

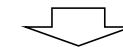
# Senior 2 Debate Contest

**Wednesday, 2<sup>nd</sup> February, 2022**

M.C.s (Timekeepers)  
1. Keisuke Nonoyama (S2B)      2. Aono Nakayama (S2A)

Team A	Team B	Team C	Team D
1 An Yonezawa (S2C)	1 Sasha Sternberg (S2E)	1 Shingo Momota (S2C)	1 Shiho Nishigaki (S2A)
2 Nao Shimizu (S2A)	2 Megumi Hayashi (S2E)	2 Mai Minengo (S2C)	2 Yuka Sato (S2C)
3 Rintaro Tanaka (S2A)	3 Keiichi Uomori (S2F)	3 Sota Suzuki (S2D)	3 Natsuki Ikeda (S2C)
4 Itsuki Omori (S2F)	4 Saya Onishi (S2B)	4 Jin Nakahara (S2B)	4 Asahi Chiba (S2F)
5 Nanako Kuboi (S2D)	5 Momoka Kurihara (S2E)	5 Haruka Oshima (S2E)	5 Iroha Nakatsuka (S2D)

Semi-Final 1: Team A versus Team B	Semi-Final 2: Team C versus Team D
Topic: Schools should provide exact rules about appearance.	Topic: Some curriculum subjects should be taught in English.



SF1 winner will be affirmative team and SF2 winner will be negative team in the Grand Final.

Grand Final
Topic: Schools should do more to solve local social problems such as isolation and poverty.

## Schools should provide exact rules for students' appearance

### Semi-final 1

## Schools should provide exact rules for students' appearance

### AFFIRMATIVE

私たちは、学校が身だしなみについての校則を生徒に対して明確に示すべきだと考えます。その理由は二つあり、一つ目は校則を守ることで社会に適合した大人に成長できるからです。二つ目の理由は身だしなみについての校則の基本である「制服」に関することです。制服を着ることで生徒同士の経済格差をなくし、いじめを減らすことができます。また制服であれば着ていく服を選ぶ必要が無く、服にかけるお金を減らすことができ、日々の学校生活を楽に過ごすことができます。これらの理由から私たちは身だしなみについての校則が必要だと考えます。

In our opinion, schools should provide exact rules for students' appearance. But let us start by asking what is a school rule? According to the Ministry of Education (MEXT), a school rule is a set of rules designed for students to lead a healthy school life, and to grow and develop better. We have two main reasons to support why we think this aim is valid.

Firstly, by following the school rules, you can develop into an adult who can fit well into society. School is a community that you belong to and that gives you an identity. You feel united with other members and show respect to your community by following its rules. You work together with other members, think about others, make effort to get along with others and naturally learn to maintain shared ideas of morals for your community.

Furthermore, school rules help you to learn the importance of looking neat and proper, which gives a good impression not only to people in your community, but also at interviews to get into college or a new job. According to Mandom research in 2019, more than 90% of respondents said that grooming affects the selection process. Students are also evaluated strictly on their appearance, with 77.4% saying that untidy clothing and 64.8% saying that unkempt hair leads to negative evaluations.

Secondly, the most widespread school rule about appearance demands the wearing of a school uniform. But wearing uniform has major advantages such as reducing economic disparity by making everyone equal and reducing bullying regarding personal appearance. In France, uniforms were introduced in public schools for the first time in 2018 in order to eliminate the problem of inequality. The Mayor of Provence promoted this measure to correct social discrimination and the widening "academic gap" between children from wealthy families and those from less wealthy families. Furthermore, the British uniform company Trutex said that 89% of school staff believed uniforms helped to reduce bullying.

Moreover, wearing a school uniform makes your school life easier. Students don't have to spend time choosing clothes every day. Also, students spend less money on clothes by wearing a school uniform. According to a survey in 2021, 80% of high-school students in Japan are happy to have school uniforms or wished they had school uniforms.

These are the reasons why we think that schools should provide exact rules for students' appearance.

### NEGATIVE

最近の社会では、多様性が求められている。その権利を侵害しない為にも、学校は生徒の見た目に関する校則を見直すべきである。人権を大事にするという教育をしながらも、制服について学校が決めた校則には男女で差がある。多様性は教育の為にも配慮されるべきだ。

Good afternoon, judges. The topic for our debate today is "Schools should provide exact rules about students' appearance." We strongly disagree with this resolution because of two concrete reasons.

To start off, I have a question for everyone. Has anyone, at least once, had a sense of dissatisfaction with school rules? It could have been about punctuality, being deferential, or about integrity. Actually, the most recognized resentment is linked to rules about one's appearance. So, why do we have frustration towards the school rules, when the rules are for legal, safety or other substantive reasons?

