

あなたのできる国際支援とは？

実践場所	水戸啓明高等学校	実践者	生田目 智文	
対象	1年生(25名)1-2	時間数	5時間	
担当教科	英語	実践教科	英語+探求学習(英語分野)	
ねらい	<p>①日本は、発展途上国に対してどんな支援をしているのかを知る。JICAを知る。</p> <p>②アフリカの現状を知らせ、どんな支援が何のために必要なのかを考える。</p> <p>③英語を学び世界の人々とコミュニケーションできることの重要性を知る。</p> <p>④日本人として自分のできる国際支援を英語で発表し、小論文にまとめる。</p>			
実践内容	回	プログラム		
		テーマ・ねらい	方法・内容	使用教材
	1	<p>●日本の国際支援の現状を知る。</p> <p>ねらい:日本の政府や民間が行っている国際支援を金額、方法なども含めて知る。さらに、国益のメリットとデメリットも考える。</p>	<p>(1-1)どんな機関が行っているのか。</p> <p>(1-2)どのくらいの税金や資金が援助として使われているのか。</p>	<p>・パワーポイント資料</p> <p>・インターネット</p> <p>・JICA図書館</p>
	2	<p>●アフリカの現状とJICAの活動を知る。</p> <p>ねらい:研修中に撮影したビデオ・写真を見せ、JICA職員、現地の人々からの情報を伝えて、現状を理解する。</p>	<p>(2-1)誰が行っているのか。青年海外協力隊の活動を紹介。</p>	<p>・ワークシート</p> <p>・アフリカで撮影したビデオや写真</p>
	3	<p>●アフリカ難民を救え</p> <p>ねらい:研修で撮影したビデオ・写真を見せながら難民キャンプの実情を知らせ、難民を救うにはどんな方法があるかを考える。また、難民の少年からのビデオメッセージを見せ、英語ができることで世界へメッセージが発信できることを認識する。</p>	<p>(3-1)難民の存在と現状を知り、彼らにどんな支援が必要かを考える。</p>	<p>・アフリカで買った民族衣装</p> <p>・シマ(マラウイの主食)※食べさせるかは未定</p>
	4	<p>●日本人としてできる国際支援とは</p> <p>ねらい:4時間の授業を体験して、自分の考える国際貢献の在り方を英語で発表し、小論文にまとめる。</p>	<p>(4-1)どうして国際支援が必要なのかを考える。</p> <p>(4-2)自分が国際貢献をするためには、何が必要かを考える。</p> <p>(4-3)自分の意見を英語で発表し、日本語または英語で小論文にまとめる。</p>	
成果	<p>アフリカや難民問題、まして自分自身の手で国際支援をしようなどと全く考えもしなかった高校一年生。それがアフリカ(マラウイ)で撮られた写真や映像を見せられ、そこに暮らす人々の境遇を知ること、開発途上国支援を理解し、支援のアイデアを出し合っ、英語でプレゼンテーションすることができたことは、国際理解教育ばかりでなく英語科にとっても大きな成果となった。</p>			
課題	<p>国際支援にはメリットとデメリットの部分があり、いわゆる国益からの国際支援の立場をどのように理解させるかが、学校教育に於いて大きな課題といえる。</p>			
備考				

Theme: What is the international assistance you can do?

Tomofumi Namatame: MITO KEIMEI Senior High School

Learning from Malawi

This summer, we joined JICA Development Education Study Tour for Teachers to Malawi, Africa. The program is organized by JICA, with the purposes for us to visit JICA project-sites and other sites/facilities of the country, to watch Japan Overseas Cooperation Volunteers' activities, and to deepen our understanding on developing countries as well as to improve our teaching skills in development education through the programs such as workshop, every-day discussion, and exchange classes with local students in Malawi.

Malawi is located between southern-east Tanzania and South Africa. Before we left, we had to get a certification of immunization for yellow fever and keep taking preventive medicine for malaria. It took about two days to reach our destination by way of Bangkok and Nairobi. Malawi doesn't have many resources and there are few primal industries. It is a poor country and has to depend on aid from other developed countries to sustain its economy.

I sometimes ask Japanese students a question, "What country do you want to live in?" The answer is always same, "It is a country which is safe and convenient to live in." Japan is one of the most convenient countries in the world. We have stable electricity, useful cell phones, enough food and so on. We can buy safe food in a safe shop whenever we want. Besides, we can receive advanced medical service. We also receive education and have lots of opportunities to learn.

