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ESTABLISHING RAINBOW CLUB FOR MOIS STUDENTS AND TEACHERS

Rika Fujiwara

Saitama Municipal Omiya International Secondary School

Abstract

My goal for this 3G project is to be able to communicate well in many different situations to build a good relationship with many different people. My learner profile is communicator because my goal is to know how to communicate well with people. I want to be able to build a relationship that I get a lot of information without making the city officer uncomfortable with my communication skill. Also, I want to build a relationship with the GSA club members and make an atmosphere that everyone can feel comfortable about saying their opinion in the club. Therefore, I set my key concept for relationship. My goal for this project is ①Being able to speak polite Japanese with the city officer fluently, ②Being able to advertise effectively about the GSA club, ③Being able to take the leadership during the GSA meeting.

Key word: LGBTQ

1. Introduction (12pt)

1.1 My goal

My goal for this 3G project is to be able to communicate well in many different situations to build a good relationship with many different people. My learner profile is communicator because my goal is to know how to communicate well with people. I want to be able to build a relationship that I get a lot of information without making the city officer uncomfortable with my communication skill. Also, I want to build a relationship with the GSA club members and make an atmosphere that everyone can feel comfortable about saying their opinion in the club. Therefore, I set my key concept for relationship. My goal for this project is ①Being able to speak polite Japanese with the city officer fluently, ②Being able to advertise effectively about the GSA club, ③Being able to take the leadership during the GSA meeting.

1.2 About my goal

I enjoyed talking to people from when I was young, and was starting to think a little deeper about the way of using words to make people relieved or make them hurt, from last year. As the topic I chose for this project is LGBTQ, I thought there are many people who does not want to talk about their sexuality, or people who is anxious about their sexuality. Due to this problem, I thought I want to make an environment where no one feel anxious about themselves and every people can feel that they are safe, with my communication skill.

1.3 About my outcome

My outcome for this 3G project is to make a GSA club that can take actions for years and years after this project is finished too. First, I will extend my knowledge about LGBTQ by talking to the city officer and the research. I will connect those two to know about the initiatives that Saitama city is undertaking. Talking to the city officer will also lead to the increase of my politeness skill. Next, I will advertise about the GSA club using classi and the poster. This will lead to my improvement in approaching through an object. I have to be careful about many points for many people to join the club. Lastly and most importantly, I will take the leadership and make the atmosphere where everyone is welcomed. I cannot use words lightly as a single word can be a discrimination and can hurt other people.

About the success criteria and the rubric

| | My Goal | 1-2 | 3-4 | 5-6 | 7-8 |
|---|---|---|---|---|---|
| ① | Being able to speak with the city officer and connect the information | Being able to interact with the city officer. | Being able to interact with the city officer and shared each other's opinion. | Being able to interact with the city officer and shared each other's opinion, connecting it with my project | Being able to interact with the city officer and shared each other's opinion, connecting it with my project to make it a better one. |
| ② | Being able to advertise effectively about the Rainbow club | Complete making the poster and announced it in class. | Complete making the poster which is visually effective and announced it in class. | Complete making the poster which is visually effective and post more than 5 in school. Also, it was announced in class. | Complete making the poster which is visually effective and post more than 5 in school. Also, it was announced in class and with other tools |
| ③ | Being able to take the leadership during the meeting | Being able to hold three meetings | Being able to hold three meetings smoothly | Being able to hold three meetings and many people were sharing their ideas. | Being able to hold three meetings and many people were sharing their ideas. We were also able to decide the goal for the club. |

1.4 Plan

| action | deadline | Date completed | modification |
|---|----------|----------------|--|
| Research about the initiatives that Saitama city is undertaking | 11/7 | 10/31 | |
| Make question for the phone call | 11/7 | 11/7 | |
| Practice using polite japanese | 11/7 | 11/20 | |
| Make a phone call | 11/8 | 11/8 | |
| Visit the city office | 11/20 | 11/21 | |
| Connect the information from the research, phone call, the discussion | 11/22 | 11/29 | I needed to prioritize making the poster |
| Tell my adviser about the outline of the rainbow club | 11/22 | 11/22 | |
| Make a poster about the rainbow club | 11/29 | 11/22 | |

| | | | |
|---|-------|-------|--|
| Announce about the rainbow club in classi | 11/29 | 12/16 | |
| Announce about the rainbow club during LDT | 12/3 | 12/3 | |
| Announce about the rainbow club during lunch time | | 12/7 | Added |
| Hold the first meeting of GSA club (greeting, introducing my product, presenting what I want to be doing) in nov/dec (12/8) | 12/9 | 12/8 | Named it a rainbow club |
| Creating a survey about what people want to do in the organization | 1/9 | × | Talked in the meeting |
| Hold the second meeting of GSA club (discussion) in dec (12/22) | 12/23 | × | Cancelled as 80% of the member couldn't come |
| Hold the third meeting of GSA club(discussion, trial) in jan (1/19) | 1/31 | 1/19 | |
| Hold the fourth(last) meeting of GSA club (deciding what we want to be doing in the future) in feb (2/2) | 2/9 | 2/2 | |
| Have a meeting of what we are going to do | | 2/4 | added |
| Make an easy report of what the GSA club is going to be | 2/22 | 2/4 | A record |

2. Application of Skills

2.1 Skills applied to achieve learning objectives

Use a variety of speaking techniques to communicate with a variety of audiences I used a variety of speaking techniques to communicate in three different situations.

2.1.1 Making a phone call to the Saitama city officer

Making a Phone call

Question

1. Do you know if there are any schools in saitama city that has a committee or a club similar to GSA club?
2. Do you have a promotional material that is made in saitama city?
3. Will you be interested in getting information from us, when we started a GSA club?

Human Rights Policy and Gender Equality Division ☎ Mr. Hoshino **048-829-1111**
→could not answer all the questions

Human rights education section☎ Mr. Isobe **048-829-1708**
→1. they cannot tell us an accurate information because of outing, but the teachers are supporting if they are consulted. Not really a committee.
2. they don't have any posters, but they give all the teachers a booklet that explains about LGBTQ and how to handle with those students. They used MEXT as the reference to make the booklet.
3. the city wants to contact with us to lead the LGBTQ problem to a better situation.

こんにちは、二年四組の藤原里香です。

私は3Gでlgbtq、セクシュアルマイノリティをテーマとして探究活動を行っています。そこで私はLGBTQに対してオープンに話せてもっとそれらのことについて知ることのできるレインボークラブを立ち上げます。参加申し込みなどは必要ありません、明日放課後、6-4で待っています！興味のある方は校内に貼ってあるポスターを見てください。理解を深め、みんなが過ごしやすい学校を一緒に作っていきませんか？

Hello, I'm Rika Fujiwara, in class 2-4

I am inquiring about lgbtq, sexual minorities in my 3G project. I decided to start rainbow club where we can talk openly about LGBTQ and learn more about them. There is no need for a sign up, and I'll be waiting for you on December 8 after school, at 6-4! If you are interested, please look at the posters posted around the school. Let's deepen our understanding and create a comfortable school for everyone together.

