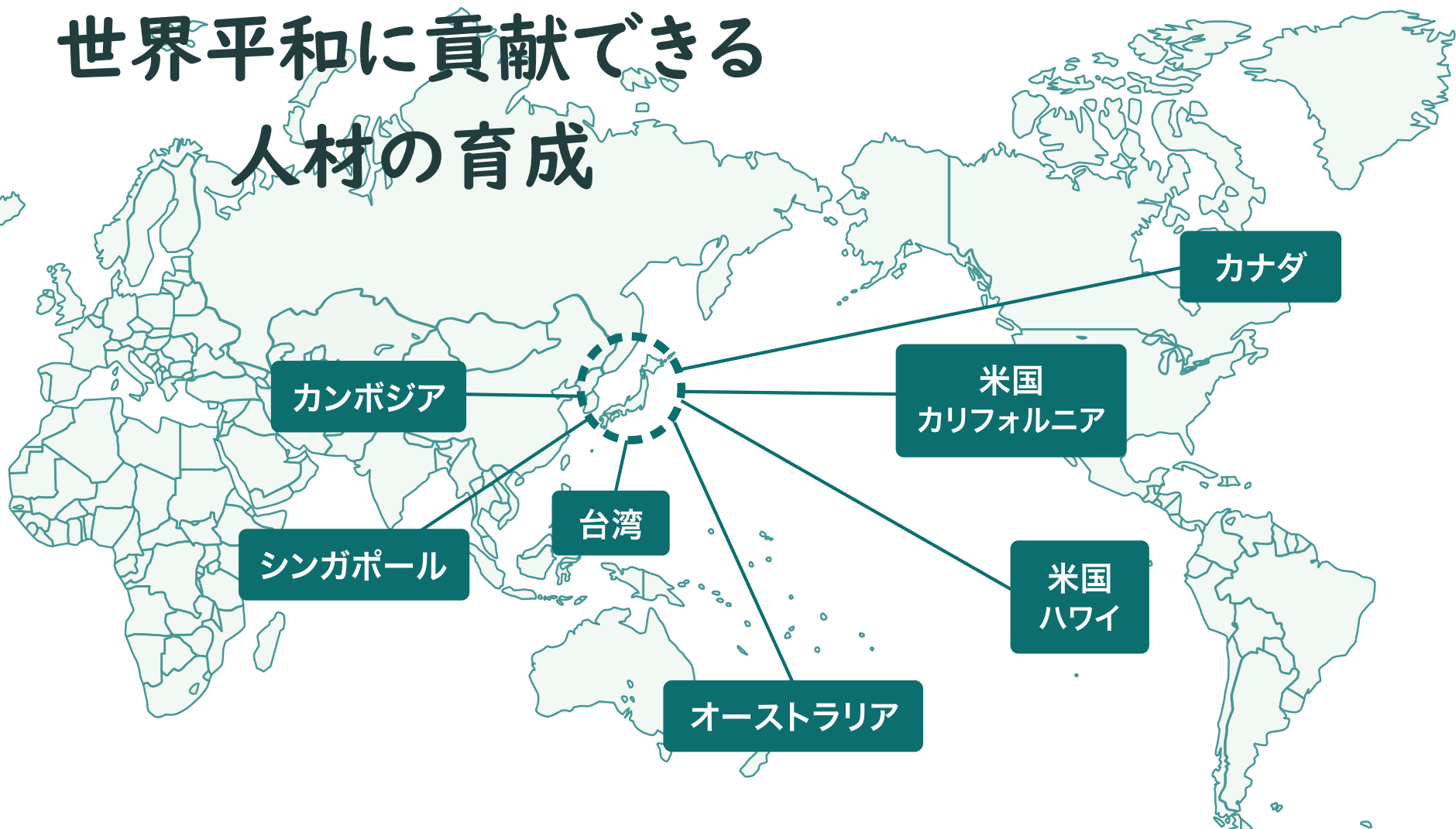


CLILの枠組みを通して SDGsを「自分ごと化」する 授業実践



明法中学・高等学校
教頭 鎌倉 好男

世界平和に貢献できる 人材の育成



世界の**社会・環境・人権**問題



自分ごと化



Agent of Social **Change**

(社会**変革**の担い手)

