフィールドワーク

This year, Soka Senior High School held fieldworks in five locations — Iwate, Hiroshima, Nagasaki, Okinawa and California — as part of the Super Global High School activities, an educational project of the government.

Twelve students took part in the California fieldwork. Masayoshi Ishino, the teacher in charge of the California field work at the school, said, "I wanted students to interact with foreign students attending top colleges and high schools in California."

During the California fieldwork, the group visited prestigious universities and Soka University of America (SUA), our sister school. They observed the universities, attended lectures by the professors there and had dis-

cussions with Daniel Habuki, the president of SUA. They also visited The Broad museum, the J. Paul Getty Museum and Santa Monica beach to rest from the long journey. Among these activities, the exchange with local high school and university students led to students' growth.

They researched nuclear abo-



SOKA GAKUEN PHOTO

The California fieldwork participants visited Soka University of America.

lition and poverty issues, and summarized the findings that they found out beforehand. They then conducted poster presentations at Dr. Olga Mohan High School, University of California Irvine and SUA, discussing solutions of those issues with local students. Miho Kanda, who participated in the

fieldwork, said, "I was surprised that local students were brilliant and had a good foundation of knowledge even though they were the same age as ours." Soka Senior High School students seemed impressed by local

students' academic eagerness. Through these discussions, they were able to look at the issues with new points of view.

The students were keenly aware of the difficulties of expression using English and learned their own weaknesses. However, as well as improving English proficiency, they were able to experience the pleasure of communicating in English and cultivated a multilateral perspective on global issues. They found something that would be their strengths and recognized the world as their own stage. While further extending their strengths, they are determined to make their senior high school lives more meaningful and overcome their own weaknesses.

## UNIQUE ACTIVITIES

# With the soul in one kick

## 強化クラブ・サッカー部の強さの秘訣

The soccer club reached the best eight at the tournament joined by high school students in Tokyo held in November. Soka Senior High School supports the club to secure enough practice time for the 31 members to keep practicing hard every day.

Let's take a closer look at the key strengths of Soka Senior High School soccer club. Firstly, practice time is longer than other clubs. While other clubs practice from 4 p.m. to 5:30 p.m. on weekdays and 3 hours on weekends, the soccer club practices from 4 p.m. to 8 p.m. on weekdays and from 8 a.m. to 7 p.m. on weekends. They improve their physical and mental strength by practicing for a long time. Also, it has a training camp during summer and winter vacations every year. The club members stay at school for a long time. The

camp was 14 days long during the last winter vacation. During this time, they can develop team spirit by living under the same roof.

One of the most important projects for the soccer club is team building. The purpose of the project is to solidify the unity and boost morale among teammates. Specifically, they have a one-to-one dialogue and write a letter to their parents. There are factors that help them grow, even aside from club activity time.

Support from the assist members makes the club stronger, too. There are two assist members who are doing all they can to support the team by preparing practice menus, analyzing the team, preparing for tournaments, planning for cheering in games and so on. With such support, the bonds within the

club are deepened and the players as well as other members can join together to face the tournament. The players can also concentrate on practice with peace of mind.

Haruki Nakajima, the captain of the club said, "We feel happy when the teammates get a goal and we win a football game." In particular, they feel greater happiness in the sense of unity at the time of victory. Club members who do not sit on a bench as registered team members are also happy to

cheer for players on the field. Dai Sato, one of the club's assist members, said that when their teammates get a goal, he feels that he contributed and his efforts were rewarded, and he was filled with happiness.

The soccer club said that they want to make their club stronger. In a strong club, all the members work hard to play soccer and everybody can enjoy the sport. They cherish their belief "all the members play."

Don't take your eyes off their future success.



Supporters cheer for teammates with all their might.