When I had to call the city officer, I needed to practice using polite Japanese because I do not have a lot of opportunity to talk to someone. The textbox above is a one note memo from the phone call. Although I was feeling a bit nervous at first, I was able to response to the officer in a polite way at the second call made to the human rights section. Before I made a call, I talked to a fourth grade student and she told me to have a clear objective on my activity. After I organized what I want to tell, I had the room to be aware of my politeness.

2.1.2 Announcing about the rainbow club during lunch time

The textbox above is the script for the announcement made during lunch time. As this announcement was made to invite mainly students to join the rainbow club, the language had to be polite, but relaxing for students to hear it. I tried to make change in the tone of my voice to show that it is an enjoyable workshop, but used a polite grammatical structure. I thought this is the best technique to address someone into your speech.

I think my communication skill has improved, because I was able to make a speech without being nervous at the global hall in front of all the teachers. This is because I knew how to address people into my speech and I had a clear objective to tell. It was easier for me to make the script than before from the viewpoint of grammar.

2.1.3 Negotiate ideas and knowledge with peers and teachers

2.1.3.1 Talking to Mr Fukushima

Rainbow club

Talking with Mr. Fukushima

Am I researching or supporting

Mr. Fukushima's previous school students did researching
Researching(it can be a topic for the club):

- relationship between LGBTQ and other subjects

→Arts/history unconscious impacts to modern people

Ex. What is real love(?)

- Having a swapping school uniform day

I need to make a clear significance

- What kind of effect I can give to people in the group
- The advantage, disadvantage of GSA club
- Difference between Japan and the USA in a political view
- Analyzing SNS to know many people's opinion

The textbox above is a note took when I talked to Mr Fukushima about my outcome. I heard some activities of different schools and try to connect that information to my outcome. At first we were not able to have a conversation effectively because I was not able to tell a clear objective in my project.

Although I didn't have a clear image of the rainbow club I will be establishing, I told few points of my image and negotiated each other's knowledge during the conversation.

2.1.3.2 Meeting of rainbow club



The picture above is the second time to gather as a rainbow club, but a first meeting to talk to each other as the first time was a workshop not a meeting. Even though it was

the first time to talk to each other for some people, we were able to negotiate our ideas between different grades of students. I made an environment for everyone to talk as they like, by indicating a topic to discuss, gain time for discussion in small groups, and share the ideas at the end. By negotiating ideas between students and teachers, I was able to approach to solving a problem I had, and was able to know the topic from different perspectives.

2.1.3.3 Advertising about the rainbow club



I advertised about the rainbow club during LDT in three different places. 3rd floor elevator, 2nd floor elevator, and 2nd floor WS1. These places are mainly used by 3rd 2nd and 1st grades which means I was able to talk to all grades except the 4th graders. Although I was planning to go to a place where 4th graders usually use, for some reasons we could not find any 4th graders at their classes. I talked to many different students, showing the poster I made and an easy explanation about the rainbow club. I made the explanation into

2.2 On the skills applied to realize the deliverables

2.2.1 Exercise leadership and take on a variety of roles within groups

2.2.1.1 The first rainbow club workshop



The first workshop of the rainbow club was a lesson style workshop, and I took the leadership to tell the audience about lgbtq+. Not only did I tell them about it but also took the time for discussion and showed them a short video that they can enjoy. I talked to all student during the discussion to make the discussion deeper, so I played the role as a teacher, and a student in the workshop. I think this had a good effect on the audience because they don't have to think it is a real lesson that they ave to listen to with all their awareness.

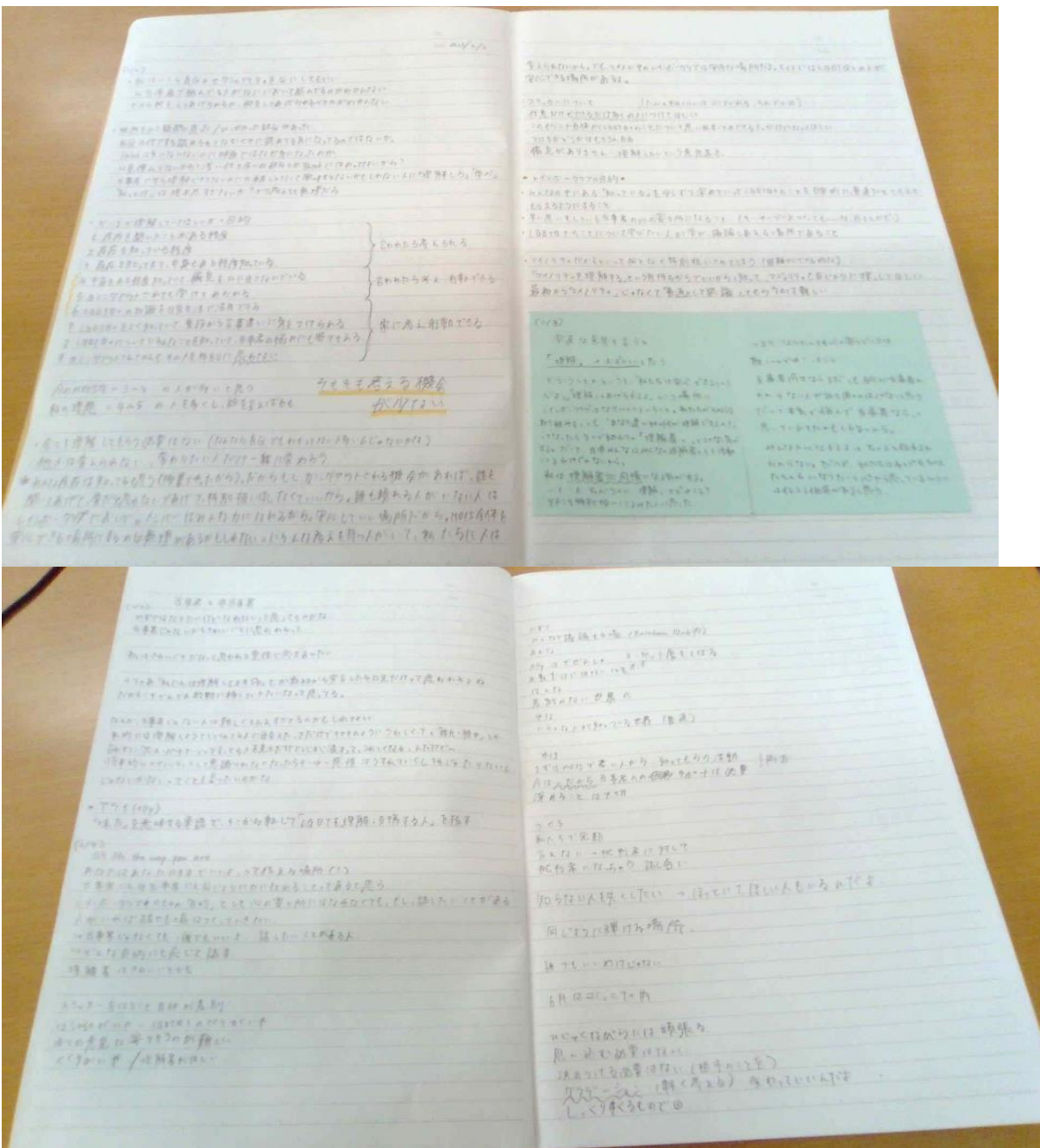
2.2.2.2 Writing a record after the rainbow club