The first reason we think that schools should not provide exact rules about students' appearance is that diversity is a fundamental state in society today. A study by Drexel University School of Education showed that schools should support students to prepare for an increasingly diverse and multicultural society in order to undeniably embrace those different from themselves. As stated in *Treehoz*, diversity matters in education because it strengthens understanding and helps students make educated opinions and judgments. Being exact about the rules can hinder diversification.

The second reason why schools should not provide exact rules about appearance is that draconian rules can interfere with human rights issues. In consonance with NHK *Close-up Gendai*, around the 1980s in Japan, students abused teachers regularly. To depress this problem, schools made strict rules to control students. But today, if someone abuses a teacher, it would be a more shocking issue so we think this reason is no longer relevant.

According to the United Nations, human rights are the rights which all human beings are born free in dignity and rights. Having universally fair rules such as being in class on time still respects human rights, but when it comes to rules such as uniforms, or girls must wear skirts and boys must wear pants, these rules deal with body image, gender bias, and racism. Therefore, they need to be made with care. As schools have changed their guidelines for girls to be able to wear skirts or pants, then why not boys wearing skirts too?

To conclude, teachers and administrations should support students at school, but students should be the ones creating their own school life. Diversification is a fundamental state in society today, so avoiding draconian rules that can interfere with human rights is an important reason why schools should not provide exact rules about students' appearance.

## Some curriculum subjects should be taught in English

### AFFIRMATIVE

私たちは一部の科目は英語で教えられるべきだと主張します。その理由は二つあり、ひとつは生徒の英語力が向上するからということと、もう一つは他の教科を英語で学ぶことによって様々な異文化を持った人々と会話する楽しみが増えるということが挙げられます。その結果、グローバル社会で効果が発揮されること、そして学生の能力向上にも役立ちます。

We agree that some curriculum subjects should be taught in English and there are two reasons to support this view.

Firstly, students' English skills will be improved by being taught in English in other subjects. Currently, English education in Japan is aimed at taking exams, so we should provide classes that improve communicating in English. The guidelines announced by the Ministry of Education in 2009 stipulate for English that the lessons should be conducted in English. Learning subjects such as mathematics and science in English provides far wider opportunities to speak English naturally. The need for English will increase and students will be conscious of the importance of speaking English. Opportunities to think and speak in English immediately train the thinking circuit like a native speaker. Consequently, students become more confident in themselves and their English communication ability.

Secondly, learning English through other subjects will increase the enjoyment of communicating with people of various cultures. According to Nikkei Online Business, 71 percent of respondents answered they had problems communicating with foreigners. When asked what hinders communication, 30 percent answered language differences and 54 percent answered values differences. In a global society, people need not only to be able to speak English, but also to understand other cultures, values, and customs. To help students to learn appropriately and cope better, they need to speak English fluently.

Do you know CLIL? It is an abbreviation for Content and Language Integrated Learning, it is a method that combines learning of subjects such as science and mathematics with learning of foreign languages. There are various merits in this learning, such as learning English naturally, motivation for language learning is easily maintained. The purpose of CLIL is not only to learn English, but also to bridge the gap in cultural differences through English. Learners become familiar with global society and proficient in global communication.

In conclusion, increasing the number of classes taught in English will not only improve English skills, but also benefit students' ability to be effective in a global society. Thus, some curriculum subjects should be taught in English

### Semi-final 2

## Some curriculum subjects should be taught in English

### NEGATIVE

私たち TeamD は、さまざまな科目を英語で教えることに反対です。まず、英語の4技能の向上を目指す教育法「CLIL」は、時間とお金がかかるため、先生にとって負担になります。さらに、公立学校の生徒にとっても、英語の勉強へのモチベーションが下がるきっかけをつくってしまいます。(これは、実際の調査から読み取ったことです。)また、他国の学校でも、言語の混合を招く結果になったことから、私たちは、「CLIL」を取り入れる教育法に反対します。

To start, what kind of awareness do you have of English? Please look at this graph. We can read from this graph that the majority of students say they are not good at English. Therefore, we on the negative team believe that curriculum subjects should not be taught in English. These are the reasons to support this opinion.

The first reason is that are you familiar with the educational method to improve the four skills of English called CLIL? This means using English to teach other subjects such as math or science. Improve English by studying in that language. However, it is not easy to create educational plans and materials for this “CLIL” program. There are plenty of problems in making such a program. For example, subject matter expertise and language ability are both needed to properly select teaching materials.

Furthermore, a lot of time and effort is required to create special teaching materials, since all teaching materials must be translated into English.

The second reason is that CLIL may cause confusion to schools and students in some cases. For example, Indonesia schools. There are many languages are used in Indonesia, so students are in a situation where even Indonesia, the official language, becomes the second language. Furthermore, the number of linguistic subjects will increase. Then, schools must choose between English for internationalization or native language for the country.

