

WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項					
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得				
講演者・指導者氏名(所属)	Griswold (国際部)				
実施日時	令和 7 年 4 月 16 日 10 時 35 分～ 12 時 05 分	外部講師来校日時	令和 年 月 日 時 分	来校方法	
授業名	KOA Global Studies III	受講対象		受講人数	人
実施場所	中教室	使用備品	マイク、プロジェクタ	謝礼	あり・なし
責任教員	茨木 美帆	担当教員	Griswold、片山由美子、Henry Prosack、茨木美帆		
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：茨木美帆				
目的	今年度のGSGに向けて、テーマを取り巻く事柄について知識を獲得する。				
講演・講義の概要	パンデミックの定義、パンデミックの歴史など、パンデミックをテーマにしたディスカッションを行う準備としての基本的な情報の共有				
備考・その他	オール・イングリッシュの授業である。 使用したデータはすべてGoogle Classroomに掲載し、10ヶ月生のGSGの準備に繋げる。				
実施報告					
内容	スライド、動画視聴、ディスカッションを通じたパンデミックについての基本知識の獲得				
受講者の反応	7ヶ月留学生のみの授業であるため生徒は5名しかいないが、全員積極的に授業に参加していた。				
事後指導	本日検索した情報のまとめをGoogle Classroomに提出する。				
反省・課題	基本的な情報獲得に始まった学びを、GSGにおけるディスカッションに直結する学びにスムーズに移行させる。				
記録欄	<p>10：35 パンデミックの歴史の紹介（年表を投影）</p> <p>10：53 動画『HOW PANDEMICS SPREAD』を視聴</p> <p>11：01 Deadlist Pandemics in History & Covid-19を用いながら、パンデミックが与える経済的な影響を確認</p> <p>11：07 "Dying from Covid"と"Dying with Covid"の違いについて、2つのグループに分かれてディスカッション</p> <p>11：10 ディスカッションの内容を共有</p> <p>11：13 "黒死病"について「History」「Symptoms」「Transmission」「Mortality」の4つの点から確認</p> <p>11：16 Break</p> <p>11：25 "黒死病"について「History」「Symptoms」「Transmission」「Mortality」の4つの点からの確認の続き</p> <p>11：27 "天然痘"について「History」「Symptoms」「Transmission」「Mortality」の4つの点から確認</p> <p>11：30 "スペイン風邪"について「History」「Symptoms」「Transmission」「Mortality」の4つの点から確認</p> <p>11：36 2つのグループに分かれ、"インフルエンザ"と"Covid-19"について、「History」「Symptoms」「Transmission」「Mortality」についての情報を検索</p> <p>11：51 各グループが検索した情報を共有</p> <p>12：06 終了</p>				
	報告者	茨木 美帆			

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 4 月 23 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, all in preparation for GSG and the next Disease X		
講演・講義の概要	Understanding the transmission of diseases: methods of transmission, types of transmission, and an introduction to Epidemiology		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.		
実施報告			
内容	<p>3 Main Methods of disease transmission: <u>direct</u> - person-to-person and droplets, <u>indirect</u> - fecal-oral and airborne, <u>vector</u> - fomites and insect-bite;</p> <p>Types of Transmission: airborne, respiratory, animal and insect, food and water, healthcare;</p> <p>Epidemiological Triangle: <u>host</u> - who is being affected (age, sex, race, genetics, medical history, immune status, religion, family background, etc.), <u>agent</u> - what is causing it (biologic, chemical, physical, nutrition), <u>environment</u> - where is it happening (temperature, altitude, crowding, housing/neighborhood, water/milk, food, pollution)</p> <p>Rothman's Causal Pie Introduction (tuberculosis example);</p>		
受講者の反応	All students participated actively, but the final epidemiology video might have been difficult to comprehend fully.		
事後指導	Students are to submit the notes that they took on their transmission video to Google Classroom.		
反省・課題	These initial lessons aim to build a foundation of the issues surrounding pandemics in multiple aspects. Being able to use and explain topic-specific terminology is essential to the success of GSG.		
記録欄	<p><u>10:55 Introduction Lecture to transmission, methods, and types</u> (Slides - infographic from National Geographic): To provide a basic, yet encompassing foundation to the differences between diseases</p> <p><u>11:15 Assignment: Transmission Types (video, document)</u>: To be able to understand and explain different transmission types. Each student selected a transmission type of their choice, watched an educational video provided to them about their transmission type, and took notes on a document. Students were asked to look for 1) Definitions "What does airborne transmission mean?" 2) Common Diseases for the transmission type, 3) Keywords - important vocabulary associated with the transmission type</p> <p><u>11:45 Break</u></p> <p><u>11:55 Student Presentations of Transmission Types</u>: Students presented their findings to the class for each transmission type. Mr. Griswold expanded on points and gave real-world applications to information said in student presentations</p> <p><u>12:10 Epidemiological Triangle Introduction (infographic)</u>: 3 factors - host, agent, environment (slides - infographic)</p> <p><u>12:30 Introduction to Epidemiology (video)</u>: Pausing the video periodically to explain using COVID-19 example - talking about vaccines and hesitation from getting vaccinations - causing fear and confusion in the future for Disease X, Good Information vs. Bad Information</p> <p><u>12:40 Rothman's Causal Pie Introduction (infographic)</u>: Tuberculosis Example - exposure, overcrowded areas, poor ventilation, compromised immune system, lack of access to the vaccine. Students will do something similar in the future with a different disease</p>		
	報告者	Henry Prosack	