On the other hand, in Malawi, only 10% of the whole population can use electricity. In a hospital, I saw there was neither Computer Tomography (CT) nor X-rays.

I had a chance to visit a refugee camp for people who had fled wars or persecution. People there were living in poverty. They were really poor, and I thought they might be the poorest in the world. I had a chance to talk with one of the residents in the camp. He was fifteen years old and had escaped from Congo. He told me that his only dream was to go to South Africa, whose economy is rapidly growing, and earn money. He studied English and French so hard to overcome his poverty. He was full of vitality, like Japanese in Meiji and Showa era. If such people increase, even though African countries have not been free from tragic events, - like colonization, those countries will overcome their poverty and develop their economy.

I have to give some lectures to my Japanese students about Malawi, about the people living there, the Japan Overseas Cooperation Volunteer working hard for Malawi, and what we can do to build a bridge between Malawi and Japan, to make a better future for all of us on the earth. These lectures are warnings and solution for our future.



Jomo Kenyatta International Airport



Young boy I met in Dowa Refugee Camp

Teaching Plan for 1st Period

Instructor : Tomofumi Namatame

1. Date and Period : October 19th, 2012, 4th period
2. Subject : Oral Communication and Special Class for Presentation in English.
(Theme : Introduction to Malawi and African countries.)
3. Place : Homeroom 1-2
4. Class : 1 - 2 This class consists of 25 students : 13 boys and 12 girls.
5. Textbook : PowerPoint handouts
6. Overall Objectives of Special Class about current conditions in Africa (Malawi) and the problem of African refugees
 - (1) Students can understand the nature of the current conditions in Africa and the problem of African refugees.
 - (2) Students can realize the cause of the outbreak of refugees in Africa.
 - (3) Students in the four-student groups can have their own opinions and ideas to support the refugees.
 - (4) Students can give a presentation in English about their ideas to support African refugees.
7. Objectives of this Period :
 - (1) Students become acquainted with the position of Malawi and other African countries on the map and PowerPoint pictures.
 - (2) Students can understand Malawi's industry, medical conditions, languages and connection with Japan.
 - (3) Students ask some questions about current African conditions in order to deepen their understanding.
 - (4) Students learn the name of the country and its position on the African continent. (to be assigned as homework, if not done)
8. Materials for the Lesson :(1)PowerPoint for teacher. (2)PowerPoint handouts. (3)Worksheet(4)World map.
9. Periods Allotted for Special Class to gain an understanding of African refugee problems :

Period	Activities	Materials
1 This period	Introduction Based on the teacher's experience in Africa, students observe and become conscious of Africans' way of life, culture and the refugee problem.	PowerPoint Worksheet
2	Discussion (1)Each group chooses one theme for presentation. (2)Discuss the contents for presentation in each group.	Internet Data on the African refugee problem
3	Discussion and practice for presentation (1)Students continue discussion of the theme for each group. (2)Presenters of each group practice hard for presentation. (3)Other students make the PowerPoint presentation and a collection box.	Internet Speech manuscript Box PC
4	Presentation in English (Game-style activities) (1)Each presenter appeals to observers in order to collect a contribution (imitation money) to support African refugees. (2)Presenters or other members hold a Q&A with other groups.	PowerPoint Box with decoration Worksheet
5	Wrap up (1)Evaluation of each presentation of the last class. (2)Students can understand the nature of JICA activities. (3)Students can understand other peoples and cultures all over the world.	PowerPoint Pictures Worksheet

10. Teaching Plan for 1st Period

Time	Student's activities	Teacher
5min	【Greetings and Expression of this class in English】 (1)Students greet the teacher. (2)Students listen to the teacher's introduction and objectives for this class.	Talk all in English to a student. Greet the class. Explain about a purpose of this Class.
5min	【 Students gets basic knowledge of Malawi and Africa】 (1)Students receive a African map and documents. They look for position of Malawi on the map. (2)They gets the basic information about Malawi and the nature of the current conditions in Africa.	Give a African map and documents to students. Explain about the basic information of current conditions in Africa and Malawi.
30min	【 Students knows Malawi and Africa from pictures】 (1)To watch many pictures which a teacher took in Malawi, the students know a life style of Malawi, and school life conditions of African students. (2)Students watch and listen PowerPoint and teacher's explain while taking notes to a worksheet. Then, asks to a teacher about a questionable points.	Using PowerPoint, teacher show many African's, Malawi's pictures with explain. Answer the questions of the Students in detail while explaining.
10min	【 Wrap up】 (1)The students complete a worksheet and several students announce own impression about this class. (2)Students are informed of contents of the next class. (3)Students have to make the four student groups by next class.	Check the students worksheet. Ask some students their impression about today's class.