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# Schola plays essential role in Soka students' learning

スコラは学園生の身近な存在

Soka Senior High School distributes Schola to every student. Schola is the name of a personal planner made by Nolty Planners Co. Soka Gakuen Times asked a teacher and some students in order to understand what the purpose of this project is and how it has changed students' daily lives. Kensaku Tani, vice principal of Soka Senior High School,

said, "We (school teachers) want each student to think deeply about effective time usage. Training their independence and time managing skills is the most important purpose. Time is equal for everyone. How we use our time relates directly to how we live our lives." He also said, "We (committee of promoting career education) started to collaborate

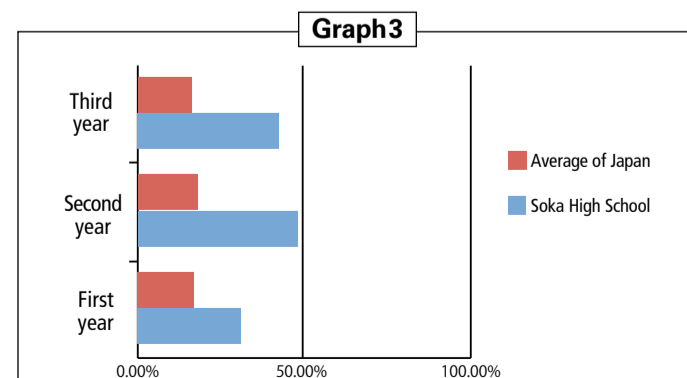
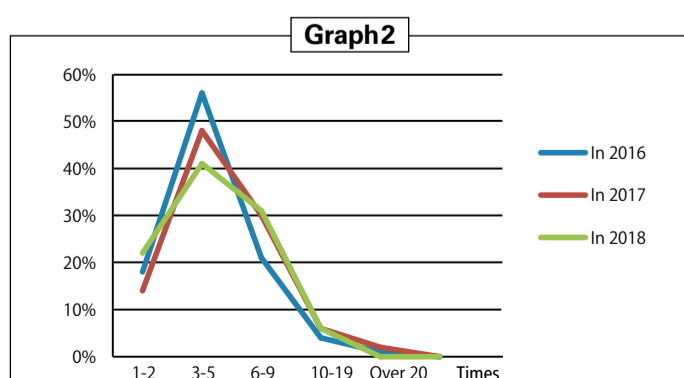
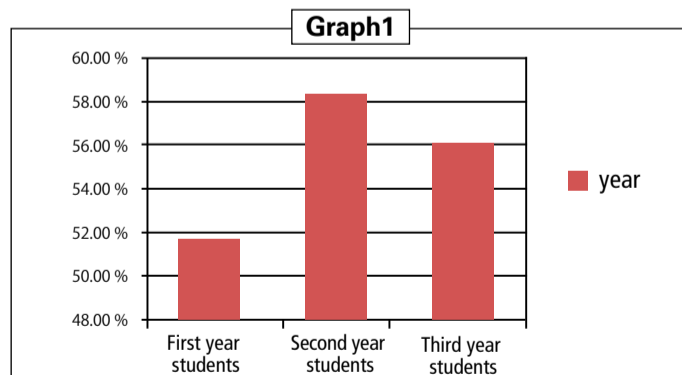
on career education with Schola from 2015."

Also, some interesting points came to light when Soka Gakuen Times analyzed the survey results. First, Soka Senior High School students tend to open their own Schola before their regular exams. One of such students said that she can make a plan for exams better than before (Refer to Graph 1). Moreover, they are apt to share their ways to use Schola. Another student said, "I write the guidance of the founder on a slip and paste it in my Schola after I learn how to use it from my friend."

Furthermore, the surveyed third year students in high school open Schola more often than

when they were younger because they think about their courses and come to realize the importance of making study plans with Schola (Shown in Graph 2). Also, more and more second year high school students come to write their schedules and results of their club activities. Perhaps, it might be because second year students often play central roles in clubs and other activities (See Graph 3).

Overall, Schola enables them to manage their daily lives. The number of people who find Schola essential is increasing. Repeatedly, time is limited. It's up to you whether you spend your time effectively with Schola.