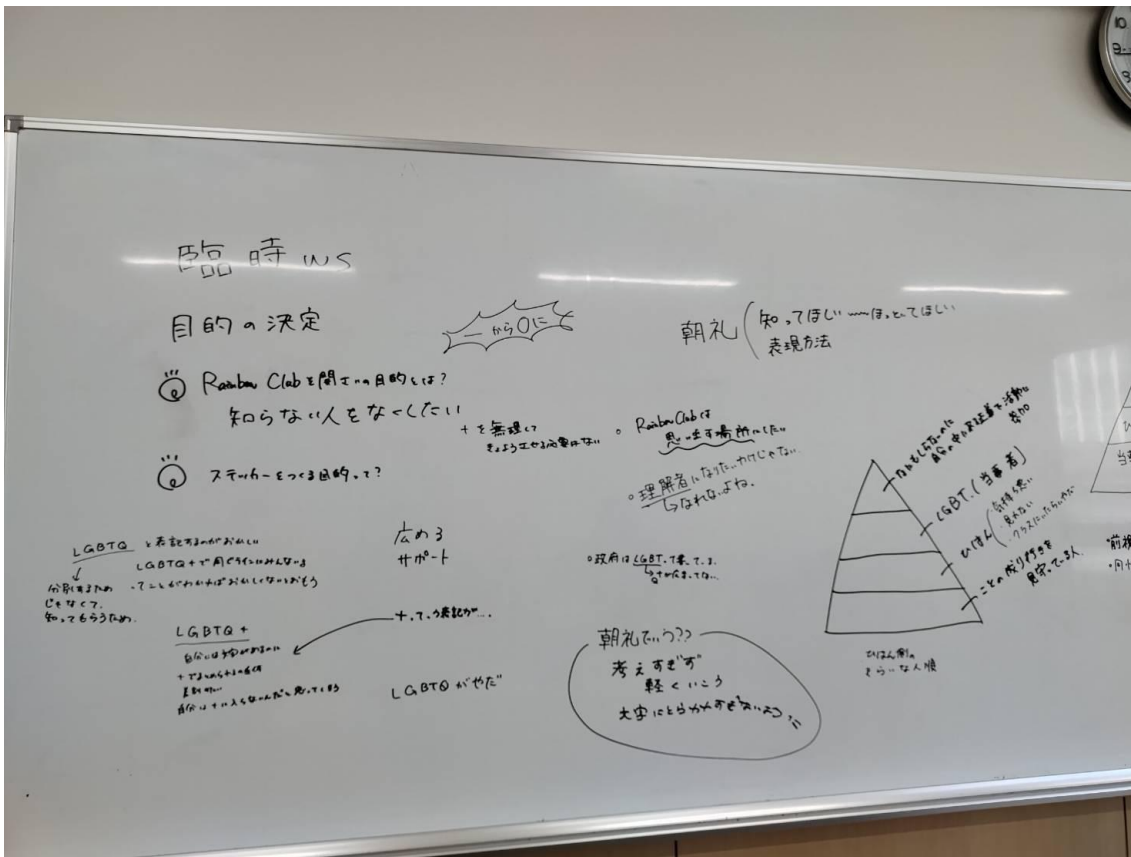
| Rainbow club record | |
|---|---|
| author | Rika Fujiwara |
| Date | 2023/1/27 |
| theme | About the activities during pride month |
| date | 1/19 |
| place | 6-4 |
| contents | |
| Sub leader: Ms. Sato, Ms. Ohue | |
| ○About giving out stickers on pride month | |
| Giving out stickers in the morning at the student entrance | |
| We need to explain why we are doing this | |
| Maybe handing out to other schools too | |
| →have to explain to students in those schools too | |
| ○How to advertise | |
| Workshop and lessons won't do a good job (they won't say their true thoughts) | |
| Explain in the morning assembly of pride month (June) | |
| →all of us might be included in the +part of LGBTQ+ | |
| All of us are in a same line (sexual majority, minority) | |
| Sexual minorities are not special | |
| ○what we are wearing | |
| A badge for the rainbow club member (not fixed) | |
| → want a logo for the rainbow club | |
| Others can wear a sticker on their name tag | |
| ◎what we need to do | |
| ◇ Make a logo mark for the rainbow club (need a design) | |
| ◇ Getting teachers' permission | |
| (Mr. Fukushima; to get permission to wear a sticker/badge) | |
| (Mr. Matsuda; to get permission to talk at the morning assembly) | |
| ◇ Knowing the adviser (Mr. Semans? Ms. Kawakami?) | |
| ◇ Talk to people in MOIS shop (about making stickers and badges) | |
| ◇ Contact somewhere if giving out to other schools | |
| →not this year | |

The screenshot above is one of the rainbow club records that I wrote after the meeting. It shows what we have discussed, what have been decided, and what should be discussed next time. I think recording our action for the next meeting is one of the important things as a leader of the club, not only bringing the meeting together. It was easy for me to keep the next meeting moving because of the record that I made, and knew what we should discuss about

2.2.2 Listen actively to other perspectives and ideas

2.2.2.1 An extra meeting during LDT





The picture of a whiteboard above shows many different opinions about lgbtq+ and rainbow club. Also, the picture of a notebook shows my thoughts after we had a heated discussion about the topic in LDT. As it was my first time to have such a heated discussion about this topic, I was a bit confused to hear many different opinions from different perspectives. By organizing everyone's opinion after the meeting, made me take in all the opinions and to think of my opinion taking account of other's opinion.

