


 国際理解  
水・生活

## アフリカの現状から学び、 地球規模の視野を育もう

徳島県立富岡東中学校


 総合的  
な学習

2015 Tokushima Prefecture

Comprehensive Learning: International Understanding, Water and Life

“Learning Today’s Africa to Expand the View to a Global Scale”

78 3<sup>rd</sup>-year students at Tomiokahigashi Junior High School in Tokushima

### ■ Program Outline

To learn everyday issues such as “water”, “economy”, “food” and “safety and health” in developing countries to make a presentation.

Invite JICA trainees from African countries to Tokushima and exchange views with them to know the actual conditions of their lives. Create opportunities to realize the differences between Japan and African countries.

To learn the activities that the organization in Tokushima has supported Zambia, and point out the topics and discuss what can be done to create a sustainable society. Ultimately, nurture the ability to think and act by themselves.

### ■ Goals

To understand and raise the awareness to the current situations in developing countries.

To notice the differences between the information they get in books and from people who they meet. To realize Africa is a diversified continent.

To learn the current situations in Africa and their issues, and think what the students can do, and how they can act. Make a momentum to expand their views and learn more.

### ■ Name of the Model Program

Life of Water: Learning the issues of children in the developing countries through “water” (ESD environmental education model program guidebook 1- )

### ■ Efforts to be Regionalized

- \* Invite the people who actually went to the African countries to learn the true condition and information.
- \* Obtain permission to use the local photos and children’s drawings as lesson materials. The topic of the drawings is “water and life”.
- \* Get permission from the university to invite JICA trainees who are studying to the school to provide information and communicate with students.
- \* Based on the classes to “create a sustainable world”, the students study deeper during the summer vacation and add the global views to the program.
- \* Local NGOs introduced their activities in Zambia and Mozambique.

### ■ Findings

- \* Experiencing the actual water drawing labor let the students understand how hard the job is for the children in Africa, and realize how different it is to think in their head and do their jobs.
- \* Before the lesson, the students had specific images such as desert or civil war, but after meeting with JICA trainees, thanks to their rich human nature, the students realized they had had prejudice, and they could break the stereotype idea toward the country.

\* Introducing the activities of the local NGO which has supported Africa, so that the students who want to act for the issues can join the organization.

❖  
**ESD**  
**Viewpoints**  
❖

**Framework Concept to Create a Sustainable Society**

Diversity: To learn the differences of how to get and use water in the countries or areas, such as cities and rural areas.

Mutuality: Preparation made easier to understand the information they obtained later in the program.

Equitability: To learn the hardship of the current education and health problems in Africa and teach the importance of equal way of living across the border.

**Ability/Attitude to be Focused for ESD Educational Guidance**

Communication: To prepare what to be said and convey the message clearly.

Participation: To learn the actual life in Africa and act to improve their lives.

Critical thinking: To find the difference between the materials they used to get the information. They have to know what is right.

**Voices of Participants**

Students

- I realized I had a prejudice toward Africa when I learned many things about Africa. Learning was important. I cannot think that way if I don't know that. Knowing the situation is the starting line to bear the responsibility to create a sustainable society.

Lecturer

- It was a good opportunity to let students know that Tokushima has a group that has supported Africa.