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役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	Understanding quarantines, personal protective equipment (PPE), and other various strategies to control the spread of disease by observing their implementation, effectiveness, and impact in several past pandemics.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.			
実施報告				
内容	Using past pandemics as case studies, various methods to prevent the spread of infectious diseases and how they have changed throughout history and the development of technology were introduced. Japan was the focus of this lesson, researching about the quarantine measures Japan put in place to stop the spread of COVID-19, and its impact on education and the economy. Emphasis was also placed on how we can prepare for Disease X on a global scale. In future lessons, the students will take on the roles of other state actors, and research about their situations and preventive measures.			
受講者の反応	Students were engaged and were able to provide personal experience to the conversation of disease prevention			
事後指導	Students worked together on a Google Document and submitted it to Google Classroom			
反省・課題	These initial lessons aim to build a foundation of the issues surrounding pandemics in multiple aspects. Being able to use and explain topic-specific terminology is essential to the success of GSG.			
記録欄	<p>10:45 Introduction to Quarantines: traditional vs. modern strategies; quarantines in the past</p> <p>10:55 Assignment: Japan Quarantine Rules during COVID-19 (document): To be able to understand what the quarantine measures of Japan were and their purpose. Students worked together on a joint Google Document and submitted to Google Classroom. 1) Where did people have to quarantine? 2) Who was subject to quarantine at a secure location? Who was exempt? 3) What did Japan use to track people under quarantine? 4) What were the punishments for breaking quarantine?</p> <p>11:12 Students Share Findings: discuss Japan's case, then differences with other countries</p> <p>11:22 "From Plague Doctor to PPE" (video): Students watched video of how PPEs evolved over time</p> <p>11:30 Break</p> <p>11:40 Introduction to "Flattening the Curve": When should you wash hands according to the CDC?</p> <p>11:48 Countries facing issues with sanitation: clean water, access to basic water services, statistics on proportion of population and number of people for various country cases</p> <p>11:55 COVID-19, its impact on education, business and industry, and how we can prepare for Disease X (slides): school closures, online tools, lack of access, various psychological and social issues, employment, supply chain disruptions, increased prices, energy, tourism, agri-food industry,</p> <p>Disease Control Strategy: differences between Black Death, Smallpox, Spanish Flu, and COVID</p> <p>12:17 Class Discussion: How can we raise awareness in preparation for Disease X? TV, social media, news, app on phone</p>			
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講演・講義の概要	Understanding global and national prevention policies, the WHO and its finances, biosafety labs, vaccine development, and the risk vs. rewards from producing vaccinations quickly		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.		
実施報告			
内容	Various prevention policies were discussed in the lesson from both a national and global perspective. What the WHO is, what it does, where it gets its money from, and the different roles the WHO plays, particularly how it has to juggle the interests of member states and global health, were introduced. The overarching question of "What should we do to prepare for the next pandemic," was in the background in the discussion. Biosafety labs and their various levels were discussed, and how these labs can cause public concerns, especially looking back at past pandemic events. Finally, we looked at vaccine development, how fast the COVID vaccines were implemented, and their possible impact.		
受講者の反応	Students were actively participating, particularly at the end of class when talking about risks vs. rewards		
事後指導	Students researched about WHO top financial contributors and vaccine production. They discussed their findings in class		
反省・課題	These initial lessons aim to build a foundation of the issues surrounding pandemics in multiple aspects. Being able to use and explain topic-specific terminology is essential to the success of GSG.		
記録欄	<p>10:55 Review of Major Recent Pandemics: date, strain names, and number of deaths; illustrating that on average, every 10 years a new pandemic hits. Disease X may come within four years or so.</p> <p>11:05 Prevention Policies: Examples of what we can do to prepare for the next pandemic such as funding, organization and management, resiliency, strengthening the supply chain, improving infrastructure, community-based approaches, information dissemination, etc. were discussed.</p> <p>11:17 WHO Introduction: Goals of the WHO, inspections, collaborative efforts, and providing funding to different countries. Students asked to think about national interests in these discussions.</p> <p>11:20 Top Funders of WHO Student Research: US is withdrawing from WHO. What does this mean?</p> <p>11:30 WHO Facts and role during COVID: what the WHO does concerning pandemics, political role it is accused of playing in recent years, the International Health Regulations.</p> <p>11:45 Break</p> <p>11:55 Will Humans Create Disease X? Biosafety Labs: purposes and differences in the four levels</p> <p>12:05 (article) Biosafety Level 4 Lab Proposal in Nagasaki: talk about the positives and negatives</p> <p>12:09 (video) "Viruses that were actually lab leaks": several case scenarios of outbreaks from labs</p> <p>12:23 Vaccine Development: discussed the stages and timeframe of typical vaccine development and how that differed with COVID-19 vaccine implementation</p> <p>12:30 Student Research: 1) What are some issues that can arise from quickly producing vaccines? 2) Do the rewards outweigh the risks?</p> <p>12:40 Students Share Results: Students found that side effects, supply chain fragility, and concerns for our future health to be issues with quickly producing vaccines</p>		
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役割分担	講義 : Griswold、生徒管理 : 片山由美子、報告書 : Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Understanding the effects of vaccine development from various sources, the advantages and disadvantages of different types of vaccines and their uses, the Pandemic Treaty, cooperation, and long-term effects of COVID-19		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.		
実施報告			
内容	Students first looked into problems and solutions of rapid vaccine development from various countries. They did research and shared their findings with the class. Students looked at the different types of vaccines and their pros/cons, and presented their results to the class. Discussion on the Pandemic Treaty introduced main ideas and possible points of conflict, leading into the various ways actors can provide and receive help. Students looked into the long-term societal effects of the COVID-19 pandemic, tying back into cooperation with other actors and policymaking		
受講者の反応	Students were engaged in their research, writing down their findings in documents and sharing with the class		
事後指導	Students researched about why many countries making vaccines could be a problem, the pros/cons of different vaccines, and the long-term societal impacts of COVID-19		
反省・課題	These initial lessons aim to build a foundation of the issues surrounding pandemics in multiple aspects. Being able to use and explain topic-specific terminology is essential to the success of GSG.		
記録欄	<p><u>10:55 Student Research:</u> "What are some issues with so many countries making vaccines? Why could this be a problem? What are some solutions?" Students did individual research to answer these.</p> <p><u>11:10 Students Share Research:</u> students shared issues such as discarding unused vaccines, high cost of disposal, quality, technical, supply chain management, and money. Discussed them in detail.</p> <p><u>11:20 Student Research Vaccines:</u> Students were assigned five different vaccine types to research (viral vector, genetic, inactivated, attenuated, protein) - and to look at the pros/cons of each.</p> <p><u>11:45 Break</u></p> <p><u>11:55 Student Presentations on Different Vaccines:</u> students shared their research and a large pro/con table was made on the whiteboard</p> <p><u>12:07 Pandemic Treaty Major Points (slides):</u> sharing information, access to vaccines, self-resiliency through tech development and building production facilities, and donation of vaccines to WHO and offering more at affordable prices</p> <p><u>12:13 Cooperation (Pandemic Treaty):</u> regional, global, coerced, voluntary, involuntary - how can actors cooperate with each other? Covered kin selection, direct and indirect reciprocity, spatial selection</p> <p><u>12:25 Student Research (article posted on Google Classroom)</u> "The COVID Decade: Understanding the long-term societal impacts of COVID-19." Students chose an area of long-term societal impact, researched why it is an issue,</p> <p><u>12:34 Student Presentations:</u> shared/discussed their results</p>		
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講演・講義の概要	To understand various healthcare systems around the world, their benefits and drawbacks, areas of expertise, and their assistance. Recognize inequalities and disparities between healthcare systems both locally and internationally. Acknowledge the importance and differences between national and multilateral interests from Japan's perspective.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.			
実施報告				
内容	A small lecture on what resulted from the COVID-19 pandemic took place, providing the students with ample examples. NGOs and NPOs were introduced to showcase different key players when it comes to healthcare. Then, students were tasked to research the differences between and pros/cons of healthcare systems around the world and presented their findings to the classroom. Finally, the importance of interests for actors in a national or multilateral context was discussed. Students were asked to look into both areas in the case of Japan and share their findings in the areas of security, economy, and environment.			
受講者の反応	Students were engaged in their research, writing down their findings in documents and sharing with the class			
事後指導	Students researched different healthcare system types from differing countries and Japan's national and multilateral interests and presented both to the class.			
反省・課題	These initial lessons aim to build a foundation of the issues surrounding pandemics in multiple aspects. Being able to use and explain topic-specific terminology is essential to the success of GSG.			
記録欄	<p>10:55 Results of the COVID-19 Pandemic: how businesses and education changed, technological advancements surged, supply chain shifts, the internet,</p> <p>11:00 Differences between NGOs and NPOs: global vs. local, independent vs. incorporation, focus</p> <p>11:05 Introduction to Healthcare Options: public vs. private, National Health Insurance, Bismarck model, Beveridge Model, Mandatory Private Health Insurance, Private-Public Health Insurance</p> <p>11:12 Student Research on Healthcare Options: students were given a shared Google Document to type into, each focusing on one healthcare option, and tasked with researching on benefits, detriments, areas of expertise, provide assistance - A few countries were provided for each option.</p> <p>11:45 Break</p> <p>11:55 Student Presentations on Healthcare Options: Students shared their findings with the class, with step-by-step breakdown with examples from the teacher for each major key point to help the students with comprehension and understanding.</p> <p>12:24 Discussion on Interests of Actors: multilateral interests vs. national interests, with the emphasis and importance of national interests when playing an actor in GSG.</p> <p>12:28 Student Research - Japan's national/multilateral interests: Students were split into two groups and were tasked to look into Japan's interests and present to the class. Areas of focus were security, economy, and the environment.</p> <p>12:39 Student Presentations on Japan's interests: Students shared their findings with the class, with explanation from the instructor.</p>			
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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 6 月 4 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分 来校方法
授業名	KOA Global Studies III	受講対象	受講人数 人
実施場所	中教室	使用備品	computer, projector 謝礼 あり・なし
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Through simulation and roleplay, students are immersed in different scenarios of an outbreak of an unknown disease, starting small in a hospital and getting bigger with imaginary nation states (associated with actual countries) with multiple national and international factors to consider. Students were asked to make policies.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.		
実施報告			
内容	Students were tasked with finding ways to protect their hospital staff from an unknown potential outbreak. Students were further asked to provide reasons for their preventative measures. Then, students were asked to expand to a more global scale and think of measures that the World Health Organization can take for an outbreak in several countries. Students addressed several answers based on the countries they were assigned as these answers would vary based on different circumstances.		
受講者の反応	Students were engaged in their research, writing down their findings in documents and sharing with the class		
事後指導	Students researched about different methods of protecting hospital staff of an outbreak in a hospital, and answered various policymaking questions		
反省・課題	This lesson was the first in a series of lessons to introduce the students to roleplaying different scenarios and connect it to real world applications.		
記録欄	<p>10:55 Talk about KUAS Skills (茨木)</p> <p>10:57 Mini Simulations - Hospital Scenario: Students are workers inside a hospital. A patient comes in the morning showing symptoms (fever, cough, shortness of breath), lunchtime - another patient with similar symptoms arrives. In the evening, 50 patients have similar symptoms. All tested negative for influenza, norovirus, and covid-19. Students asked the question and answer together in a joint document, "What can the hospital do to protect its staff, doctors, nurses, patients, and people with the unknown illness?"</p> <p>11:12 Assessment of Student Findings and Providing Reasoning: Student answers were analyzed and students were further required to provide reasoning for their answers.</p> <p>11:25 Mini Simulations: Nation States: On an imaginary map, each student was assigned a country. Two countries have cases of a new disease with a timeline of 1st case, 1st hospital case, and when it was reported to the World Health Organization. Students are asked the questions, "What should the WHO recommend?" / "Where do you think the outbreak started? Why?"</p> <p>11:45 Break, 11:55 Continuation of Simulation/Student Research:</p> <p>12:08 Students Share and Discuss Results:</p> <p>12:27 Student Research: "How do we balance equity against efficiency?" / "How do we define need?" / "How can we rapidly create infrastructure?" Students are provided with two options; Vaccines are provided to countries with the greatest need OR countries with infrastructure should be provided with the vaccine.</p> <p>12:37 Class Discussion on Results:</p>		
	報告者	Henry Prosack	

