

## Execution

The ability which is the most necessary for the students in this school is ability for living as “A human who can stand by one’s own foot” as mentioned above. This depends on results of answers from questionnaire by parents of the students, students in this school, and the teaching and clerical staff of the school from 2009 to 2011, and analysis of observation’s result about school lives. Cooperation with elementary school is needed in order to promote growing up as a human who can stand by one’s own foot. We consider policy of teacher’s guidance which has consistency for nine years and common understanding of matters for guidance step by step, and we do daily activities for education.

First of all, we make a plan for junior high school as follows. Secondly, we proceed conference with the teaching and clerical staff of elementary school and we build up connection with activities for education in elementary school. These steps are in order to register for UNESCO school.

The following chart is in order to proceed ESD. This is program which promotes growing up of students as human beings who can stand up their own foot. We help that the students can have opportunities for considering themselves and realities of society, and they can imagine ideal themselves and society in the future, it is their dream.

In addition, we try that students can find various problems which cause when they try to realize their “dream” and we try to bring up students who have ability for appropriate solution their problems. At the same time, we try to bring up students’ abilities which are appropriate “vitality and judgment” to rationally solve problems.

	First grade	Second grade	Third grade
Apr.		Preparation for “Study by experience in the work place” and preparation for “Dispersion study in Nagoya”	Preparation for “School excursion”
May	“Events which connection with welfare”		▽●School excursion
Jun.	●Activity for agriculture experience		
Jul.	▽Class for practicing welfare ▽Study for welfare experience	●Activity for agriculture experience ■▽●Study by experience in the work place ■●Making dream map	●Activity for agriculture experience ▽●Study for protection against disasters
Aug.	○■▽ Meeting for listening war experience		
Sept.	○●Nursery school · Elementary school · Junior high school · area joint fire drill		
Oct.		Preparation for “Dispersion study in Nagoya”	
Nov.	■●Making dream map	■▽●Dispersion study in Nagoya	
Dec.		Preparation for “School excursion”	
Jan.	■● Meeting of storytelling		
Feb.	Preparation for “Study by experience in the work place”	Preparation for “School excursion”	
Mar.			

■…Consider about myself ○…Learn from history ▽…Interest about society ●…Consider about my “life” and “how to live”

## **(1) Career education**

### **①Activities which cherish lives, and activities which study the importance of labor**

#### **--- Farming experience study (all the grades)**

Most of students are deficient in experience which cherishes a life, and it is rare to realize importance of the difficulty which cherishes a life, or a life. Moreover, they are also deficient in labor experience and rare to realize importance of working.

So, we are planning annual agricultural experience learning in this school. It is activity to carry out the activities carried out on an ongoing basis the farm work of all, through the harvest, deepen the interaction with people and local elementary school students.

By this, you cannot taste the joy of harvest and sense of accomplishment of collaborative work, and the difficulty of up to harvest, you have or will confirm the significance of working, I want to raise the morale of the students. In addition, it is allowed to realize the preciousness of life and the difficulty to nurture life and you want to foster an attitude of honor life.



**The meaning which works through bilateral work is considered.**

### **②Activity about welfare education**

#### **---A welfare practice classroom and welfare on-site training (first grade)**

Substantial welfare is an important problem for future Japan. The students who face the problem of welfare in the near future have to have some opportunities to consider their ways of lives. what an awareness of the issues should be raised with slight depth, and the knowledge and understanding about welfare should be made for as junior high school students now.

So, you are planning an annual welfare experience learning and welfare practice in the school classroom. The experience made me think of "demand for welfare services", etc. "reality of welfare", you want to open your eyes to social issues.

This is what has become a real problem in the world, to increase the willingness to examine or himself what measures or if it is being taken, and listen to experts in charge, and seek to deepen their insight. Then, consider what can be for me, I want to foster an attitude to pursue what should be run



**Considering the way of life so as to be in contact with the elderly**

### **③Activities about place-of-work inspection and place-of-work experience**

#### **---Place-of-work on-site training, creation of DREAM MAP, company inspections of Nagoya distributed practice and a school trip**

It is difficult to make a living the modern society which a problem accumulates appropriate for oneself. Therefore, it is very important to draw the image for having a future target from a junior high school student's inside, and realizing one's way of life.