Impression of this period.

I showed many pictures of Malawi and Africa to students for the first time after return home. At the same time, I prepare the world map and some documents about Malawi and Africa. At first, it looked like all our students were surprised when an African desolated land scene, bare foot African children, and no textbook school conditions pictures projected by PowerPoint. At that time, students must have been surprised at the gap with a too much convenient daily living of Japan. Particularly, it was impressive to have heard small scream from some students when the picture of two young children in search of something on a pile of garbage was projected. I felt intuitively that they had a feeling of sympathy to underprivileged children. I thought that I wanted students to understand the need of support to developing countries through this series of 5 special classes.



Exchange class in Malawi



Children on garbage



Shops in the border area

Teaching Plan for 2nd Period

Instructor : Tomofumi Namatame

1. Date and Period : October 26th, 2012, 4th period
2. Subject : Oral Communication and Special Class for Presentation in English.
(Theme : Save the African Refugees - presentation in English)
3. Place : Homeroom 1 - 2
4. Class : 1 - 2 This class consists of 25 students : 13 boys and 12 girls.
5. Textbook : PowerPoint handouts, Worksheets.
6. Overall Objectives of Special Class about current conditions in Africans (Malawi) and the problem of African refugees
 - (1) Students can understand the nature of the current conditions in Africa and the problem of African refugees.
 - (2) Students can become aware of the cause of the outbreak of refugees in Africa.
 - (3) Students in the four-student groups can have their own opinions and ideas to support the refugees.
 - (4) Students can give a presentation in English about their ideas to support African refugees.
7. Objectives of This Period :
 - (1) Students can understand the purpose of the class on the basis of the current conditions and refugee problem in Africa.**
 - (2) Students can make four-student groups to discuss and decide the theme of presentation for own group.**
 - (3) Students can understand what things African refugees need and what the students can do for them.**
 - (4) Students can decide the theme and prepare for presentation.**
8. Materials for the Lesson :(1)PowerPoint for teacher and presenters. (2) Imitation dollar bills.
9. Periods Allotted for Special Class to gain an understanding of African refugee problems :

Period	Activities	Materials
1	Introduction Based on the teacher's experience in Africa, students observe and become conscious of Africans' way of life, culture and the refugee problem.	PowerPoint Worksheet
2 This period	Discussion (1)Each group chooses one theme for presentation. (2)Discuss the contents for presentation in each group.	Internet Data on the African refugee problem
3	Discussion and practice for presentation (1)Students continue discussion of the theme for each group. (2)Presenters of each group practice hard for presentation. (3)Other students make the PowerPoint presentation and a collection box.	Internet Speech manuscript Box PC
4	Presentation in English (Game-style activities) (1)Each presenter appeals to observers in order to collect a contribution (imitation money) to support African refugees. (2)Presenters or other members hold a Q&A with other groups.	PowerPoint Box with decoration Worksheet
5	Wrap up (1)Evaluation of each presentation of the last class. (2)Students can understand the nature of JICA activities. (3)Students can understand other peoples and cultures all over the world.	PowerPoint Pictures Worksheet

10. Teaching Plan for 2nd Period

Time	Student's Activities	Teacher
3min	Greetings and Explanation of this period (1) Students greet the teacher. (2) Students listen to the teacher's instruction and objectives for this class.	Greet the class. Explain about this class to students
5min	Prepare the group discussions (1) Students make four-student groups. (2) Students answer the quiz about Malawi and Africa, And are reminded of the contents of the last class. Q : What is the geographical position of Malawi? What is the population of Malawi? What is the official name of "JICA"? What is the language spoken in Malawi? etc.	Check a few groups. Direct to make four-student groups. Give a few quiz questions to all students. Direct to students to learn 10 African countries by next class.
5min	Watch the movie as materials for discussions (1) Students watch the movie of the current conditions in African refugees camp. (2) Students watch a movie while taking notes.	PowerPoint Show the movie taken in a refugee camp in Malawi to all students.
30min	Discussion (1) Students talk in each group on the basis of the current conditions of African refugees to determine possible methods of support. (2) Each group chooses one theme for presentation. (3) Discuss the contents for presentation in each group. (4) Students report on the theme and contents of presentation to teacher and announce to all students. Group A : Send fresh water. Group B : Send clothes. Group C : Send vaccine for refugee children. Group D : Send temporary housing. Group E : Send food and the fresh water. Group F : Send medical supplies.	Explain about discussion methods. Offer advice to each group if necessary. Receive the reports about the theme of the presentation from each group.
2min	Wrap up (1) Students are informed of the contents of the next class.	Explain a contents of the next Class.