Given these practical problems, it will be difficult to launch “CLIL” or similar programs for children in public schools, who comprise the majority of children. Please look at this data from a CLIL study carried out in 2018. In this study, the CLIL project conceived by their staff was implemented in three elementary schools to study its impact on the awareness and attitudes of students. This is the result of interviewing children about their motivational attitudes after the implementation of the project. The results of this survey did not show any significant difference in the awareness of children before and after the survey, with a slight decline. The study suggests that introducing CLIL may in fact reduce children's motivation.

For these two reasons, we believe that other secondary subjects should not be taught in English.

## Schools should do more to help solve local social problems

### AFFIRMATIVE

学校は、地域の社会問題の解決にもっと貢献すべきである。地域のボランティア活動に学校全体で参加することで、大きな教育的利益を得ることができる。学校が事前に生徒に対し、ボランティアに関する学習機会を持つことで、生徒の奉仕に対する理解やモチベーションの向上につながる。また、学校側が社会問題やボランティアについての正しい情報を生徒に対して提供することで、生徒の社会問題への取り組みの介入を促すことができることも大きな理由の一つである。これらの理由を踏まえて、私たちは、学校が地域の社会問題の解決にもっと力を入れるべきだと考える。

We vigorously agree with the resolution, "Schools should do more to help solve local social problems." because of two reasons.

Recently, the aging society, homelessness, and social isolation are the most common local social problems around Kobe. But why should schools do more to help solve social problems? The first reason is that great educational value can be gained by participating in volunteer activities that help to solve local social problems. Students will learn the value of volunteering by doing such activities. It would be a great idea for schools to provide opportunities to learn about volunteering beforehand because it would help students to understand the benefit to society of volunteering and will increase motivation to work. Yorikuni Nagai, who is a professor at the National Graduate Institute for Policy Studies said that prior learning is essential for volunteering.

Moreover, volunteering in the community allows students to engage with local people, parents, and teachers. According to research that took place in 2017 by Japan Student Volunteer Center Foundation, the top reason for students to participate in volunteer work is "seeking opportunities to get involved with other community members". Through school volunteer activities in the community, students can meet people they do not usually get involved with. Working together with those people will broaden their view and boost their self-confidence.

Another reason is that with appropriate guidance, students will be able to learn the right way to help their society. Because of the huge amounts of redundant information in the world, it has become challenging for an individual to find the correct and appropriate information. What is necessary and what is unnecessary can differ from what is reported on websites, and also what is actually true. By themselves, it will be tough for students to make the first move. But if schools are able to provide them with appropriate information and guidance, it will become easier and comfortable for students to participate in helping improve local social problems.

Therefore, schools should do more to help solve local social problems and with appropriate guidance, students will benefit by learning the right way to help their society. It is a win-win situation with great educational value gained by students participating in volunteer activities and, as a consequence, society will be enhanced.

## Grand Final

## School should do more to help solve local social problems

### NEGATIVE

私たちは学校が地域の社会問題を解決するために、より多くのことをすべきではないと主張します。その理由は二つあり、一つは教師の負担が増え、授業の質が低下し生徒の学力が下がるということと、もう一つはいじめや不登校などといった学校自体の問題解決に尽力すべきだからです。つまり、学校の本質的な役割は生徒が学びに打ち込める環境を作るということです。

We disagree that schools should do more to help solve local social problems, such as isolation and poverty and there are two reasons to support this view.

Firstly, this initiative would increase the burden on teachers. According to the results of the OECD International Survey on the Teaching Environment, the average weekly work hours for teachers in Japan are 54.4 hours for elementary school and 56.0 hours for junior high school, which is much higher than the average of 38.3 hours for participating countries. The long working hours of Japanese teachers have become a problem, and if schools are to work on solving social problems in the community, the burden on teachers will increase even more. Increasing the burden on teachers leads to a decline in the quality of classes and a decline in academic ability in the community as a whole.

Secondly, schools should solve school problems before solving social problems. Schools are supposed to protect students. It is also a place to guide and direct students. However, many problems occur in schools such as acts of violence, bullying, truancy, suicide, and corporal punishment. This is a graph by the ministry of education (MEXT) on the number of cases of cyber bullying and the overall perception of bullying. The number of cases of cyberbullying recognized in elementary, junior high and high schools across Japan has been on the rise since 2002, but in 2008, it began to decline significantly. However, while the overall number of recognized cases of bullying has been decreasing, so-called "cyber bullying," such as slander and defamation via computers and cell phones, has been increasing. Experts say that teachers need to be more vigilant. So, this should be done before schools think of solving social problems. Moreover, more and more people become lonely when they are bullied or stop going to school. This could lead to isolation and other social problems in the future. In order to prevent this from happening in future, school problems should be solved before social problems.

These are the reasons why we do not think that schools should do more to help solve local social problems, such as isolation and poverty. The essential role of the school is to create an environment where students can spend time comfortably. Thank you for listening.