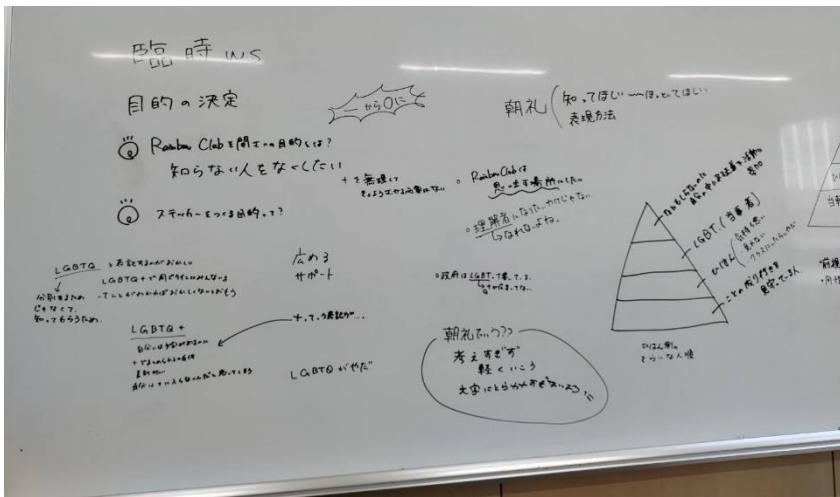
3. Reflection

3.1 The impact of the project on you

I was able to manage the time effectively throughout this project. The rainbow club that I established was taking action once in two weeks, from 16:15 to 16:50. I had to tell the contents, and end the club in 35 minutes without making it too long or too short. As we had the examination for 6th graders, we had to leave the school on 16:50 during January. When I started this project, I wasn't good at time managing because I could not imagine how long each actions will take. However, I got hang of where to stop the conversation and start talking about the next topic, by experiencing the 35 minutes for few times. As I will be taking actions as a Rainbow club member after this project too, I know how to manage the time during the meeting and can use the time wisely as a club.

It wasn't only the actual club that improved my time management skill but the speech that I made in the global hall helped me too. I had 5 minutes to talk about the rainbow club and so I made a script that I can talk for 5 minutes. I wanted to tell about the rainbow club and let the teachers know about it, so it was difficult for me to include all the information I want to tell in the script. Through this action, I was able to learn how much I can talk in 5 minutes with intonations and the effective use of intonations and gestures according to the time I have got.

Also, I was able to take actions according to the schedule I have made. I was not able to follow the schedule for my whole life, but I followed it because there were many people included in my project. I had many teachers, the city officers, and many students included in my project. In order to get the meeting moving I decided the date of the meeting at first, and started getting ready at it. I had to think about when to take the appointment to visit the city office, and reserving a place to advertise. Of course, not all actions went as I wanted to. One meeting didn't go as I wanted to so I had to open a special meeting to decide the objective of the group. In addition, the record that I have been writing after the club helped me to organize and reschedule the project to use time wisely. I would like to transfer this skill to many of my submissions to live an easier life.



Rainbow club record 2

| | |
|----------|--|
| author | Rika Fujiwara |
| Date | 2023/2/3 |
| theme | 1. About the speech in morning assembly: 2. About the stickers: 1. About the badges |
| date | 2/3 |
| place | 6-4 |
| contents | <p>○About the speech in morning assembly: That it is a month to show pride of LGBTQ+ We are all standing on the same line (unclear) What we are doing as a rainbow club (made a folder in teams chat)</p> <p>○About the stickers (only people who would like to): Stickers on PC will do good (maybe not good for the PC though) Laminate stickers: The meaning of giving out stickers (talk it next time) ○designing badges for everyone and give out: Need another design for the badges.</p> <p>○About the badges: A clip for the nametag: Badges can be on a bag as - a - Ask Mr. Samana about the badges made in mock trial: Clear objective needed: ○Whether LGBTQ+ people will feel safe by putting on stickers: The meaning of this workshop (the target):</p> |

—whether this workshop is for LGBTQ people or for everyone to know about them—

| |
|---|
| <p>○what we need to do-</p> <ul style="list-style-type: none"> ◇ A design for badges- ◇ Making script for the morning assembly- ◇ Deciding the design of a logo mark- ◇ Talk about what we debated in LDT and the objective of the rainbow club- <p>Purposeful goal!</p> <p>○The purpose of the rainbow club is to spread the knowledge of LGBTQ+ to MOIS students and teachers to lessen people with lack of knowledge.</p> <p>○we will have the events to spread about LGBTQ+ and have a booth for anyone to come and talk with us about LGBTQ+.</p> |
|---|



3.2 About my outcome

My outcome is a committee called the rainbow club. It is a place to spread the knowledge of LGBTQ+ and for people to discuss about it.

3.3 About the evaluation of my outcome

3.3.1 Rubric1

I was able to interact with the city officer through the phone call, and also when I visited the office. Although those two actions were done with two different people, I was able to exchange the opinion. I think my score is 5 because I was only able to connect a little about the information with my outcome and it was not a significant one.

Making a Phone call

Question

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3. Will you be interested in getting information from us, when we started a GSA club?

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2. they don't have any posters, but they give all the teachers a booklet that explains about LGBTQ and how to handle with those students. They used MEXT as the reference to make the booklet.
3. the city wants to contact with us to lead the LGBTQ problem to a better situation.

3.3.2 Rubric2

I think my score is 8, because I completed making the poster about the rainbow club and posted 8 copy of them around the school. I can say my poster is visually effective because according to a study by VISION BONTIQUE, it says

Red and orange seem to be the clear winner when it comes to eye-catching colors. Yellow is another color that comes in a close second to red and orange in popularity. All three are very easily seen and draw your attention quickly. In general, warm, bright, and bold colors are some of the other top eyecatching colors on the list.

In my poster, I used a picture of a rainbow flag which is a symbol of sexual minorities. All of the colors were bold, and the font was bold too. From this, I think I can say it is a poster is visually effective. Also the club was announced in class and an announcement was made during lunchtime.

こんにちは、二年四組の藤原里香です。

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Hello, I'm Rika Fujiwara, in class 2 -4

I am inquiring about lgbtq, sexual minorities in my 3G project. I decided to start rainbow club where we can talk openly about LGBTQ and learn more about them.

There is no need for a sign up, and I'll be waiting for you on December 8 after school, at 6-4! If you are interested, please look at the posters posted around the school. Let's deepen our understanding and create a comfortable school for everyone together.

 Semans Brad 先生
2022/12/16 15:20

こんにちは、2年4組の藤原里香です。私は3Gのプロジェクトとしてlgbtq+について様々な人に広めていくRainbow clubを立ち上げます。Rainbow clubでは年に数回、学校全体を巻き込んだ(まだ未定ですが)イベントなどを開催しようと思っています。活動の詳細はクラブができてから話し合う予定です。今年度のミーティングは3回(12/22, 1/19, 2/2)を予定しています。少しでも興味のある方はぜひ参加してください！

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<https://forms.office.com>

https://forms.office.com/Pages/ResponsePage.aspx?id=Dr85CpNulka8W_ujcdU3XPyA9-qPIIAtndj5deygGxUNkpSV0tHSIFGT1A2RUhVUVFZNzNRSERSNy4u

✔70人 | 「見ました」を取り消す

 コメントする



3.3.3 Rubric3

I think my score is 8, because I was able to hold three meetings on 8th December, 19th January, and 2nd February. The first meeting was like a workshop, and I explained the guideline of the rainbow club. However from the second meeting, the members were able to talk with each other to get many information. In the third meeting of the rainbow club, we were able to clarify the objective of the rainbow club.



Purpose/ goal

- the purpose of the rainbow club is to spread the knowledge of LGBTQ+ to MOIS students and teachers to lessen people with lack of knowledge.
- we will have the events to spread about LGBTQ+ and have a booth for anyone to come and talk with us about LGBTQ+.