Impressions of this period.

Many students were interested in the pictures of Malawi and Africa which I showed in the last class. Furthermore, students saw the current conditions in the refugee camp and lack of things there as seen in the movie which I took in Malawi. Students made four-student groups, talking in each group about ways of supporting African refugees and children. Given that this was an English class, I decided to give it the format of a presentation in English directed to people of the world by setting a target of raising a donation. Soon, they worked on preparation for the presentation positively and made items for it in each group.



Children in a refugee camp



A malnutrition child in a hospital

Teaching Plan for 3rd Period

Instructor : Tomofumi Namatame

1. Date and Period : November 9th, 2012, 4th period
2. Subject : Oral Communication and Special Class for Presentation in English.
(Theme : Save the African Refugees - presentation in English)
3. Place : Homeroom 1 - 2
4. Class : 1 - 2 This class consists of 25 students : 13 boys and 12 girls.
5. Textbook : PowerPoint handouts, Worksheets,
6. Overall Objectives of Special Class about current conditions in Africa (Malawi) and the problem of African refugees
 - (1) Students can understand the nature of the current conditions in Africa and the problem of African refugees.
 - (2) Students can become aware of the cause of the outbreak of refugees in Africa.
 - (3) Students in the four-student groups can have their own opinions and ideas to support the refugees.
 - (4) Students can give a presentation in English about their ideas to support African refugees.
7. Objectives of this period :
 - (1) Each student gives ideas about assistance for Africa and refugees and gets ready to play their role.**
 - (2) Students completely finish items for use in presentation and start practicing in each group.**
 - (3) Students prepare the questions to each presenter in the open class.**
 - (4) Presenters of each group practice hard for presentation in the open class.**
8. Materials for the Lesson :(1)PowerPoint and screen for presenters. (2)PowerPoint handout.
9. Periods Allotted for Special Class to gain an understanding of African refugee problems :

Period	Activities	Materials
1	Introduction Based on the teacher's experience in Africa, students observe and become conscious of Africans' way of life, culture and the refugee problem.	PowerPoint Worksheet
2	Discussion (1)Each group chooses one theme for presentation. (2)Discuss the contents for presentation in each group.	Internet Data on the African refugee problem
3 This period	Discussion and practice for presentation (1)Students continue discussion of the theme for each group. (2)Presenters of each group practice hard for presentation. (3)Other students make the PowerPoint presentation and a collection box.	Internet Speech manuscript Box PC
4	Presentation in English (Game-style activities) (1)Each presenter appeals to observers in order to collect a contribution (imitation money) to support African refugees. (2)Presenters or other members hold a Q&A with other groups.	PowerPoint Box with decoration Worksheet
5	Wrap up (1)Evaluation of each presentation of the last class. (2)Students can understand the nature of JICA activities. (3)Students can understand other peoples and cultures all over the world.	PowerPoint Pictures Worksheet

10. Teaching Plan for 3rd Period

Time	Student's Activities	Teacher
5min	Greetings and Explanation of this class (1) Students greet the teacher. (2) Students listen to the teacher's instruction and objectives for this class. Students answer the name of African countries learned by heart.	Greet the class. Explain about contents of this Class. Ask the name of the countries in Africa to all students.
40min	Discussion and practice for presentation in open class. (1) Students continue discussion of the theme for each group. (2) Students share the role in each group. <ul style="list-style-type: none"> • Leader (prepare the donation box and imitation bills) • Presenter (speaker) • PowerPoint operator • PowerPoint maker (3) Presenters of each group practice for presentation in the open class. (4) PowerPoint makers complete PowerPoint pictures. (5) Each group presents a review in PowerPoint pictures on screen and carries out presentation practice by presenters. (6) All students listen to the presentation by other group presenters, and ask questions if any.	Check groups and offer advice if necessary. Check the student's role in each group. Check the progress of each group and offer advice. Check whether each group is ready for presentation about each theme. Deepen their understanding of current African conditions and the problem of refugees.
5min	Wrap up (1) Leaders of each group speak about preparation for open class. (2) Students are informed of the contents of the next class (i.e., open class for JICA staff and other teachers).	Ask the leaders of each group to prepare for each role. Explain the flow of open class. For example, classroom being changed to special room 3, etc.