How to make learning relevant to your students

4つのメソッド？

1. 実践のねらい（目的・目標）
2. 発表者と設置授業の概要
3. 実践の内容
4. 実践を支える理論とフレームワーク
5. まとめと今後の展望

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<自己紹介>

明法中学・高等学校 教頭兼グローバル教育統括

高2・文理共通選択 (学校設定教科) 「21世紀 (2単位)」担当

【学歴】

Meiji University

Walden University

Harvard Business School

BS in English Literature

MS in Education (21st Century Learning)

Certificate in School Management
and Leadership



【所属学会】

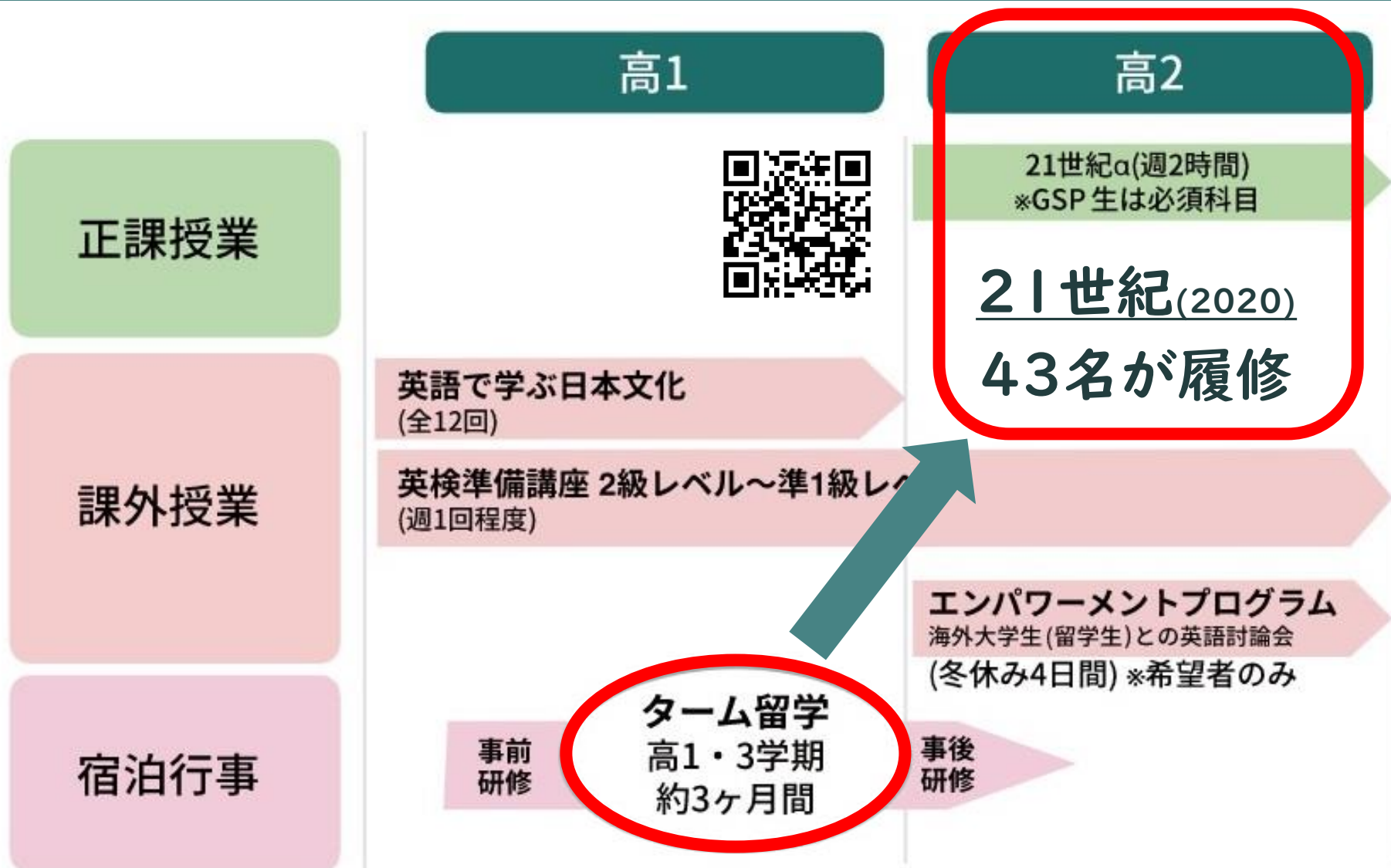
- ・ 日本CLIL教育学会 (J-CLIL)
- ・ JALT (全国語学教育学会)