References

「What Color Catches the Eye First? The Science of Vision」 (2022/4/1) . 『VISION BOUTIQUE』 . <https://vision-boutique.com/what-color-catches-the-eye-first-the-science-of-vision/> (2023/2/21)

Perfect Speech will change people's life

- Work shop that present my speech -

Kakeru Ikegami

Saitama Municipal Omiya International Secondary School

Abstract

In last pre project, I made a short-short that makes people emotional or fun. I thought I am good at making speech because I usually speak like a speech. However, I didn't practice so much about making speech, so I failed in that class's performance test. In this class, I could learn that the technique or how to tell the opinion (structure of the speech) is important for the speech same as content. From this experience, I thought I want to try making speech again and inquire feature about a good speech from the start. Also, I will use the knowledge that I learned in pre project that I did in last year, technique of using words that influence people or makes people emotional. For these process of thinking, I decided to inquire about speech once again, and try to make a perfect speech that I can make. As a summary, my learning goal will be, Inquire about a perfect speech that can influence other people good way, by researching, comparing many good speeches, and define a good speech element.

Key word: speech, speech structure

1. Introduction

1.1 My goal

My Learning Goal is that I inquire about a perfect speech that can influence other people in a good way, by researching, comparing many good speeches, and defining a good speech element.

When I am thinking about my interest that I have, I imagined making stories or giving a speech. In last pre project, I made a short-story that makes people emotional or fun. I could learn the influence of the words, or sentence. And structure, conventions that should be used in the story. At the same time, I had a class about the speech in Japanese class. I thought I am good at making speech because I usually speak like a speech. However, I didn't practice so much about making speech, so I failed in that class's performance test. In this class, I could learn that the technique or how to tell the opinion (structure of the speech) is important for the speech same as content. From this experience, I thought I want to try making speech again and inquire features about a good speech from the start. Also, I will use the knowledge that I learned in pre project that I did in last year, technique of using words that influence people or makes people emotional. In addition, I realized that I have many ideas or perspectives that are different from other people. So, I want to introduce them, and make everyone to make their perspectives widely. For these process of thinking, I decided to inquire about speech once again, and try to make a perfect speech that I can make. As a summary, my learning goal will be, I inquire about a perfect speech that can influence other people in a good way, by researching, comparing many good speeches, and defining a good speech element.

1.2 Intended Product/Outcome

As I said in the learning goal, I will make a perfect speech that I can make using the knowledge that I learned in this project. So, I will make a workshop that presents my speeches. I am thinking to give few speeches, to compare few speeches and know the effect that each speech made to the audience. So my product will be the workshop. Elements of the speech will be divided into 3. The effect of the speech, process of making speech, people that came to the workshop. I will give a survey to the audience, and confirm whether the audience is understanding my speech contents, having fun listening my speech, and decided to make actions about my speech.

| | My Goal | 1-2 | 3-4 | 5-6 | 7-8 |
|---|--|--|---|---|---|
| ① | I used effective researching and summarizing skills, such as taking notes, making image map, and research from many resources. | I used less than 2 ingenuity of summarizing many speeches, and researched from 2 speeches or total more than 4 resources that I consult. | I used 2 to 3 ingenuity of summarizing many speeches, and researched from 4 speeches or total more than 6 resources that I consult. | I used 3 to 4 ingenuity of summarizing many speeches, and researched from 6 speeches or total more than 8 resources that I consult. | I used more than 5 ingenuity of summarizing many speeches, and researched from 8 speeches or total more than 10 resources that I consult. |
| ② | Many type of people (teachers, students, parents) came to the workshop, and I succeed of advertising the project. | I did the advertisements. Also, 40 to 50 people came to the speech, and there were only student's audience. | The advertisements that I did have purpose and positive effect. Also, 30 to 40 people came to the speech, and there were one types of audience of students, parents and teachers was there. | The advertisements that I did have clear purpose and positive effect. Also, 40 to 50 people came to the speech, and there were two types of audience of students, parents and teachers was there. | The advertisements that I did have clear appropriate purpose and positive effect. Also, more than 50 people came to the speech, and students, parents and teachers was there. |
| ③ | I could have good reflection from the people that came to the workshop, and the reflection is what I intended. | I could have 40%~under 60% of people that speech was interesting, and audience's impression points was what I intended. | I could have 40%~under 60% of people that speech was interesting, and about a few audience's impression points was what I intended. | I could have 60%~under 80% of people that speech was interesting, and about half audience's impression points was what I intended. | I could have more than 80% of people that speech was interesting, and most of audience's impression points was what I intended. |

1.3 Plan

| Action Item | Deadline | Date completed | Modifications |
|--|-----------|----------------|---------------------------------------|
| Making the learning goal(writing the learning goal part of the short report) | 4/28 | 4/28 | |
| Decide the success criteria | 5/19 | 5/19 | |
| Compare many speeches from many people. | 5/26~6/23 | 6/25 | I researched 7 big speeches, so I had |

| | | | |
|---|------|------|--|
| →find a common point, and make an image map to make it visible. | | | to compare many information or points. |
| Consider the topic of the speech. →check whether it'll clear the point of the speech, and fits the students demand, or hope. | 6/24 | 7/3 | There was many important points about the contents, so I couldn't finish at this data. |
| Choose two topic of the speech. | 6/25 | 7/3 | |
| Summarize the points of making the speech, and the topic I will speech, and make a structure of each speech. | 6/27 | 7/3 | |
| Make a draft of the speech. | 7/3 | 7/5 | It took time for deciding the topic, so I couldn't start making the draft. |
| Consider the way to advertise my project. →Make sure that is feasible, and don't bother other's project or action. | 7/3 | 6/26 | |
| Make 1 st product to advertise. | 7/5 | 6/28 | I decided to post a poster in many places in the school.→Make an interest by visual impact |
| Make 2 nd product to advertise. | 7/7 | 7/2 | I decided to advertise in school broad |

