



ちがう国でも同じこと

松山市立清水小学校



2015 Ehime Prefecture

Comprehensive Learning: International Understanding of Natural Disaster

“The Same is True in Different Countries”

73 6th-graders at Shimizu Primary School in Matsuyama

■ Program Outline

To realize that there are cultural diversities of food, clothes and houses, and even of natural disasters by learning about two foreign countries: Mozambique and Nepal. Those countries have long been supported by local entities in Ehime. Through exchanging views with overseas students and people of NGOs, the students make a presentation about how they feel about the diversities and what they can do, and ultimately lead the ideas to action.

■ Goals

To learn the life and culture in Mozambique and Nepal, the students will learn the similarities and differences in different countries. That will lead to the idea that there are varieties of cultural aspects which we should respect. At the same time, develop the interest and pride toward their own culture. They also learn the natural disasters those countries had and make a plan and act to mitigate them. To feel the connection to the world and nurture the attitude to respect the similarities and differences and improve communication skills.

■ Name of the Model Program

The same is true in different countries (ESD environmental education model program guidebook 1-)

■ Efforts to be Regionalized

- * The model program was made for the lower graders, which was modified for the 6th graders for this program, which focused more on the responsibilities and partnership as ESD viewpoints and tried to nurture the abilities and attitudes of critical thinking, future-oriented thinking, and diversified thinking.
- * To learn the cultures and disasters in Mozambique and Nepal and find the similarities and differences between those in Japan and make a presentation in front of the local people.

■ Findings

- * Experiencing the different life and culture are not the goals. They shifted to think what they can do more clearly to act.
- * The materials and information provided by NGOs are different, and the students showed their awareness differently.

■ Voices of Children

- * When we learned about the schools in other countries, we found the differences between that in Japan and in Mozambique. At the same time, we found they have similarities. I thought we are the same human beings even though we live in different countries.
- * Support is important. But I also learned that too much support is not always right.
- * Each country has different needs. I want to help the country in the way they need. I also try to communicate with the other people with hearts and minds.
- * Big earthquakes destroyed many things, but we built new things. They were warm hearts.
- * Heart-felt words and some support such as raising money. I want to give the support which they wish to have.

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ESD
Viewpoints

Framework Concept to Create a Sustainable Society

Responsibility: To think and act what we can do.

Partnership: To accept the differences and try to understand and help each other.

Ability/Attitude to be Focused for ESD Educational Guidance

Critical thinking: To learn the culture and the current situation of individual countries, we learn a new way of seeing things.

Future: Through the experience of exchanging overseas students and people of NGOs, the students think what to do and act.

Multifaceted nature: Through learning the different culture and living style from ours, raise the awareness and find the issues.