Impression of this period.

The original research of students has enabled them to considerably increase their knowledge of Malawi and Africa. As a result of this special class, there are a lot of students who want to give actual support to refugees and African children, not a merely as an abstract subject taken up in our open class.



Preparation for the presentation



Experience of Kenyan traditional cloth

Teaching Plan 4th Period

Instructor : Tomofumi Namatame

1. Date and Period : November 15th, 2012, 4th period
2. Subject : Oral Communication and Special Class for Presentation in English.
(Theme : Save the African Refugees)
3. Place : Special Room 3
4. Class : 1 - 2 This class consists of 25 students : 13 boys and 12 girls.
5. Textbook : PowerPoint handouts
6. Overall Objectives of Special Class about current conditions in Africa (Malawi) and the problem of African refugees
 - (1) Students can understand the nature of the current conditions in Africa and the problem of African refugees.
 - (2) Students can become aware of the cause of the outbreak of refugees in Africa.
 - (3) Students in the four-student groups can have their own opinions and ideas to support the refugees.
 - (4) Students can give a presentation in English about their ideas to support African refugees.
7. Objectives of this period :
 - (1) Students continue speaking English for an allotted time of around three minutes.**
 - (2) Students can attempt to be persuasive in English about the contents of their idea in order to "Support African refugees" on the basis of what they have already discussed.**
 - (3) Students ask / answer questions about the contents of presentations to improve understanding.**
 - (4) Students listen to the presenters from other groups and understand what they speak about.**
8. Materials for the Lesson :(1) PowerPoint for teacher and presenters. (2) Imitation dollar bills.
9. Periods Allotted for Special Class to gain an understanding of African refugee problems:

Period	Activities	Materials
1	Introduction Based on the teacher's experience in Africa, students observe and become conscious of Africans' way of life, culture and the refugee problem.	PowerPoint Worksheet
2	Discussion (1)Each group chooses one theme for presentation. (2)Discuss the contents for presentation in each group.	Internet Data on the African refugee problem
3	Discussion and practice for presentation (1)Students continue discussion of the theme for each group. (2)Presenters of each group practice hard for presentation. (3)Other students make the PowerPoint presentation and a collection box.	Internet Speech manuscript Box PC
4 This period	Presentation in English (Game-style activities) (1)Each presenter appeals to observers in order to collect a contribution (imitation money)to support African refugees. (2)Presenters or other members hold a Q&A with other groups.	PowerPoint Box with decoration Worksheet
5	Wrap up (1)Evaluation of each presentation of the last class. (2)Students can understand the nature of JICA activities. (3)Students can understand other peoples and cultures all over the world.	PowerPoint Pictures Worksheet

10. Teaching Plan for 4th Period (Open Class)

Time	Students' Activities	Teacher
10 min.	<p>【Greetings and Explanation of this class】</p> <p>(1)Students greet the teacher. (2)Students listen to the teacher's instruction and objectives for this class. (3)Students listen to an explanation about today's visitors. (4)Students answer the quiz about Africa. (5)Students listen to and understand the current conditions in Africa, especially African refugees.</p>	<p>Greet the class. Check groups. Give a few quiz questions to all students. Explain about current conditions in Africa and Malawi. (Use PowerPoint)</p>
5 min.	<p>Students understand today's presentation rules and methods. (Game-style activities)</p>	<p>Explain about presentation's rules and methods to students and observers.</p>
25 min.	<p>【Presentation by each group】</p> <p>[1st Group]</p> <p>(1)A presenter makes his / her presentation for three minutes about ways to support African refugees. (2)Other students listen to the presenter and take notes. (3)Other students ask questions about contents in the following one minute of Q & A time. (4)The presenter answers other students' questions. (5)Each presenter takes turns until all groups finish their presentations.</p> <p>[2nd Group] ~ [6th Group] (The same procedure as described above.)</p>	<p>Keep time. Monitor students' presentations and offer advice or direction if necessary. Encourage them to continue speaking in English. Monitor group activity. (The same as above)</p>
5 min.	<p>Supplementary appeals to observers and other students by each group leader.</p>	
5 min.	<p>【Wrap up】</p> <p>(1)Some students speak about their impression of this class. (2)By listening to the explanation of the teacher, students deepen their understanding of current African conditions and the problem of refugees. (3)Students are informed of the contents of the next class.</p>	<p>Ask some students their impression about today's presentation and the class. Evaluate the presenters' and students' activities.</p>

Impression and evaluation of this class.