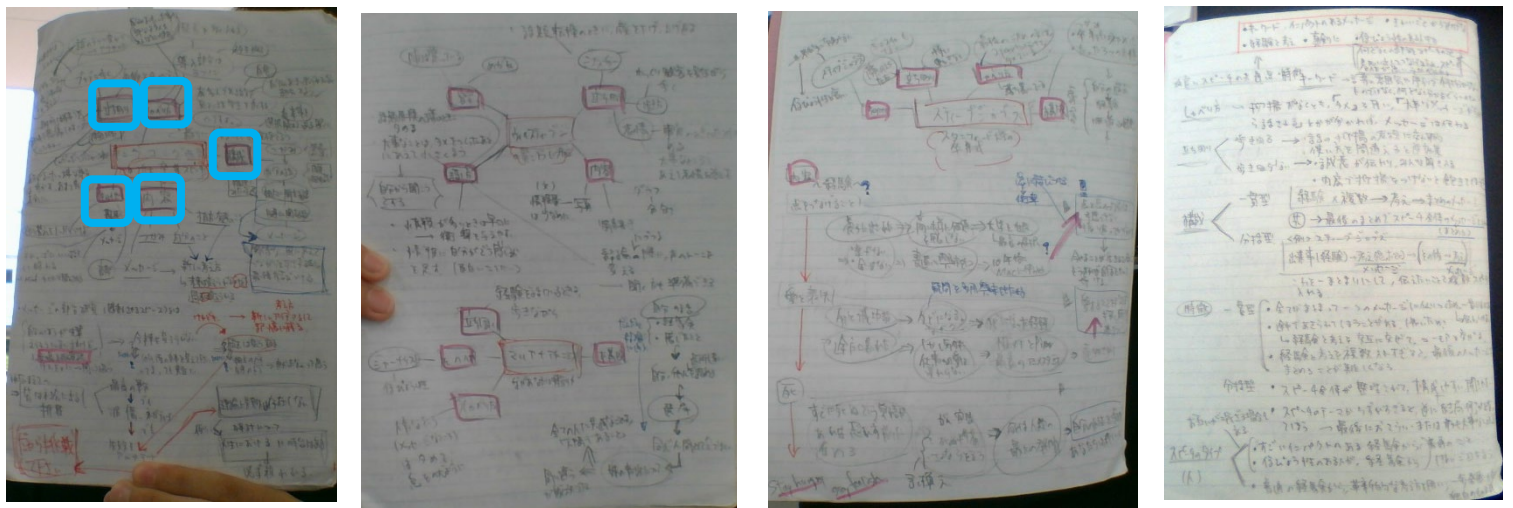
| | | | |
|--|-----------|------|--|
| | | | cast.→Everyone can here |
| Check the product of advertisements, whether it's appropriate for the school advertisements, or the product. | 7/8 | 7/2 | |
| Have the appointment of advertising my project. →If I need to check to the committee or teacher, ask to them before having the appointment. | 7/8 | 7/2 | |
| Advertise my project. | 7/11 | 7/11 | |
| Check the draft of the speech, and retouch it. →Take time after making the draft, and read the draft multifaceted perspectives. | 7/12 | 7/12 | |
| Show to the language literature teacher the draft, and have advices. | 7/13 | | I couldn't take contact with language literature teacher. So I showed to my parents instead. |
| From the advices, make the perfect finished script. | 7/16 | 7/16 | |
| Practice looking the script. | 7/17 | 8/17 | The speech become cancel, so I changed the date of practicing. |
| Practice, and be able to present without a script. →practice at least 5 times of hall speech. | 7/18~7/22 | 8/19 | |

| | | | |
|---|------|------|--|
| Make a survey questions that I will distribute to the audiences. | 7/20 | 7/16 | In 7/16, I thought the speech will going to be occur as planned, so I finished making survey question in this date. |
| Make it in data, or paper. | 7/20 | 7/16 | |
| Make a speech. | 7/23 | 8/23 | My new plan was to finish making the speech in summer vacation, but taking video and upload took long time, so I was late. |
| Collect the result of the survey, and summarize it in graphs or table. | 7/30 | 8/24 | I took the survey in the internet, so Microsoft forms summarized, so it didn't took so much time. |
| From the table, think define of a "perfect speech", and consider what was missing in my speech. →Not just read the data, inquire from the data, and compare the result and the speech that I made. | 8/3 | 8/24 | I compared the result of the survey and my research memo. (evidence of the ATL) And made one big |
| Write the report of the reflection part. | 8/7 | 8/24 | |
| Submit the report. | 8/23 | 8/25 | |

2.. Application of Skills

2.1 ATL skills to achieve learning goal

2.1.1 Constructing concept



To success in my project, I need to consider many points of “speech”. Speech includes many element, and some is complex concept. For example, what content will make people emotional. This ATL skill will help me to develop my analyzes of many speeches, to make a big discovery. As you can see in this picture, I organized the concepts that contains in the speech to the image map, and make it easy to found the common concepts of what perfect speech is. And in this ATL skill, it is important to integrate those concepts. So, I divide the big concepts in to 5. Content, how they speak, how the move, structure, and other. By dividing big concepts, it was easy to found the common points of each speech, and what those connect to other concepts. Furthermore, this ATL skill helped me to make the result of what the perfect speech is. And I ingenuity how to organize the information, to find the common points.

2.1.2 Various media

Finding common points of perfect speech is very difficult because there are many types of speeches that have different topics and different ways of making speeches. So, I should understand many variations of speeches and the feature of it. Also, if I only observe speeches, then I might overlook the important points or key points hiding behind the speeches. Furthermore, by using this skill, I can deeply understand about what speech is, and could find the structure of many speeches, so it will help finding the common points of the speech.

I researched or observed 10 speeches, and it includes many types of styles or content. For example, graduation talks, graduation ceremony speech, presentation, long interviews etc. Also, I watched few videos and document that is not a speech. I researched about the content I heard from the speech, technique of presentation, information about the people making speeches. Using many kinds of media helped me understanding the reason why the speeches I am watching are famous or popular. That means, I could consider from many perspectives about the speech

調査するスピーチ

*キンコン西野 伝説のスピーチ「人生に失敗など存在しない」平成30年度 近畿大学 卒業式” https://www.youtube.com/watch?v=dJT_16d_rU8

*スタイブ・ジョブズ 伝説の卒業式スピーチ (日本語字幕)” <https://www.youtube.com/watch?v=RWvF5vTIG0>

*大絶賛された感動のプレゼンテーション「E-Education」(ICC FUKUOKA 2017 カタパルト・クラブリ)” https://www.youtube.com/watch?v=7GdYvBd_Yuk

TEDx Talks. "How to Sound Smart in Your TEDx Talk | Will Stephen | TEDxNewYork." YouTube (2015.01.15) <https://www.youtube.com/watch?v=8S0FDjFBj8c>

TEDx Talks. "My Philosophy for a Happy Life | Sam Berns | TEDxMidAtlantic." YouTube (2013.12.13) <https://www.youtube.com/watch?v=38m1e-rh05g>

TEDx Talks. "What Makes You Special? | Mariana Alencio | TEDxUniversityofNevada." YouTube (2012.02.02) <https://www.youtube.com/watch?v=MY55atbZMAs>

"Hope Invites | Tsutomu Uematsu | TEDxSapporo." <https://www.youtube.com/watch?v=gBumdQWV3hY>

TEDx Talks. "The Skill of Self Confidence | Dr. Ivan Joseph | TEDxRyersonU." YouTube (2012.01.12) <https://www.youtube.com/watch?v=w-HTZ-oHsAs>

*福江貴文のスピーチ「情報を集めて行動せよ」@近畿大学.” <https://www.youtube.com/watch?v=hN81hrSAwE>

「伝説のスピーチ」に共通する【黄金法則〇〇】オバマ大統領・田中角栄・小泉純一郎” <https://www.youtube.com/watch?v=pQ5HG6Mndg>
 ・誰でも面白く話せる方法 <https://www.youtube.com/watch?v=5OAY1k1ypaI>
 ・緊張せずに人前でプレゼンするためのメンタルコントロール https://www.youtube.com/watch?v=8q_rP3hYigt

As you can see this references, you can know that I researched from many types of people’s speech, and many kinds of speech styles. Also, I put the evidence in the <Constructing concept>, and I took memo about these speeches. In addition, the last three references are the video that is not a speech. As I wrote, I researched not only speech and I analyze the concepts that hid in the speech. So, I researched the other videos about “the common key points of making a speech”, “How to speak with humor”, “control the mental to cover the stress”. Furthermore, this ATL skill helped me to consider from various perspectives, and find effective views to inquire about the speech.