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実施要項				
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講演者・指導者氏名(所属)	Jacob Griswold (国際部)			
実施日時	令和 7 年 6 月 18 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分	来校方法
授業名	KOA Global Studies III	受講対象		受講人数 人
実施場所	中教室	使用備品	computer, projector	謝礼 あり・なし
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆	
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	Through using a case study of the security crisis between Russia and Ukraine in the early 1990s, students are tasked to put themselves in the shoes of policymakers in the United States National Security Council (NSC) and think about what would be the best option for the US to take. This "Mini Mini" GSG will help students gain perspective in future lessons.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.			
実施報告				
内容	Students were introduced to the 1993 Ukraine/Russia nuclear weapon situation through a brief background article. Through leading questions, students were asked to think of the different Ukrainian/Russian/American perspectives regarding the issues at hand. An allegory of a student's (Ukraine) personal belonging (nuclear weapons) that the teacher (Russia/US) doesn't want it in the classroom was used to explain basic options and negotiations. Students were tasked to answer what do they (USNSC) need to consider before negotiating with other countries and the pros and cons of each option for the NSC. Finally, the students discussed what actually happened.			
受講者の反応	Students were engaged in their research, writing down their findings in documents and sharing with the class			
事後指導	Students read background information on the Ukraine case, discussed the different interests of actors and options they could take, and the pros/cons of those options. Written Assignment.			
反省・課題	This lesson was the first in a series of lessons to introduce the students to roleplaying the security situation in Ukraine in 1993, policymaking and negotiating, and connecting it to current global issues.			
記録欄	<p>10:55 Mini Mini GSG Introduction: Students introduced to a paper copy of "Council on Foreign Relations (CFR) Education Model Diplomacy Pop-Up Case: Negotiating Ukrainian Security in 1993"</p> <p>11:00 Student Reading and Analysis 1: Students do an intial reading of the article</p> <p>11:10 Teacher Check-in: What actors are involved? What is the situation?</p> <p>11:15 Student Reading and Analysis 2: Students seek out issues for each country involved (Soviet Union/Russia, Ukraine, US and their reasonings</p> <p>11:20 Class Discussion: "What are some concerns for the US/Russia/Ukraine?" Discussion about Russian nuclear weapons in the new government of Ukraine and the problems that this posed. The personal belonging in the classroom allegory was used. Introduction to what options NSC could take. Roleplaying as the US, what decisions can the United States make to protect its interests?</p> <p>11:35 Japanese Explanation and Comprehension Check (茨木): merits and demerits of options</p> <p>11:45 Break</p> <p>11:55 Group Work/Assignment: Students worked as a group to discuss the NSC options provided on the article. "What do we need to think about/consider before we start talking to the other countries?" "What are the pros and cons of each option?" Students write their answers on a Google Classroom Assignment in preparation to discuss.</p> <p>12:15 Class Discussion on Question 1: What does the US want? What actually happened? Pros/Cons</p> <p>12:24 Student Assignment: "What are the pros and cons of each option?"</p> <p>12:37 Class Discussion on Question 2: Students were tasked to finish the assignment for HW.</p>			
	報告者	Henry Prosack		