This open class was carried out with almost no preparation time for either students or instructor. But all students had prepared outside class-time, all presenters practicing hard for their presentation in English and the creation of the PowerPoint pictures in every each group. In open class, all presenters successfully appealed for the donations for the assistance of African refugees. Of course even though the money involved was imitation, all students worked seriously on all presentations and activities in the class. Even when they ran out of class time, they continued their presentation in English without showing signs of giving up.

They had a determined awareness to get across their ideas for helping the refugees to everybody somehow. Though my open class left a lot to be desired, I feel that I cannot but give a good evaluation to the students' presentation and activities in open class.



Scene of the open class



Presentation in English by a student

Teaching Plan for 5th Period

Instructor : Tomofumi Namatame

1. Date and Period : November 30th, 2012, 5th period
2. Subject : Oral Communication and Special Class for Presentation in English.
(Theme : Save the African Refugees - presentation in English)
3. Place : Homeroom 1 - 2
4. Class : 1 - 2 This class consists of 25 students : 13 boys and 12 girls.
5. Textbook : PowerPoint handouts
6. Overall Objectives of Special Class about current conditions in Africans (Malawi) and the problem of African refugees
 - (1) Students can understand the nature of the current conditions in Africa and the problem of African refugees.
 - (2) Students can become aware of the cause of the outbreak of refugees in Africa.
 - (3) Students in the four-student groups can have their own opinions and ideas to support the refugees.
 - (4) Students can give a presentation in English about their ideas to support African refugees.
7. Objectives of this period :
 - (1) Students reflect on their presentations and activities in the last open class.
 - (2) Students understand that if they can speak English, they can make an appeal in order to collect contributions for afflicted people all over the world.
 - (3) Students can understand the nature of the JICA's activities in developing countries.
 - (4) Students can gain a deep understanding of the nature of current conditions in Africa and the problem of refugees.
 - (5) Students can write a report on their impressions of these five special classes for international education .
8. Materials for the Lesson :(1) PowerPoint for teacher and presenters. (2) Imitation dollar bills.
9. Periods Allotted for Special Class to gain an understanding of African refugee problems :

Period	Activities	Materials
1	Introduction Based on the teacher's experience in Africa, students observe and become conscious of Africans' way of life, culture and the refugee problem.	PowerPoint Worksheet
2	Discussion (1)Each group chooses one theme for presentation. (2)Discuss the contents for presentation in each group.	Internet Data on the African refugee problem
3	Discussion and practice for presentation (1)Students continue discussion of the theme for each group. (2)Presenters of each group practice hard for presentation. (3)Other students make the PowerPoint presentation and a collection box.	Internet Speech manuscript Box PC
4	Presentation in English (Game-style activities) (1)Each presenter appeals to observers in order to collect a contribution (imitation money) to support African refugees. (2)Presenters or other members hold a Q&A with other groups.	PowerPoint Box with decoration Worksheet
5 This period	Wrap up (1)Evaluation of each presentation of the last class. (2)Students can understand the nature of JICA activities. (3)Students can understand other peoples and cultures all over the world.	PowerPoint Pictures Worksheet

10. Teaching Plan 5th Period (Final period)

Time	Student's Activities	Teacher
5min	Greeting and explanation of this class (1) Students greet the teacher. (2) Students listen to the teacher's evaluation about the presentations and students' activities of each group in the open class.	Greet the students. Evaluate the presentations and students' activities in the open class.
30min	Self-evaluation of open class (1) Students count the money (imitation) donated in each group and announce the total sum to all students. (2) All students speak about their impression of the open class. In addition, they speak of the knowledge they have gained through these on the subjects of Africa and the refugee problem. Furthermore, they also comment on what they see themselves as having to do for people in developing countries from now on. (3) Leaders of each group give their evaluations.	Make the leaders count the money (imitation) and announce the total sum to all students. Ask all students their impressions about these classes. (Special class for Africa and the refugee problem in Africa)
12min	Becoming acquainted with the nature of JICA's activities (1) Watch the presentation of Japan Overseas Cooperation Volunteers activities in Malawi through PowerPoint. (2) Students watching the pictures with take notes. (3) Students learn that many young Japanese do volunteer activities in many developing countries including Malawi and other African countries. (4) Some students speak about their impression of volunteer activities overseas, (especially in developing countries).	Explain about JOCV's activities in Malawi, and Africa. (Use PowerPoint) Ask some students their impression about volunteer activities overseas.
3min	Wrap up (1) Students are informed of the contents of the next class.	Direct it to submit a report about these classes by next class.