2.2 ATL skills to achieve product

2.2.1 Simulation

I used this skill to make the idea of speech, and make it to draft. To make the speech, I learned that there are many things to think about before making speech, and if one part of that become neglected, the speech will be bad speech immediately. So, I used this skill to build a model in to my mind, to not forget the influence of the audience. For detailed, I set the audience to the student, teacher, and young kids. And estimate the reaction or influence that my speech will give to them, and fix the speech many time. By repeating this process, I could find the way to make a speech that fits many types of people’s mind. That is, [Don’t make the speech main key part to difficult words or terminology.

Also, I make the speech (different to the product) and check the influence that my speech will make. Then, I could get the balance of the amount of difficult words that I should use. I couldn’t take the reaction of my family, so I will write the result of the check that I did

Explain about professional content (about music code): My sister or cousin become bored from 1min. Also parents become bored. (I don't care about that.)

→it was the timing that I asked questions about that.

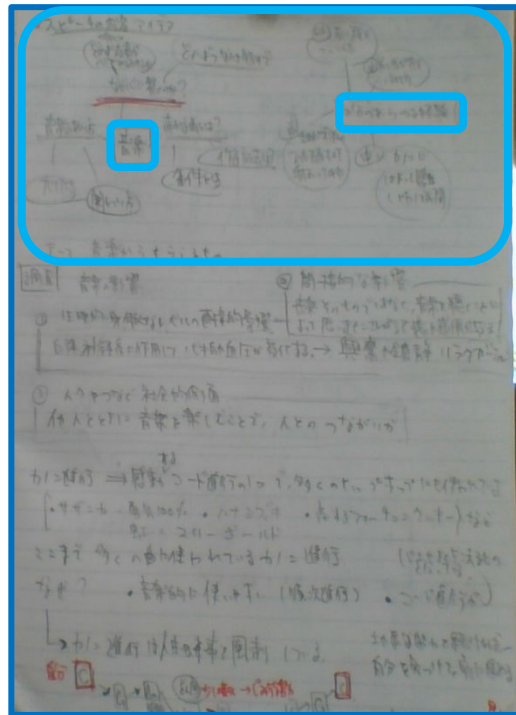
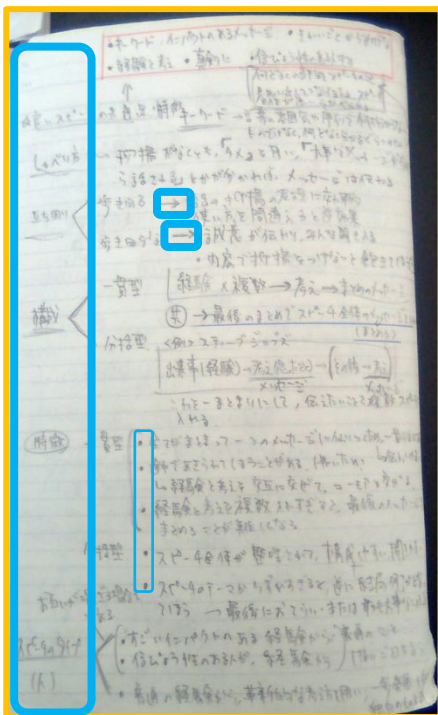
→Young kids cannot concentrate on the topic that they don't have interest, and stop thinking if the question are difficult to understand.

Explain about professional content (about why people become happy when they listen to music): the question was easy to understand, so they listened to my hole speech. Also parents listened carefully and asked many questions while the speech.

→main topic or the main question or theme shouldn't be difficult to understand. It should be familiar if the speech includes terminology.

2.2.2 Organizing complex information & Influence

This two picture is my note of making speech. I used this ATL skill to make my opinion and the main part of the speech clearly. I summarize the effective speech technique in the orange note. (left side) By using bullet points and marks, it helped me to consider many concepts in one time, and remember it. Also, in blue note, I used image map to out put my ideas of speech. This helped me to choose most appropriate topic to make people interesting. In the research, I found that if there is no discovery in the speech, every talks won't have influence that I intended. So I could choose the topic that I can make the audience's discovery.



In addition, in orange note, it writes about the influence that techniques or the content make after “→”. When I am going to make the speech, I need to use all of the techniques that I learned from many speeches, so I should deeply understand the influence that those make. By thinking the influence from ethical, culture, environment perspective, I could make the speech that won't hurt some people, or occur some problems. I could be careful about the contents, and also techniques that I am going to make. From this action, I chose the topic of my speech “The reason you should listen to music”, and the structure.

3. Reflection

3.1 Impact of this project

First, my product is a speech. I was supposed to make a speech workshop and make few speeches in one time. However, I become close contact person, so I couldn't hold a workshop in the date that I was planning. So, I decided to make the YouTube video of my speech, and send to many people so that I can have reflection from them.



This picture is the screen shot of my speech. I wanted to upload it in Omiya international secondary school's channel, but I couldn't take contact about that so I made new channel, and I upload it in that. (Limited upload) I took interview to 33 people about this speech, and the survey is like this.

Form

質問

池上駿3Gスピーチ視聴後アンケート

1. このスピーチを途中で聴き終えることなく聞くことができました。 *

- 全くその通りだと思う。
- その通りだと思う。
- その通りと思わない。
- 全くその通りと思わない。

2. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。スピーチのどの部分が聞くのをやめたのか、それはなぜですか？

回答を入力してください

3. このスピーチは理解しやすかった。 *

- 全くその通りだと思う。
- その通りだと思う。
- その通りと思わない。
- 全くその通りと思わない。

4. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。どの部分が理解しやすかったですか？

回答を入力してください

5. このスピーチは面白かった。 *

- 全くその通りだと思う。
- その通りだと思う。
- その通りと思わない。
- 全くその通りと思わない。

6. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。どうすればもう少し面白くなると思いますか？

回答を入力してください

7. このスピーチの印象に残ったことを教えてください。 *

回答を入力してください

8. 感想をお願いします。

回答を入力してください

1: 最終回答

<Question>

1 Could you listen to this video to the last not becoming bored?

2 I have a question to people said no in 1. What part made you bored?

3 Was this speech understandable?

4 I have a question to people said no in 3. What part was difficult to understand?

5 Was this speech interesting?

6 I have a question to people said no in 5. How do you think this speech would be interesting? Or why was it not interesting?