## SCHOOL EVENTS

# Glory day makes Soka students' mind strong

## 栄光の日—学園生の精神を確認する日—

July 17 is the day that inspires Soka students to challenge any difficulties. This day is called “Glory Day.” On July 17, 1969, Daisaku Ikeda, the founder of the school, hosted Glory Festival, which the first and second graduating classes attended. Ikeda gave a speech to Soka students wishing that they would be the top leaders at the front-line of society in the 21st century. Since then, July 17 has been a significant day for Soka students in making resolutions

for their future. In 1995, Glory Festival was renamed to Glory Day, when students demonstrate their pledges to be future leaders through dancing, singing and other performances to the founder.

Students not only work really hard to prepare for those performances, but also challenge their own goals such as studying, reading or club activities during the period before Glory Day. In addition, students renew their determinations for

future challenges.

Student groups are the key factors in making Glory Day successful. Soka Senior High School students are categorized into five groups: Choryukai, Eikoryo, Shinseikai, Eikokai and Seikyuryo. This time, Soka Gakuen Times takes a closer look at activities that two of these groups do for Glory Day.

Eikokai is the group of girls who live in a boarding house. Eikokai places great importance on dialogue. They discuss various topics from 9 a.m. to 6 p.m. and they talk again at night, talking about what kind of feelings can be included in actions, studying speeches of the founder. They also consult their troubles with other boarding members, which is the strength for Eikokai.

Another one is Choryukai, the group of boys who go to school from their home. Choryukai has

strong solidarity although they come to school from different regions. Their dance is regarded as one of the flagship performances on July 17. One of the core members in this group said, “It was hard for us to have everyone involved, especially to practice together with those who don’t like dancing or are poor at it.” Another member of this group said, “At the beginning, I was worried, but I was certain that dance was successful on the day.”

In other words, Soka Gakuen students learn about their founder and school history through this special day, Glory day. They can also forge strong relationships with each other regardless of age. Therefore, Soka Gakuen keeps the atmosphere where juniors can speak to senior students easily. Also, students realize the importance of working together, as it is a tradition of the school.



Choryukai students perform on a stage, showing what they learned and practiced until Glory Day.

SOKA GAKUEN PHOTO

# Jobs behind the scenes are Soka Gakuen's pride

## 学園の下の力持ち『ト・ク・セ・ツ!』

There has been a deep history before Daisaku Ikeda established Soka Gakuen. All Soka Gakuen students know this history. Based on this background, “Glory Day” in July, “Passion Day” in October, “Wisdom Day” in November, and other commemorative events are held. These ceremonies are held for only a day, but preparation for them requires a great deal of time and many people’s efforts. It is a group called Tokusetsu (special setup) that carries out preparation behind the scenes.

Tokusetsu is an abbreviation of the special setup department in Japanese. It arranges student’s chairs in the gymnasium and the decorations of venues before each ceremony. Tokusetsu is a project initiated by students, and its members are mainly the boys basketball club, the soccer club and so on.

This time, Soka Gakuen Times interviewed its captain and

members regarding what they think is difficult and rewarding of their special setup, which is usually unknown to students. The captain said, “The most difficult type of work we do is tedious; it requires much attention to details. Arranging chairs requires special attention to millimeter-level details. It is thus time-consuming work and we sometimes stay at school until 9 p.m. to finish setting up. However, there is much reward, too. I learned the difficulties of managing many people and felt kindness of the students in this school through my experiences as the captain.”

Furthermore, another student said, “At first, I thought this activity was hard and troublesome. One of my seniors pointed out to me that I didn’t have to join Tokusetsu if I didn’t take it seriously. My attitude toward Tokusetsu has then been changing gradually. As I continued to

do this work, I have come to appreciate the opportunity to help set up for ceremonies where students take pledges to the founder. Thanks to Tokusetsu, I have come to realize the importance of behind-the-scenes activities and appreciate them.”

Soka Gakuen Times interviewed Shunichi Kano who is in the first graduating class of Soka Senior High School about the origin of Tokusetsu. The work of arranging the hall like Tokusetsu started from March 15, 1990 when “Ikeda Central Gymnasium” was completed. The members that arranged the hall were male students of sports clubs, those living in dormitories and day students. However, they did not go by the name of Tokusetsu. Having been taken



The members of Tokusetsu are arranging chairs for a ceremony.