※ **E** (Experiential) は**体験的学習**で**A** (Analytical) は**分析的学習**を表す。

学年 (科目)	コミュニケーション英語	英語表現	英語会話	受験演習 (選択)	21世紀 学校設定教科
高1 (Ⅰ)	4 (E/A)	2 (A)	1 (E)	—	—
高2 (Ⅱ)	4 (A)	3 (A)	—	2 (A)	2 (E)
高3 (Ⅲ)	4 (A)	3 (A)	—	2 (A)	2 (E)

LOTS (低次思考力)

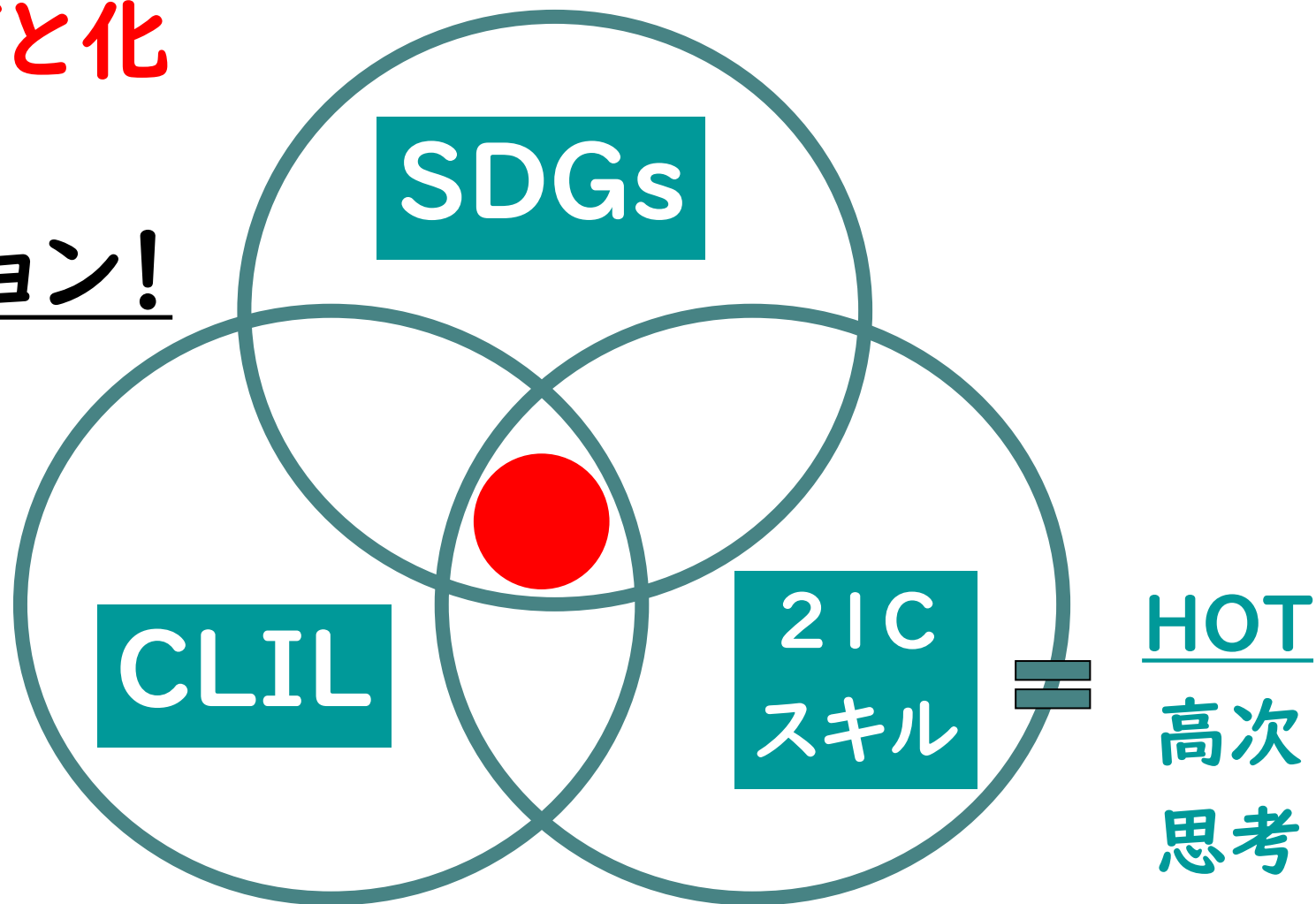