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	茨木 美帆 (未来教育部)		
実施日時	令和 7 年 6 月 25 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	片山由美子、Henry Prosack、茨木美帆
役割分担	講義：茨木美帆、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Through using a case study of the security crisis between Russia and Ukraine in the early 1990s, students are tasked to put themselves in the shoes of policymakers of either the United States, Russia, and Ukraine in 1993 or 2025 and think of the pros/cons of different policy options. Then, a "Mini Mini" Negotiation between actors took place.		
備考・その他	This class was conducted in Japanese in order to confirm understanding about the intricacies of the Ukraine situation and policymaking options actors had/have. Students were tasked to conduct their own research and to think critically. All information was posted on Google Classroom for students to access anytime and to help prepare the 10-month-old students for GSG.		
実施報告			
内容	Students reviewed the Ukraine/Russia/US security case in 1993, confirming the positions of the actors involved. Discussion of the merits and demerits of several policy options that the National Security Council of the US took place. A mini simulation where students play as actors and in different time periods was introduced. Students were tasked to research about the situation and policy options for their actors in their respective time period (1993 / 2025). Then, students met within their actor and discussed various options for negotiations. Negotiations between actors took place and students acted in their first Mini Mini GSG simulation.		
受講者の反応	Students were very engaged and had fun in negotiating with each other. Students strongly represented their actors.		
事後指導	Students discussed the different interests of actors and the pros/cons of options they could take. Students engaged in negotiations with other actors and considered various routes for collaboration.		
反省・課題	This lesson was the second in a series of lessons to introduce the students to roleplaying the security situation in Ukraine in 1993, policymaking and negotiating, and connecting it to current global issues.		
記録欄	<p><u>10:55 Ukraine Pop-up Case Review:</u> Teacher and students review and analyze the Ukrainian security issue in 1993, confirming the different viewpoints of the actors involved</p> <p><u>11:12 Mini Mini GSG Simulation - Past and Future:</u> three students tasked to play the US, Ukraine, and Russia in 1993, and two students tasked to play the actors in the present day. An explanation of how this simulation is connected to GSG was given. Students chose which actor in which time period they wanted to play.</p> <p><u>11:25 Student Research:</u> Students researched their actor's positions in their respective time periods. Students asked questions about different policies their actor could take.</p> <p><u>11:45 Break:</u></p> <p><u>11:55 "Mini Mini GSG" Negotiations within actors:</u> Students met with their own actor counterpart in a different time period and discussed what options they could take in negotiations with other actors.</p> <p><u>12:10 Negotiations between Actors:</u> Students participated in their first negotiation as representatives of different actors. Students continued to plan within their own actor groups or negotiate with other actors. Students stayed firm and performed well as their own actors. A common pattern seen was the US actor acting as a mediator between the Russian and Ukrainian actors. Only until toward the very end did Ukraine and Russia directly communicate with each other.</p> <p><u>12:55 Result:</u> Students are tasked to make their final decisions and present their policies to the 10 month students at the beginning of class in two weeks' time.</p>		
			報告者
	Henry Prosack		

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実施要項				
演題・講義内容	2026 Global Simulation Gaming に向けた知識の獲得			
講演者・指導者氏名(所属)	Jacob Griswold, 茨木美帆 (国際部)			
実施日時	令和 7 年 7 月 16 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分	来校方法
授業名	KOA Global Studies III	受講対象		受講人数 人
実施場所	中教室	使用備品	computer, projector	謝礼 あり・なし
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆	
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	By reading an article that looks at the long-term societal impacts of COVID-19, students researched more into why the information is important and how it will help/hurt the future. Students then were introduced to what Global Simulation Gaming entails, and began the process of choosing their actors.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.			
実施報告				
内容	Students researched and discussed long-term effects of COVID-19 in areas such as health and well-being, communities, culture and belonging, and knowledge, employment and skills. The later half of the class discussed GSG, the schedule, important deadline dates and assignments, reviewing the GSG Guidelines, and showing various videos of previous GSGs to give context. Finally, students began the process of choosing which actor they want to play and writing reasons why.			
受講者の反応	Students were engaged in their research, writing down their findings in documents and sharing with the class			
事後指導	Students read an article about the long-term impacts of COVID, and conducted research and shared with the class their findings. Students began the process of selecting their GSG actor.			
反省・課題	The first part of this lesson was an introduction to pandemics, particularly COVID-19, for the ten month students. The second part introduced students to GSG - and they were able to choose their actors.			
記録欄	<p><u>10:55 Article Introduction:</u> "The COVID decade: understanding the long-term societal impacts of COVID-19." Pandemics and COVID were briefly reintroduced for the 10 month students.</p> <p><u>11:00 Student Research:</u> Students separated into groups, then researched one of the long-term societal impacts discussed in the article. Defining terms, noting important background information, writing the important information, and answering the following questions - why is it important? How will it help? How will it hurt?"</p> <p><u>11:30 Class Discussion and Analysis:</u> Students shared their results with the class and did analysis.</p> <p><u>11:45 BREAK</u></p> <p><u>11:55 Continued Class Discussion:</u></p> <p><u>12:03 GSG Schedule (茨木):</u> Discussed the most important deadlines and dates that students should know - Introduced the other participating schools, what the GSG Guidance Video is, the Kick-off Meeting and what students should do to prepare, actor presentation handouts (resume), actor presentations (video), the process of making operative clauses, Mini GSG negotiations, making amendments, and the basics of the full GSG in January.</p> <p><u>12:23 GSG Videos (茨木):</u> Introduced GSG via a video from a past conference. Explained what the end goal of Global Simulation Gaming is. Walked through the process of the plenary session, providing play-by-play analysis of what is happening and for what reason.</p> <p>Showcasing good examples of actor introductions, what the purpose/role of the media is at GSG.</p> <p><u>12:33 GSG Actor Selection (茨木):</u> Posted Google Form where students can choose their preferred actors and why they want to play that actor, announced actor leaders (4 students).</p>			
	報告者	Henry Prosack		

