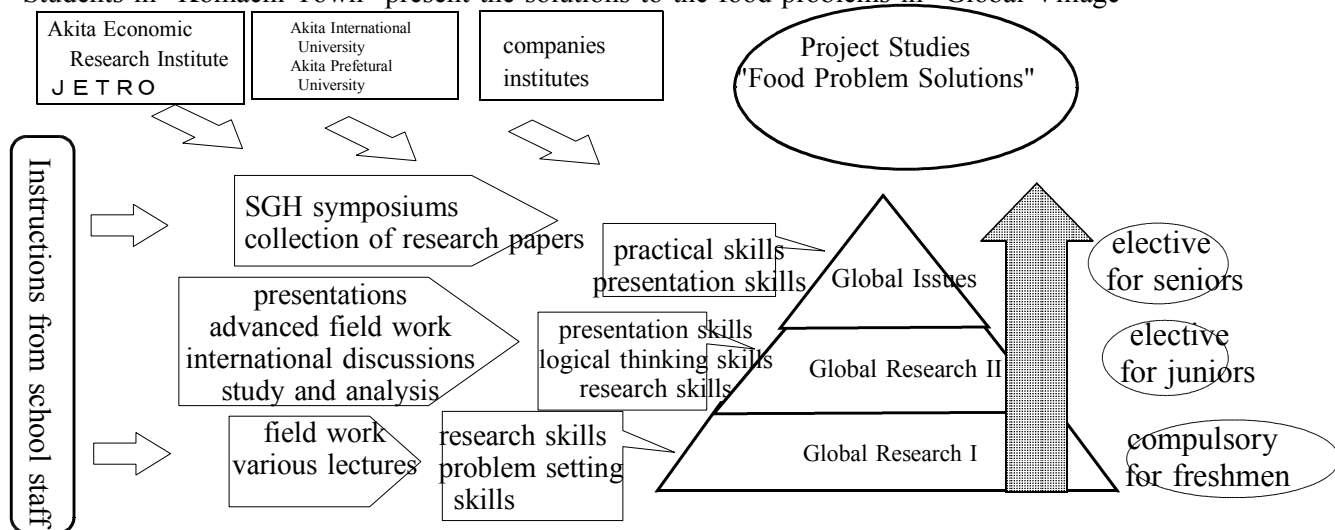


1 Project Title

Students in "Komachi Town" present the solutions to the food problems in "Global Village"



2 Aims and Outline of the Project

(1) Aims

- 1 To endow the students with "Global Mind" required to relate global problems to everyday concerns.
- 2 To endow the students with 5 skills required to be a global leader.
 - 1) problem setting skill, 2) research skill, 3) logical thinking skill, 4) presentation skill, and 5) practical skill

(2) Outline

In order to achieve the aim, the students will research global problems in the course, "Global Research,"

(3) Details

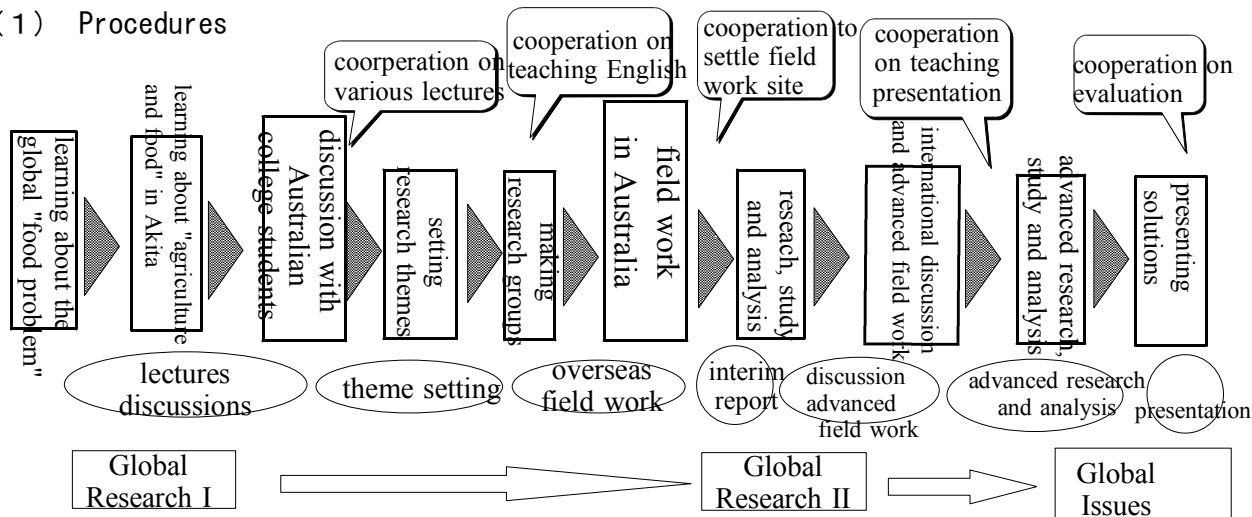
In order to solve the global "food problems," the students will learn the facts about agriculture and food in Akita, do field work in one of the major agricultural countries, Australia, analyze the agriculture and food problems from global points of view, and present solutions to the world.

(4) Other activities other than project studies

- ① Exploring the ideal classes to help students grow up to be global leaders
- ② Cooperating with Akita International University on this project

3 Project studies

(1) Procedures



(2) Reasons for settling on the project study theme and the field work site

We settle on "food problem" as our project study theme because it is a global problem deeply related with the problems familiar to the people in Akita, "agroindustry reform" and "food culture reevaluation." "Food problem" is a serious problem for the world, and is also related with various problems such as population problems, politics, economy, social structures, rich-poor gap, agroindustry and so on. It is the most suitable global problem we should tackle, considering the situation where Akita lies and the problems Akita has.

We will not adopt the global problem solutions to the local problems in Akita, but, instead, utilize various approaches to the agriculture and food problems we have in Akita as global problem solutions. Therefore, the final goal of this project study is for high school students in Akita, the land of agriculture and food, to give specific suggestions about how to solve the global food problem to both their homeland and the world.

We have settled on Australia, one of Japan's major importing countries of food and Japan's partner of Free Trade Agreement, as our field work site. The first reason for this is that Australia is suitable for a research study on our theme of project studies, global "food problem." Since Australia has a lot of clues to think about the problem, such as high food self-support ratio, intensive farming, industrialized farming with technology, problems with drought or climate change, and so on, it is worthwhile to do field work in Australia. The second reason is that our school has partnership with Victoria University and Deakin University in Melbourne and Tyndale Christian School in Sydney. With this partnership, we will do field work with the help of these schools.

(3) Examples of study themes

- Suggesting the ways of supplying daily wasted food in Japan for food shortage areas
- Searching for the solutions to the food shortage problems, comparing Akita, the second highest food self-support ratio area in Japan, with Australia, the second highest food self-support ratio country in the world
- Solving the food problem from the view of highly modernization and industrialization of agriculture
- Improving food production in food shortage areas by exporting high agroindustrial technology from Akita
- Studying the causes of food shortage in developing countries and suggesting better distribution routes of food on the model of Akita
- Suggesting the ways of developing farmlands in food shortage areas on the model of Akita and Australia
- Suggesting better distribution strategies of "safe, secure, delicious" farm products according to a preference shift in developing countries

4 Research and development other than project studies

Besides "global studies," we will radically develop teaching methods as a super global high school. In order to do that, we will improve the ways of teaching in every subject, and develop the classes to help students to be global leaders. Thus, students can learn essentials of global leaders, such as problem setting skills, research skills, logical thinking skills, presentation skills, and practical skills, in daily classes.