質問

応答 0/1

Excelで開く

1. このスピーチを途中で聴き終えることなく聞くことができました。(0 点数)

回答

| | |
|--------------|----|
| 全くその通りだと思う。 | 12 |
| その通りだと思う。 | 15 |
| その通りと思わない。 | 1 |
| 全くその通りと思わない。 | 0 |

最新回答

2. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。スピーチのどの部分が聞くのをやめました(0 点数)？それはなぜですか？

回答

1 応答

最新回答

3. このスピーチは理解しやすかった。(0 点数)

回答

| | |
|--------------|----|
| 全くその通りだと思う。 | 9 |
| その通りだと思う。 | 19 |
| その通りと思わない。 | 3 |
| 全くその通りと思わない。 | 1 |

最新回答

4. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。どの部分が理解しやすかったですか？

回答

4 応答

最新回答

5. このスピーチは面白かった。(0 点数)

回答

| | |
|--------------|----|
| 全くその通りだと思う。 | 14 |
| その通りだと思う。 | 12 |
| その通りと思わない。 | 2 |
| 全くその通りと思わない。 | 0 |

最新回答

6. その通りだと思わない、全くその通りだと思わないに回答した人に質問です。どうすればもう少し面白くなると思いますか？

回答

2 応答

最新回答

7. このスピーチの印象に残ったことを教えてください。(0 点数)

回答

28 応答

最新回答

「ピアノの弾き方」を待たせとかが気になってる中で音楽が違ってすごくいいしうまいと感動。聞き流しながらいっぱい聞いていこうと思ってる。

14回答者 (50%) 您的體驗にご回答しました。

目次

- 印象
- 感じ
- ピアノ
- 音楽
- よろ
- 池上
- 関係
- 人生
- 感情
- 部分
- 人
- 話
- 表現
- 曲
- 印象
- 感じ
- ピアノ
- 音楽
- よろ
- 池上
- 関係
- 人生
- 感情
- 部分
- 人
- 話
- 表現
- 曲

I will make a consideration from this result of the survey.

In the first question, 33 to 32 people asked I could listen to this speech not becoming bored. (28 students answered this forms, and 2 adults and 3kids answer this question.) 1 students that become bored said that “I missed the sight of purpose in the speech.” There are many people that said it was not boring, so I thought I could provide fullness time. I focused on making speech with the flow, and not checking the purpose so many time. So I could learn that the **balance of fit in to the mold and speaking with the flow is important to make people more enjoy**. In next question, 33 to 29 people said it was understandable. This become big task for my speech. 4 people said “I couldn’t find your opinion because there were many points that you empathized”, “Your opinion was a little difficult to believe. I thought it is too forced.” I reflect my speech that the explanation of my opinion was not enough, and I was explaining with the sense. For example, my opinion of the speech was “Canon code progression is showing life story.” And I explain the code progression using “this sound is bright”, or “this code is showing the dark side of the life.” This confused the audience, and I thought I should include more logical and scientific, musical basis in the speech. To share my opinion, I knew that **using logical basis to explain my opinion will control the quality of communication between speaker and audience**. I think I couldn’t impact people in a good way enough. Next question asked how interesting my speech was. 33 to 31 people said it was interesting. 2 people said that “you were being shy in the speech, so it wasn’t funny.” “I think you should do more confident.” **From this, I could know that being confident is very big point making speech interesting**. However, in the thoughts, there was many people said it was funny or interesting, so I could give good effect on people making enjoy and fun. Last question, I asked the impression of my speech.

| | |
|---|---|
| you made the sounds to word | |
| piano was beautiful | 4 |
| gesture was funny | 2 |
| canon is showing the life | 4 |
| last gag was funny | 5 |
| speaker was very serious to tell the message | |
| example to show small step will change life using canon | 3 |
| I feel that Ikegami is speaking in front of many people→reality | |
| Music will connect the life | |
| Having fun listening to music | |
| Music is related to the life | 3 |
| perspective of the speech(topic) | |
| using real sound to imagine easily | |
| structure of the speech | 2 |

This left table is the impression that audience gave me, and the number of audience who said that. Humor and message, and structure was the main points of my speech. And I knew that many people are having impression of my message. “Canon is showing life” “Music is related to life” was my message, and total 7 people said that in impression. Also, I knew that gag was very effective. So, I think I can say that I could impact people in right way, and effective structure that control the impression

In total, I think I could tell clear message, and made audience enjoy. There was advices or indicate from audience, so I think I can't say that this speech was perfect, but I think I succeed in making speech.

3.2 Product evaluation

| | My Goal | 1-2 | 3-4 | 5-6 | 7-8 |
|---|--|--|---|---|---|
| ① | I used effective researching and summarizing skills, such as taking notes, making image map, and research from many resources. | I used less than 2 ingenuity of summarizing many speeches, and researched from 2 speeches or total more than 4 resources that I consult. | I used 2 to 3 ingenuity of summarizing many speeches, and researched from 4 speeches or total more than 6 resources that I consult. | I used 3 to 4 ingenuity of summarizing many speeches, and researched from 6 speeches or total more than 8 resources that I consult. | I used more than 5 ingenuity of summarizing many speeches, and researched from 8 speeches or total more than 10 resources that I consult. |

| | | | | | |
|---|---|---|---|---|---|
| ② | Many type of people (teachers, students, parents) came to the workshop, and I succeed of advertising the project. | I did the advertisements. Also, 20 to 30 people came to the speech, and there were only student's audience. | The advertisements that I did have purpose and positive effect. Also, 30 to 40 people came to the speech, and there were one types of audience of students, parents and teachers was there. | The advertisements that I did have clear purpose and positive effect. Also, 40 to 50 people came to the speech, and there were two types of audience of students, parents and teachers was there. | The advertisements that I did have clear appropriate purpose and positive effect. Also, more than 50 people came to the speech, and students, parents and teachers was there. |
| ③ | I could have good reflection from the people that came to the workshop, and the reflection is what I intended. | I could have 40%~under 60% of people that speech was interesting, and audience's impression points was what I intended. | I could have 40%~under 60% of people that speech was interesting, and about a few audience's impression points was what I intended. | I could have 60%~under 80% of people that speech was interesting, and about half audience's impression points was what I intended. | I could have more than 80% of people that speech was interesting, and most of audience's impression points was what I intended. |

For rubric one, I think it's 8. Because, it's in the ATL evidence that I researched 10 speeches, and 3 more resources that talks about concepts hiding in the speech. Also, I summarized using organizing complex information, to make the information visible. So for rubric 1, I will get 8.

For rubric two, I think it's 4. That's because, 28students and 3 kids, and 2 adults only watched my video. So, there was big bias number of people who watch my video. So, I couldn't success on this rubric.

For rubric three, I think it's 8. 33 to 31 people said my speech was interesting, so I achieve on more than 80% of people said the speech was interesting. And as I wrote in c1, impression was that I was intended. I could give influence to the audience, so I think I could get 8 for this rubric.