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実施要項			
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講演者・指導者氏名(所属)	Jacob Griswold, 茨木美帆 (国際部)		
実施日時	令和 7 年 8 月 27 日 10 時 55 分～ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆
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目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Students gathered into their own individual actor groups based on the results of an online survey they conducted over the summer break. This lesson was a continuation to the topic of pandemics from the previous lesson. Students began research on their own actors.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	This lesson consisted of students working together in their newly formed actor groups, discussing the topic of pandemics. Quarantines, Direct vs. Indirect contact, transmission, and negative effects of the pandemic were the main topics that were covered. An emphasis was put on what particular areas students could focus on when thinking of formulating policy. After the break, each actor group was asked to begin initial research on their actors and what people the students could play as for the gaming.		
受講者の反応	Discussions were serious and on-topic, students talked at length about pandemics and shared their thoughts.		
事後指導	Students worked in their new actor groups and talked about pandemics and its various aspects. Students also began initial research on their actors and are required to submit a Google Form for HW.		
反省・課題	The first part of this lesson was a continuation of the introduction to pandemics. Students researched their new actors within their groups.		
記録欄	<p><u>10:55 Announcement of Actor Groups:</u> Students moved into their actor groups</p> <p><u>11:05 Introduction to Pandemics:</u> Classroom discussion about pandemics, what is COVID-19, transmission, what kinds of measures Japan/the world took during COVID-19</p> <p><u>11:20 Group/Class Discussions:</u> "What should the punishments be for breaking quarantine?" Students talked in groups and then shared their answers with the class</p> <p><u>11:28 Group/Class Discussion:</u> "What are some negative effects of the COVID-19 pandemic?"</p> <p><u>11:40 Policy-making Areas:</u> Giving case examples of what areas actors can look into to make future policy in preparation for the next pandemic.</p> <p><u>11:45 BREAK</u></p> <p><u>11:55 GSG Schedule and Key Milestones:</u> Reviewed the schedule of GSG - with a brief outline of what happens, expectations, key assignments, etc.</p> <p><u>12:05 Actor Roles - Google Classroom Assignment:</u> Students researched their actor and who the key members are (Head of State, Minister of Finance, Minister of Health and Welfare, Minister of Foreign Affairs) and decided and submitted on Google Classroom who each student would play in GSG. Students then conducted initial research about their actors. The media actor decided on which media organization they wanted to portray.</p>		
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実施日時	令和 7 年 9 月 3 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分 来校方法
授業名	KOA Global Studies III	受講対象	受講人数 人
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責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆
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講演・講義の概要	Students gathered into their own individual actor groups and began preparations for their actor introductions at the online Kick-Off meeting at the end of the month.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Students began brainstorming, planning, and creating their actor introductions for the Kick-off meeting. This included more research into their actors, and discussing what information they would like to convey to the other participants of GSG.		
受講者の反応	Students worked hard together to plan their actor introductions		
事後指導	Students worked in their new actor groups and talked about what to do, what to say, and how to convey and introduce their actor at the Kick-off meeting		
反省・課題	Students researched their new actors within their groups and prepared their scripts		
記録欄	<p><u>10:55 Actor Introductions Talk and Video:</u> Teachers discussed the Kick-Off meeting, its goals, and expectations of each actor group. After student feedback of what they thought they should do, several actor introductions from last year's meeting were played to give students a good idea of what to expect. After the video, students were given the opions to make either a video, a powerpoint presentation, or a live discussion as their main delivery method for their introductions.</p> <p><u>11:25 Actor Discussions:</u> Students discussed within their actors, brainstorming ideas for their actor introductions</p> <p><u>11:35 Check-in:</u> Checked in with each group on current ideas, providing feedback</p> <p><u>11:40 Continued Discussions:</u> Actor groups continued their planning.</p> <p><u>11:45 BREAK</u></p> <p><u>11:55 Teacher Advice:</u> Students were advised to make a script - what they want to say, how they want to say it, and think about timing (60-90 seconds).</p> <p><u>11:57 Continue Actor Introductions Prep:</u> students continued planning in their actor groups</p>		
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演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得			
講演者・指導者氏名(所属)	Jacob Griswold, 茨木美帆 (国際部)			
実施日時	令和 7 年 9 月 10 日 10 時 35 分 ~ 12 時 05 分	外部講師来校日時	令和 年 月 日 時 分	来校方法
授業名	KOA Global Studies III	受講対象		受講人数
実施場所	中教室	使用備品	computer, projector	謝礼
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆	
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	Students gathered into their own individual actor groups and continued preparations for their actor introductions at the online Kick-Off meeting at the end of the month. Realistically, today is the final class period to prepare for the meeting due to no classes next week because of School Festival.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.			
実施報告				
内容	Students continued brainstorming, planning, and creating their actor introductions for the Kick-off meeting. This included more research into their actors, discussing what information they would like to convey to the other participants of GSG, filming some videos segments for their introductions, and working on their final product.			
受講者の反応	Students worked hard together to plan and prepare their actor introductions			
事後指導	Students worked in their new actor groups and talked about what to do, what to say, and how to convey and introduce their actor at the Kick-off meeting. Then, they took action to complete those preparations.			
反省・課題	Students researched their new actors within their groups and prepared their scripts and introductions.			
記録欄	<p>40 minute lessons today</p> <p><u>10:35 Admin:</u> Students changed their Google Classroom names of newly created gmail accounts to their respective actors and people they will be playing. This protects the privacy of participants as well as makes communication between actors smoother. Once completed, students worked on their actor introductions</p> <p><u>11:00 Actor Introductions Preparation:</u> Students continued their work</p> <p><u>11:15 BREAK</u></p> <p><u>11:25 Actor Introductions Preparation Continued:</u> Students continued working on their introductions, scripts, etc. Many groups began filming sections for their video introductions in various parts of the school. There is only one more day of classes before the Kick-off Meeting, and the classes are on the same day. Significant headway was made in today's lessons.</p>			
	報告者	Henry Prosack		

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項				
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得			
講演者・指導者氏名(所属)	Jacob Griswold, 茨木美帆 (国際部)			
実施日時	令和 7 年 9 月 24 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分	来校方法
授業名	KOA Global Studies III	受講対象		受講人数
実施場所	中教室	使用備品	computer, projector	謝礼
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆	
役割分担	講義 : Griswold、生徒管理 : 片山由美子、報告書 : Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	Students gathered into their own individual actor groups and continued preparations for their actor introductions at the online Kick-Off meeting in the evening.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.			
実施報告				
内容	Students finalized their actor introductions and conducted a trial run on Zoom in preparation for the Kick-off Meeting this evening.			
受講者の反応	Students worked hard together to plan and prepare their actor introductions			
事後指導	Students worked in their new actor groups and talked about what to do, what to say, and how to convey and introduce their actor at the Kick-off meeting. Then, they took action to complete those preparations.			
反省・課題	Students finalized their scripts and introductions.			
記録欄	<p>10:55 Kick-off Meeting Talk: Went over expectations for the kick-off meeting this evening</p> <p>11:02 Actor Introductions Preparations: Students prepared by practicing their speeches, filming video segments, etc.</p> <p>11:45 BREAK</p> <p>11:55 Preparation:</p> <p>12:00 Zoom Test Run: test run for actor introductions, how to properly present their videos on the zoom call, and other technical checks.</p>			
	報告者	Henry Prosack		

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming のActor Presentationに必要な視点の獲得		
講演者・指導者氏名(所属)	宮口 貴彰 先生 (関西大学)		
実施日時	令和 7 年 10 月 1 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 7 年 10 月 1 日 10 時 55 分
		来校方法	自家用車
授業名	KOA Global Studies III	受講対象	
		受講人数	29 人
実施場所	中教室	使用備品	マイク、プロジェクタ
		謝礼	あり・なし
責任教員	茨木 美帆	担当教員	廣藤啓二、Laurence Denes、片山由美子、茨木美帆
役割分担	講義：Griswold、生徒管理：片山由美子、報告書：茨木美帆		
目的	Actor Presentationに向けてGSGに取り組むアティテュードを確認し、各アクターが持つべき視点を獲得する		
講演・講義の概要	パンデミックの定義、パンデミックの歴史など、パンデミックをテーマにしたディスカッションを行う準備としての基本的な情報の共有		
備考・その他	オール・イングリッシュの授業である。		
実施報告			
内容	<ul style="list-style-type: none"> ・ GSGの始まりと、それに取り組む際に必要な姿勢 ・ 留意すべき、さまざまな視点について確認 ・ アクター毎にGamingの中で何を目指し、どのアクターと協働し、何について妥協できるのかについて確認 		
受講者の反応			
事後指導	本日の学びの内容をActor Presentationに落とし込む。		
反省・課題	GSG本番に向けて、更なる調査と知識の獲得による方針の確立、加えて俊敏性が求められる。		
記録欄	<p>10 : 55 導入 GSGの始まりとそれに臨む際に必要なアティテュードについて</p> <p>10 : 53 Summary/Takesaway : Health Inequality, Delayed Information/Politicization, Socio-economic Impact,</p> <p style="padding-left: 40px;">Takeaway: Pandemic = Not only medical, but also International cooperarion system</p> <p>11 : 20 Key Siscussion Points : WHO's role, Pandemic Treaty, Vaccine Inequality, Global Governance, Environment & Disease, Message: Pandemic = conflicting priorities among actors</p> <p>11 : 40</p> <p>6つのグループに分かれ、それぞれが割り当てられたアクター（アメリカ系先進国、ヨーロッパ系先進国、発展途上国、UN、NGO、Company）の立場で行うグループディスカッションを指示する。各グループには、各アクターにとって重要な項目のカードが与えられる</p> <p>11 : 45 Break</p> <p>11 : 55 Break前の指示に従って、ディスカッションを開始。ディスカッションのテーマは以下のとおり：</p> <p style="padding-left: 40px;">"What is your top priority?" "What do you demand from others?" "What can you compromise?"</p> <p>12 : 10 ディスカッションの成果をシェアする</p> <p style="padding-left: 40px;">出てきた成果に対して、宮口先生が質問およびコメントされる。質問については、シェアした生徒が回答しなければ</p>		
	報告者	茨木 美帆	