Impression and result of this period.

I found it difficult to teach about the African refugee problem and afflicted children in developing countries in the limited time of five periods. But all students can understand these problems and they have ideas and opinions for the assistance of African refugees and children in need in developing countries. In the meeting with students after the open class, some students insisted on the importance of not merely talking about the refugee problem, but also of taking action, even on a small scale. Examples include collecting the caps of PET bottles in order to send vaccines to African refugee children. I feel that at least one of them is likely to work on international assistance activities in Africa or developing countries in the world. In conclusion, through these special classes what we have learned is that there are both rich people and poor and underprivileged people in the world. Accordingly, we have a duty to assist the poorer people of the world. We are reminded of the JICA's words, "You have the power to change the world."



Presenters and donation money (imitation)



Presentation about the last open class

This is the message letter from our students to Malawian students. I did not correct the sentence in mistake, if any, because I want to send the plain conditions of the Japanese high school student.

My Message to Students of Malawi

Hello, My name is Y. K..

I'm 16 years old and I go to high school. My school is near The Kairakuen Park, which is known as one of the three most beautiful gardens in Japan. My school is surrounded by beautiful of nature and clean towns.

I enjoy my school life, especially I like English class. I think English is important in communicating with foreigner people. Also, it's very fun for me to communicate with them because I can learn many different cultures.

Most school in Japan have a month-long vacation in summer. I'm going to visit United States of America this summer. It will be a lot of fun and I want to improve my English.

Do you have any favorite place in your town ? Do you like your school ? What is your school like ? Which lesson / subject do you like the best ? What languages do you learn in your country ? I'd like to know more about your country and school life.

Nowadays, the world is getting smaller and smaller. So I hope you'll come to Japan and I'll visit your country someday.

My Message to Students of Malawi

Hello, my name is S. N.

I'm 16 years old and I belong to basketball club of our high school.

I'd like to explain about our country for you. Japan is blessed with many great fighting grounds and fertile soil, so we can get high-quality foods. Japan is blessed with rich water resources too, and has adopted a world-wide food culture.

It is said that Japan is one of the richest countries. However, Japan has a large population, so Japanese self-sufficiency rate is low, and Japan imports many foods. Also, Japan has many earthquakes. A years ago, our district was hit by a powerful earthquake, and we suffered greatly.

In addition, there are 110 active volcanoes, though they erupt very rarely. Japan is disaster prone, but the natural features formed by natural disasters occurred since ancient times are very beautiful.

There are four seasons in Japan and each season brings its own distinctive scenery.

What's impression do you have about our country ?

Now, I want to know about your country and your school life?



Japanese students in class.



Malawian students in class.

My impression of these special classes.

What is “ordinary?”

Class 2 No. 20 C · S

“Malawian children have a great desire for studying, but they don’t have enough tools.

You have enough tools but don’t have any desire for studying,” said my teacher.

Hearing these words, everyone in my class laughed but I couldn’t laugh at all.

What he said was exactly true, and it made me feel awkward.

Malawian children wearing badly torn clothes and no shoes just listen to the lessons because they don’t have any notebooks. But even so, they take lessons with great enthusiasm.

On the other hand, we have notebooks, clothes, and also electronic dictionaries.

But do we take our lessons with all our heart and soul?

If we were to take lessons in Malawi, we would feel bored and fall asleep.

That’s because the things that Malawian children take for granted are very different from those that we take for granted.

We have houses that can protect us from the rain and wind, and we can eat beautiful food.

We take it for granted that we can live in such an environment.

In order to recognize how rich we are, I’d like to go to Malawi.

Then I will really feel the difference between what Malawian children see as ordinary and what we see as ordinary.



My presentation to our classmates.

My impressions of JICA Development Education Study Tour 2012 to Malawi

At first, I participated in the JICA Study Tour for Teachers to Malawi with the following aims:

I want to expand our focus and interest in the current international education in Japanese high schools to Africa and developing countries so as to embrace Africa and developing countries, in addition to the current focus of American and European countries. And I want to teach English as a medium for the Japanese to transmit their will to all the people in the world.

A current deficiency of Japanese high school students is not only lack of knowledge of international relations, but also of Japanese history and culture. In other words, Japanese high school students do not know how to get along with the people of foreign countries. Therefore, Japanese teachers should take international education for Japanese high school students extremely seriously. Otherwise, we are likely to see a detrimental effect on our nation as a whole.