SOKA GAKUEN PHOTO

over by the juniors, the behind-the-scenes work was named Tokusetsu and has grown into one of the school’s traditions. Even though Tokusetsu has been changing over time, one thing never changes. It is the spirit of Tokusetsu to arrange the hall for their seniors, juniors and friends, and for inviting the founder of Soka Gakuen, Ikeda, by themselves. Until now and from now on, they continue to support the core of Soka Gakuen.

## SOKA EDUCATION

# Model U.N. makes future global citizens

模擬国連—尊重と高い知性を兼ね備えた“世界市民”へ—

The Global Citizenship Project, or GCP, is a project that all Soka Senior High School students participate in for three years. This is to train students to be global citizens; leaders having abilities to realize world peace and advancing cultural development. They can learn problems on a global scale, such as hunger and gender equality, for each lesson.

This year, third year students attended Model United Nations and chose COP 21 as a discussion topic. COP 21 — the 21st Conference of the Parties to the United Nations Framework Convention on Climate Change — is a meeting in Paris discussing Global Warming Countermeasures among 195 countries in 2015. The third year students be-

came each countries' representatives and actively discussed countermeasures for global warming.

One of the students who experienced the Model United Nations said, “It was difficult to make resolutions even though it was a model. Therefore, I felt that people who do jobs in the real United Nations were amazing.”

Another student talked about his group growth through GCP lessons. “I thought about what I can do for global problems. It made me a better person.”

Actually, these classes are organized by students called “GCP leaders.” GCP leaders are composed of six or seven students in each class. They take preliminary classes held after school from



Students in class 3-2 had an animated discussion.

teachers and prepare for class.

One of the leaders said, “Preparation of this project was difficult. This is because its rule is complex to explain, furthermore, we have to get a deep understanding of each country because we play a role as the representative of the countries and have discussions.” By these preparations, they improve how to explain things clearly for others, understanding

complex subjects through demonstrations. Thus, these advanced meetings function quite well as a key to the successful lessons on GCP.

The importance of GCP lessons is not just about looking abroad; students take a step of solving problems as “a global citizen” through GCP lessons, aiming to construct a peaceful world.

## Unique subject enhances logical expressing ability

論理的な表現力を育む言語技術の授業

Language arts is a unique subject introduced in Soka Senior High School, which educates how to deliver messages to others correctly. Speakers must explain their opinion logically in a global society while Japanese tend to expect listeners to guess what they try to say, rather than say clearly what they mean. The most important ability in this class is how to make logical sentences. By taking this class, it also enables students to improve their English skill because what they want to say will become clearer.

Language arts is systematized as a curriculum to improve speaking, listening, writing and critical thinking skills. The contents are different for each year. In the first year, students learn dialog and explanation skills and in the second year, they learn information analysis and discussion skills. Finally in the third year, students make use of these experiences to do the final project, in which each student has to make a poster presentation about global issues by combining with other subjects.

In the class of language arts, students play a “question and answer game” and learn the basics of lan-

guage arts. In the game, one student asks questions and the other answers them in a pair. They cannot skip a subject of a sentence. This game allows students to notice that a subject is often left out when they speak in Japanese. Not skipping a subject is difficult for Japanese.

Yoshihiro Tsuneoka, one of the teachers teaching language arts, said, “I want students to obtain writing abilities by learning language arts. It is important that they can write an essay logically within a designated word count. When they become a university student, they will have more opportunities to write.”

Language arts is useful in the future when, for example, students

write a graduation thesis at university. Also, when they start working after graduating from a university, they will rarely work alone; even those who work from home communicate with others on the internet. Thus, students must have a lot of opportunities to communicate with a variety of people in society. Students who take the language arts class will be able to use the acquired skills.

One student who took this class said, “I have improved my reading ability gradually. Especially, I was able to build good structure of paragraphs. In learning paragraphs, I learned how to understand the part an author wants to stress on, and what a writer wants to say. This ability allowed me to

get higher scores on many exams, such as Eiken, TOEFL and SAT. Therefore, reading skills help me improve my Japanese and English skills.”

Why don't you learn language arts with us?

### SOKA GAKUEN TIMES

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Students work on a worksheet that improves logical expression in cooperation with each other.