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 10 月 8 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes, Mr. Hirofuji, Ian Wilson
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Students are working within a limited timeframe to research and complete their actor presentation handouts that provide a solid background of their actors' policies for others to read as well as preparing for their filmed presentations in the coming weeks.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Students continued working on their actor presentation handouts, researching their policies, and preparing their scripts and slideshows for their filmed actor presentations in the coming weeks. For state actor groups, students looked at the political system of their actor and its history since 1945, its domestic situation and problems, its major challenges during COVID-19 and its contributions to the international community, its national policy on pandemic preparation, and its planned policies during GSG. UN and NGOs focused additionally on the purpose of the organization. Enterprises additionally focus on finances and the business aspects.		
受講者の反応	Students worked hard together to research and write their actor presentation handouts (background)		
事後指導	Students were helped by prompting them with questions and encouraging them to pursue different avenues, either broadening their research scope or making it more specific.		
反省・課題			
記録欄	<p><u>10:55 Reaffirmation of Deadlines:</u> put into perspective the limited time the students have to complete their actor presentation handouts and their filmed presentations</p> <p><u>11:00 Introductions of Additional Teachers:</u> New teachers for the term passed on their expectations and wisdom to the students regarding GSG</p> <p><u>11:07 Students start Group Work:</u> Students gathered into their actor groups and worked on their actor presentation handouts.</p> <p><u>11:45 BREAK</u></p> <p><u>11:55 Students Continued Work on Actor Presentation Handouts:</u></p>		
	報告者	Henry Prosack	

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 10 月 22 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes, Ian Wilson, Mr. Hirofuji
役割分担	講義 : Jacob Griswold、生徒管理 : 片山由美子、報告書 : Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Students are working within a limited timeframe to research and complete their actor presentation handouts that provide a solid background of their actors' policies for others to read as well as preparing for their filmed presentations in the coming weeks.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Students continued working on their actor presentation handouts, researching their policies, and preparing their scripts and slideshows for their filmed actor presentations in the coming weeks. For state actor groups, students looked at the political system of their actor and its history since 1945, its domestic situation and problems, its major challenges during COVID-19 and its contributions to the international community, its national policy on pandemic preparation, and its planned policies during GSG. UN and NGOs focused additionally on the purpose of the organization. Enterprises additionally focus on finances and the business aspects.		
受講者の反応	Students worked hard together to research and write their actor presentation handouts (background)		
事後指導	Students consulted with teacher advisors regarding their actor, their policies, and where to look for information.		
反省・課題			
記録欄	<p><u>10:55 Working on Actor Presentation Handouts:</u> Actor groups continued to write and fill in their actor presentation handouts (backgrounds), diving into their history, domestic issues, COVID-19, and future policy plans for pandemics. Each group was assigned a teacher advisor to assist in the duration of GSG.</p> <p><u>10:45 BREAK</u></p> <p><u>11:55 Continuation of Actor Presentation Handouts:</u></p> <p><u>12:15 Explanation of Actor Presentation Videos:</u> Expectations were set for what actors should focus on in their actor presentations. The video length is limited to 5 minutes, so it is vital that the information that the students are presenting is important for others. Topic areas such as basic actor information, domestic situation, domestic COVID-19 challenges, contributions during COVID-19, pandemic preparation, and their policy for GSG</p> <p><u>12:20 Continue Actor Presentation Handouts:</u></p> <p><u>12:35 Previous GSG Actor Presentation Video:</u> A presentation video from last year was posted on Google Classroom for students to get a better idea and understanding of the purpose of the Actor Presentation Video. Students were asked to watch the video on their own time and try to improve upon it and make an even better presentation.</p>		
	報告者	Henry Prosack	

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 11 月 05 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes, Ian Wilson, Mr. Hirofuji
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	In the first period, students made final preparations to their slideshow and scripts for their actor presentation video filming. Several actor presentations were filmed in the second period with a question and answer period.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Students solidified their scripts and slides for their actor presentations. In the second lesson, students focused on preparing questions for the two presenting countries France and Germany. The two countries presented their slides and fielded questions, which were filmed for the purpose of sharing with partner schools on Google Classroom at a later date. The remaining actors will film their presentations and field questions next week.		
受講者の反応	Students worked hard together to research and write their actor presentations (slideshow)		
事後指導	Students consulted with teacher advisors regarding their actor, their policies, where to look for information, and what to present on in their presentations		
反省・課題	More class time could be given to groups to prepare for their actor presentations (slideshow). Many groups were not finished with slides, and little time was designated to practice for the presentations. The quality of questions and answers from all groups was impressive.		
記録欄	<p><u>10:55 Working on Actor Presentation Slides and Scripts:</u> Students worked in groups, using their actor handouts as a basis for their presentation scripts. Students worked on presentation slides. Work was periodically checked with teacher advisors.</p> <p><u>11:13 JISNAS-FAO Joint Seminar Online Explanation:</u> Encouraging students to join the seminar discussing human, animal, and environmental health, particularly in the case of pandemics (茨木)</p> <p><u>11:18 Continuation of Actor Presentation Prep:</u></p> <p>11:45 BREAK</p> <p><u>11:55 Presentation Prep / Question Preparation:</u> Actors continued preparing for presentations, and also prepared questions for the France and Germany presentations later in the period.</p> <p><u>12:20 Presentations (France / Germany):</u> Each actor gave a 5 minute slide presentation with time allotted afterward for questions and answers from other actors present.</p>		
	報告者	Henry Prosack	

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 11 月 12 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes, Ian Wilson, Mr. Hirofuji
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Groups gave their actor presentations in front of the class and answered questions. The presentations were filmed to be uploaded later on Google Classrooms for other partners schools.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	The remaining countries presented their slides and fielded questions, which were filmed for the purpose of sharing with partner schools on Google Classroom later today.		
受講者の反応	Students engaged in presentations and asking/answering questions about each actor's policies.		
事後指導	Students were instructed on how to address other actors professionally, especially when asking and answering questions.		
反省・課題	All groups were ready to go with finished scripts and well-made slides. Most students had clear speech in their presentations.		
記録欄	<p><u>10:55 Rundown of Today's Lessons:</u> Prepped students with expectations of today's lessons, how to politely address other actors when asking questions, etc.</p> <p><u>11:00 Presentations (India / China / Doctors Without Borders / South Africa / World Health Organization):</u> Each actor gave a 5 minute slide presentation with time allotted afterward for questions and answers from other actors present.</p> <p><u>11:45 Break</u></p> <p><u>11:55 Continued Filming:</u> The final groups presented. Some groups refilmed due to technical difficulties.</p>		
	報告者	Henry Prosack	