Then, the activity which creates a dream map at the opportunity which



**Gazing at its own way of life**

entered the junior high school which begins to consider actually entrance into a school of higher grade and employment is taken in a plan.

By this, students are gazed at and the volition which considers a future way of life is raised. I would like to make it substantial, correcting a DREAM MAP oneself by this through activity of the place-of-work on-site training currently planned during enrollment in school, place-of-work inspection of the Nagoya distributed practice and a school trip, etc., and to raise the attitude which is going to consider and perform required action for itself.

#### ④the meeting of storytelling (all the grades)

It is rare to move the heart to useful joy or the wisdom for living in a lesson of everyday life and a school. However, deep impression can be given to a student's heart with the contents of the talk, and the skills of a narrator.

So, the meeting of storytelling is planned in this school every year. At this meeting, people of the narrator of about ten volunteers who have participated since the time of students being nursery schools perform the tale of shoes to set by students' age or collective characters in each class.

Moving narration of narrators keeps "the figure which is muscularly useful" and "the wisdom for living" which are expressed by the traditional talks and poetry of Japan or overseas in student's heart. And the students can gaze at their ways of life.

Therefore, we would like to raise the attitude which students try to survive forcibly brightly, without never being discouraged, also when they have any big problems in their futures or run against the difficulties on their lives.

## (2) Disaster Prevention Education

### ①Activities about disaster prevention education

#### -- Joint fire drill of nursery schools, elementary schools, junior high schools, and the area (all the grades)

The concrete measures of giant tsunami are examined in this area. Since this school becomes nursery school students, schoolchildren, and local resident's shelters at the developmental time of a massive earthquake which will happen in the near future, they are that the correspondence to a seismic hazard is urgent, and the serious issue which should be continued. Moreover, since a junior high school students will also become adults in several years, it is necessary to raise as the talented people engaged in disaster prevention of the area, and talented people who are useful at the time of suffering a calamity and revival.

The joint fire drill by the nursery schools, the elementary schools, and junior high schools is planned beginning in the 2013 fiscal year. All the members of a class enable it to take refuge safely first of all.



**Learning through the characters confronting with problems**



**An action without forgetting the heart of consideration.**

And they enable it to support evacuation behavior, students joining nursery school students and hands or speaking so that nursery school students' evacuation behaviors may be performed smoothly and safely.

We would like to raise the heart of the consideration to the persons in a weak position by this.

Moreover, while learning the abilities of responding as suffering a calamity, we want them to aware of the role of the junior high school student in the area, and the work expected. Furthermore, we would like to raise the volition which is going to follow and consider how it is concerned immediately after suffering a calamity and with revival of the area, etc. as a junior high school student.

## ② Disaster learning (third grade)

Since our school is also specified as the tsunami refuge building, students' concerns are very high. However, the concrete measure has not been determined yet.

So, in our school, people having a real experience were invited as lecturers, and we are going to form a plan to perform disaster prevention study in 2013 fiscal year. Firstly, students learned about equipment for refuge and instruments for rescue, or the photographs and images of



**First aid of an injury**

the disaster spots, and the consciousness to disaster prevention is raised further. And they are trained on the spot how a wounded person is carried or whether what they do with first aid on the spot.

Students and teachers can be informed of the action which should actually be taken, and can consider the action after suffering a calamity. And we would like to raise the attitude in preparation for a massive earthquake, such as forming concretely the goods which it should have, and the plan of training which should be performed.

## (3) Peace education

①Activity about peace education -- Meeting which hears war experience (first grade)

Students do not have a way known from other than being based on statistical materials or books in everyday life about the serious damages which war brings about. Moreover, since there is no real experience also with a family and a fresh school staff, persuasive power is lacked also on the petition which desires peace from the bottom of its heart.



**Listening attentively to the terrible story of war**

**Talking about the air raid experience of indiscriminate**

War experience persons, such as an air raid experience, battle experience and raising experience to a mainland, speak to students, and are planning the meetings which carry out some questions and records in the 2013 fiscal year.

we would like to raise the concern about "war and peace" more by using as a foundation the fundamental knowledge about war learned with the social studies of the sixth grader in an elementary

school, and to raise the attitude which investigates or considers international problems, such as refugees who have fallen into the questions, the area of conflicts in the world, and plight over war as a member of a Junior Red Cross.

Principal's name     M i d o r i   Y a n a k a    

Position   Principal

Institution's name

Maeshiba Junior High School