Therefore, when we teach international education to students, we should not describe it as globalization only in such terms as “Citizens of the Earth” or “Borderless dialog for citizens of the world.” If they believe that this is globalization, this misapprehension will put them at a serious disadvantage should they work in foreign countries in their future. So, we need to teach the reality of prevailing conditions in international relations with foreign countries.

Many Japanese students have the following kinds of questions vis-à-vis foreign countries. How does Japan get trust from foreign countries? How do Americans and Europeans regard Japan? If they don't regard Japan as equal, what do they perceive Japan as needing to do to achieve equality? In the event of Japan falling into a critical situation in the future, are the developing countries likely to hold out hands of support to Japan? So, teachers must examine closely and individually such questions, doubts, and queries as their students have, for we have a duty to provide students with an international education in the true sense of the word. Judging from how nations feel, given a large amount of ODA to the developing countries, it is natural for them to require that this aid be used in their national interest.

I believe that teachers in charge of international education in high school have a duty to lead study directed toward gaining an accurate mutual understanding among Japanese and the peoples of the world. For the future, it is important to teach the kind of strategies, awareness, and attitudes most likely to enable Japanese to get along with foreigners. When Japanese work in the globalized world of the future, they must have the proper skills to achieve optimum results.

One thing I learned in visiting Malawi is that Malawi is one of the poorest countries in Africa. It is still unable to escape the economic handicaps that have resulted from British colonialism. At the present, Malawi is seen as a likely target for American and European aid as well as support from China, which is now enjoying remarkable economic development. However, such support may not be totally in Malawi's interests. It is likely to be directed towards changes best serving the national interests of the donating nations. For example, aid to eradicate AIDS is also a means of preventing AIDS from spreading through their own countries. Also, stopping war in African countries is one way of bringing an end to the negative results such

wars have on the economic interests of the countries concerned.

Meanwhile, Japanese support to Malawi and African countries was different from that of other countries. With the exception of construction, I did not suspect guile behind the activities of education, medical aid and agriculture. As for members of JOCV and experts led by JICA, it was felt that they supported local people seriously and in a way too honest to a fault. It was felt that there was neither ulterior strategy nor the guile behind their activities in Malawi and other African countries.

When I taught students at exchange class in Malawian school, what surprised me was that students had no dictionaries, textbooks, or even notebooks. So, they were very pleased when we presented pen and notebook to them. However, they had good communication ability in English, superior to Japanese high school students. There are differences in social environment between Japan and Malawi. If they cannot speak English, they cannot earn any money, even cannot get a job. So they study English hard to live.

I met a refugee boy from Congo in the refugee camp in Malawi. He said to me, "I can speak four languages." And this in spite of the lack of dictionaries and textbooks. He talked about his life situation and a dream for his future as a message to Japanese students in English fluently in front of the video camera which I held. In spite of having escaped from his mother country to avoid civil war in Congo, he said to me proudly, "I'm a Congolese wherever I am." In addition he said, "So I'll never forget my native language so as to be able to return to my mother country someday." I had the impression that Japanese high school students are pampered by their excessively comfortable everyday life in comparison with this refugee boy. They cannot have pride in being Japanese nationals and there is even a trend to disfavor Japanese culture and language. It is important to learn English communication, but it is most important that they feel respect for and value our Japanese culture and language.

In conclusion, the fruits JICA's study tour in Malawi were significant for me; it is a difficult assignment to work on teaching international education and on teaching English communication skills as a linguistic medium to transmit the will of Japanese students to the people of the world.

On the morning of the day we left from Malawi, Mr. Shimoda, Deputy Resident Representative of JICA Malawi Office, asked us, "Will you come back to Africa again?" We all answered, "Probably not." Then, he told us an old African proverb, "Once someone has drunk African water, he is bound to return to Africa again. I think that you will be back here again." After I returned home, I could not forget his words. However, I suspect I will never return to Malawi and Africa in the future.

At last, I would like to say that I will continue to provide education to our students whereby people are raised to respect peace and understand international relations, since I gained more knowledge and understanding about the nature of JICA's support activities for the developing countries, for refugees and for afflicted children all over the world through this JICA Study Tour in Malawi and Africa. It is my fervent desire that at least one of the students I have taught will understand the nature of the support for the developing countries, refugees and children in need all over the world and, in my stead, will play an important role as a supporter in the world at some point in the years ahead.