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 11 月 19 日 10 時 45 分 ~ 12 時 25 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes、Ian Wilson、Mr. Hirofuji
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Groups began watching and researching other actor presentation videos from other partner schools. They took notes, devised questions, and came up with questions to ask in their intial email communications with other actors. The goal is to set the foundation for future negotiations between actors at Mini GSG and Full GSG.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Groups were asked to make joint Google Documents and share amongst their members and teacher advisors. From this document, students can take notes on other actors on important points they want to address in negotiations. Actors were given the two class periods to research about other actors and plan for their first emails with other partner schools and future negotiations. Some students each watched actor videos individually, or watched together and discussed amongst each other with regards to planning. The media actor (BBC) made intial rounds of interviews of KUAS actors and began creating a newspaper article. Actors began drafting and sending emails to other actors.		
受講者の反応	Students were focused in researching and planning. Students began negotiations between KUAS actors as well.		
事後指導	Students were instructed on how to prepare for negotiations and ask questions to other actors.		
反省・課題	Students knew what they needed to do. Next week will focus more on preparing for Mini GSG, and drafting operative clauses. For future classes, more specific instruction on how to utilize the information they discovered is needed. The biggest obstacle is the slow timing of email communications with partner schools.		
記録欄	<p><u>10:45 Rundown of Today's Lessons:</u> Prepped students with expectations of today's lessons, how to research other actors' videos and policies, how to draft questions for future email communications and negotiations, etc.</p> <p><u>10:50 Actor Research and Email Communication:</u> Each actor watched actor presentation videos, took notes, devised future questions to ask in email communications with the purpose of starting negotiations in preparation for Mini GSG in December.</p> <p><u>11:30 Break</u></p> <p><u>11:40 Continuation:</u> A few actors sent emails to partner schools asking questions and beginning negotiations. Some actors also began negotiating and planning with other KUAS actors as well.</p>		
			
			報告者 Henry Prosack

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 11 月 26 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、Henry Prosack、茨木美帆、Lawrence Denes、Ian Wilson、Mr. Hirofuji
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Groups continued to contact actors and respond to inquiries when setting up negotiations for the upcoming Mini GSG. In the second lesson, groups drafted tentative operative clauses for the draft resolution and prepared for bloc negotiations at Mini GSG.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	<p>Groups were asked to continue their question and answers through email with partner schools.</p> <p>Groups participated in negotiations with other KUAS actors.</p> <p>In the second lesson, students were asked to draft operative clauses for the draft resolution at GSG. Additionally, bloc leaders began to coordinate their blocs in preparation for Mini GSG.</p>		
受講者の反応	Students were focused in negotiating with other actors. Most students are taking their roles seriously as actors.		
事後指導	Students were instructed on how to write their operative clauses and prepare for bloc negotiations at Mini GSG in December.		
反省・課題	Communicating via email with partner schools proved to be difficult, as there were no response from emails sent last week. However, KUAS actor-to-actor negotiations were well underway, with a few outstanding delegates. However, discussions between actors were entirely in Japanese. Mini GSG and Full GSG will require students to communicate in English for both oral and written forms.		
記録欄	<p><u>10:55 Rundown of Today's Lessons:</u> Prepped students with expectations of today's lessons, how to research other actors' videos and policies, how to draft questions for future email communications and negotiations, etc.</p> <p><u>10:58 Continue Negotiations:</u> Actors continued their communications/negotiations with other actors</p> <p><u>11:05 BBC News Article One:</u> Uploaded to Google Classroom</p> <p><u>11:45 BREAK</u></p> <p><u>11:55 Operative Clauses Introduction:</u> set expectations and provided examples for what an operative clause looks like, what actionable solutions could be, and the formalized language used when writing operative clauses</p> <p><u>12:02 Operative Clauses:</u> Actors began writing their operative clauses, receiving help from their teacher advisors. During this time, groups also continued their negotiations with other actors.</p>		
	報告者	Henry Prosack	

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実施要項					
演題・講義内容	2026 Global Simulation Gaming に向けた知識の獲得				
講演者・指導者氏名(所属)	北島千佳 (Guest Speaker)				
実施日時	令和 8 年 1 月 21 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分	来校方法	
授業名	KOA Global Studies III	受講対象		受講人数	人
実施場所	中教室	使用備品	computer, projector	謝礼	あり・なし
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、茨木美帆、Henry Prosack、Lawrence Denes、竹村、Ian Wilson、Mr. Hirofuji		
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack				
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG				
講演・講義の概要	The guest speaker covered several areas pertaining to vaccines, benefits, drawbacks, and issues that arose from the COVID-19 pandemic.				
備考・その他	The class is conducted primarily in Japanese with some English discussion. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically after the lesson to ensure that the data presented was properly used during the official GSG day.				
実施報告					
内容	Throughout the guest speaker's presentation, students discussed how the information directly connecting to their countries actors and what areas they could benefit from and areas where they needed to improve.				
受講者の反応	Students took notes and discussed how they would improve their agreements and treaties during future discussions.				
事後指導	Students were instructed on how to overcome the difficulties facing countries in procuring vaccines. Including different ways that they could combat issues facing developing countries.				
反省・課題	The knowing that the agreements and treaties that were being discussed with fellow countries were the major part of the official GSG helped students focus on key issues that would hinder the globe's ability to fight Disease X. This would help actors establish positions regarding each treaty and agreement created by other actors, and allow a more engaging plenary session at GSG.				
記録欄	<p>12:00 Guest speaker covered topics in her presentation pertaining to vaccine distribution during COVID-19, countries distributing and creating vaccines, benefits of a global vaccine distribution system, areas of concerns, cost, issues that could arise if vaccines are not created at a rapid pace, and how a gap between developed and developing countries could prolong a pandemic.</p> <p>13:30 Students were given an exit ticket to include the information covered with future and current treaties and agreements.</p>				
	報告者	Henry Prosack			

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WWLコンソーシアム構築支援事業 実施プログラムの概要並びに実施報告書 【様式1】

実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 12 月 10 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、茨木美帆, Henry Prosack, Lawrence Denes, Ian Wilson, Mr. Hirofuji
役割分担	講義 : Jacob Griswold、生徒管理 : 片山由美子、報告書 : Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Groups prepared for online Mini GSG this coming weekend (12/13).		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Actors prepared for the various interactor negotiations and bloc negotiations that are to take place at Mini GSG. Groups continued to be in contact with other KUAS actors and partner school actors through email. Actors began drafting treaties and agreements to discuss. Actors researched more into their blocs and the roles they played in COVID-19 and what roles they will play in a future pandemic. Actors thought about what they need, what other actors have to offer, and how they can work together. Additional information was posted regarding last week's special guest presenter, Dr. Chika Kitajima to help students better conceptualize COVID-19, Gavi, and WHO.		
受講者の反応	Students were focused in negotiating with other actors. Most students are taking their roles seriously as actors.		
事後指導	Students were instructed on the expectations of Mini GSG, and how to perform successfully.		
反省・課題			
記録欄	<p>Resources sent by Dr. Chika Kitajima that were given for students to use:</p> <p>Lessons learned from COVID-19 that were applied to the Pandemic Convention: https://www.ide.go.jp/Japanese/IDESquare/Column/ISQ000020/ISQ000020_007.html</p> <p>Interview with the Executive Director of Gavi: https://www.asahi.com/withplanet/article/15565514</p> <p>Article claiming that China is filling the gap left by the US regarding the WHO: https://jp.reuters.com/world/china/AQV6VHTBYJKALIK2YVUPAXID74-2025-05-20/</p> <p>Resources provided to students to prepare for Mini GSG:</p> <ul style="list-style-type: none"> - GSG Budget - money that actors can use for GSG, with regards to specific areas like health, social protection, defense, education, or imports - based on their GDP or revenue - Last Year's Resolution - Last Year's Bloc Joint Statements 		
	報告者	Henry Prosack	

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 12 月 13 日 12 時 55 分 ~ 16 時 15 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、茨木美帆、Henry Prosack, Ian Wilson
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Mini GSG: KUAS HS and partner school actors met on Zoom and interacted in various ways to solve the question, "How can we prepare for the next pandemic?"		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	Participants met on Zoom. In the opening ceremony, Mr. Griswold went through in detail on the logisitcs of Mini GSG, its objectives, and provided resources so that students can succeed. Then, students broke out into their individual Google Meets and conducted negotiations with other actors bilaterally and multilaterally. Groups were free to contact other groups, and many discussions were had. Actors then met in their respective bloc negotiations and began drafting a joint statement that all parties can agree to. Actors tried to gain support for treaties and agreements that they have begun writing.		
受講者の反応	Students were focused in negotiating with other actors. It was a very successul Mini GSG.		
事後指導	Students were instructed on the expectations of Mini GSG, and how to perform successfully.		
反省・課題	Several teachers felt that the opening ceremony to Mini GSG took away too much time that students could utilize in their negotiations. Also, using only Zoom for Mini GSG could eliminate several technological issues groups experienced when contacting other actors.		
記録欄	<p>Each actor was given their own designated actor Google Classroom in which all participants could join their respective Google Meets and communicate with that particular actor. This allowed for countless bilateral and multilateral discussions to take place.</p> <p>Multilateral Bloc Negotiations: For this year's GSG, we have four blocs that actors are a part of and have a voice in; G7, G77+China, BRICS+, and a Humanitarian Bloc. Each bloc had a lead actor from KUAS that conducted the bloc meetings. In these meetings, actors discussed what issues are important to them and the bloc as a whole, attempting to draft a joint bloc statement in which all participating actors in the bloc can agree to fully. This was the first official bloc meeting, so discussions were just getting underway. However, many groups showed significant promise, wrote down many ideas, and began formulating a joint statement on a shared Google Document. These documents were uploaded to Google Classroom later to make sure all actors in those respective blocs have access to the files.</p> <p>Overall, Mini GSG was a great success. All students engaged fully in the process and learned something new. Great negotiations took place that have given the Full GSG conference in January a lot of potential.</p> <p>Over the winter break, actors have been asked to draft amendments to the operative clauses that others have previously written for the draft resolution. These amendments will be finalized and debated on during the plenary session at January's GSG.</p>		
	報告者	Henry Prosack	

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実施要項			
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得		
講演者・指導者氏名(所属)	Jacob Griswold (国際部)		
実施日時	令和 7 年 12 月 17 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分
授業名	KOA Global Studies III	受講対象	
実施場所	中教室	使用備品	computer, projector
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、茨木美帆, Henry Prosack, Ian Wilson, Mr. Hirofujii
役割分担	講義 : Jacob Griswold、生徒管理 : 片山由美子、報告書 : Henry Prosack		
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG		
講演・講義の概要	Actors worked on drafting amendments to the operative clauses that have been initially submitted by all actors, refined by the W.H.O. actor, and posted to Google Classroom.		
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.		
実施報告			
内容	A new assignment "Amendment Form for Draft Resolution" was posted in the main Google Classroom. Actors were instructed to read the Draft Resolution in its entirety, and focus on the numbered operative actionable clauses at the end of the document. Amendments were described as changes or modifications to a clause that could improve the document as a whole in which their individual actors would be more likely to support. These amendments could take the form of adding, replacing, or deleting a clause, phrase, or word. Sufficient examples were provided and gone over to help the students draft their own amendments.		
受講者の反応	Students worked closely together to make amendments and continue bilateral and multilateral negotiations with each other.		
事後指導	Students were shown the expectation for amendments, and how to write them over the winter vacation.		
反省・課題	Good guidance was given regarding the next stage in GSG and expectations for the Draft Resolution and Amendments. However, more step-by-step instruction could have been given on how to write an amendment.		
記録欄	<p>Each actor was requested to make at least one to two amendments to the draft resolution, and the UN and enterprise actors would have to get a state actor to sponsor their amendment(s).</p> <p>EXAMPLE: Actor: Austria (actor name), Amend Clause #:2 (clause you want to amend), Add a phrase to clause #2 so that it reads: 2. Urges nations to prioritize forest preservation by creating conservation areas through an international fund while ensuring equitable outcomes for both developed and developing countries.</p> <ol style="list-style-type: none"> 1. Add a (phrase/word/section) to clause #?? so that it reads: 2. Delete a (phrase/word/section) from clause #?? so that it reads: 3. Replace a (phrase/word/section) in clause #?? so that it reads: 4. Replace clause #?? with an alternate clause. The alternate clause should read: 5. Delete clause #?? 6. Add a new clause (before/after) clause #?? The new clause should read: <p>The amendments will be discussed and finalized during the Plenary Session on Tuesday, January 27th. A good strategy in getting your amendment passed is by discussing with other actors. Therefore, feel free to share with other actors what your amendment(s) entails, and try to gain support for passing it in the main session.</p>		
	報告者	Henry Prosack	

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実施要項				
演題・講義内容	2026 Global Simulatiion Gaming に向けた知識の獲得			
講演者・指導者氏名(所属)	Jacob Griswold (国際部)			
実施日時	令和 8 年 1 月 21 日 10 時 55 分 ~ 12 時 45 分	外部講師来校日時	令和 年 月 日 時 分	来校方法
授業名	KOA Global Studies III	受講対象		受講人数
実施場所	中教室	使用備品	computer, projector	謝礼
責任教員	茨木 美帆	担当教員	Jacob Griswold、片山由美子、茨木美帆、Henry Prosack、Lawrence Denes、竹村、Ian Wilson、Mr. Hirofuj	
役割分担	講義：Jacob Griswold、生徒管理：片山由美子、報告書：Henry Prosack			
目的	To prepare students with basic knowledge and terminology regarding pandemics through real-life examples such as COVID-19 and other diseases in recent history, to develop independent research and note-taking skills from various sources, and to encourage collaboration and sharing of information between students in English, in preparation for GSG			
講演・講義の概要	Actors read through the proposed amendments to the Draft Resolution, and formulated their positions with reasoning to each amendment.			
備考・その他	The class is conducted entirely in English. Slides with clear and concise infographics and other data are used to explain points. Students are tasked to conduct their own research and to think critically each lesson. All information is posted on Google Classroom.			
実施報告				
内容	Students discussed and drafted their reasoning for making their amendments so they can gain support from other actors during Full GSG. Actors continued negotiating with other actors regarding treaties and agreements to be finalized at Full GSG.			
受講者の反応	Students drafted reasons for their amendments and continued bilateral and multilateral negotiations with each other.			
事後指導	Students were given instruction on how to gain support for their amendments and how/when to finalize their treaties and agreements.			
反省・課題	The amendment list could be posted.. This would help actors establish positions regarding each amendment created by other actors, and allow a more engaging plenary session at GSG. However, some amendments were still missing, so it could not be helped.			
記録欄	<p><u>10:55 Amendment Explanation:</u> Students were asked to develop their reasoning for making their own proposed amendments, and why other actors should support them. These reasons will be stated when the actor introduces their amendment in the plenary session of the Full GSG.</p> <p><u>11:45 BREAK:</u></p> <p><u>11:55 Treaties and Agreements:</u> Students continued negotiations with other actors regarding treaties and agreements. These documents will be finalized and signed at the Full GSG.</p>			
	報告者	Henry Prosack		

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