HOTS



自分ごと化



アクション!



Female ALT (Australian)



Male ALT (Filipino)



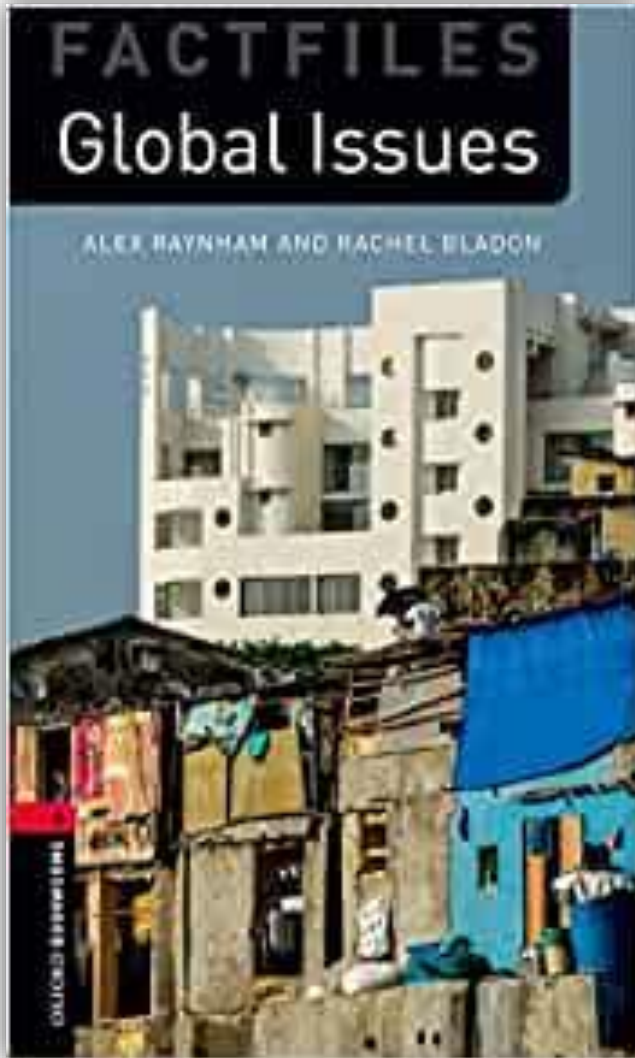
	準2級	2級	準1級	1級
高1	93%	27%	—	—
高2	100%	77%	3%	—
高3	100%	81%	<u>31%</u>	6%

・2020年9月4日時点における本校GSP生の合格実績です。
 ・各級、上位級の合格者数を含めた累積率です。
 ・小数点第1位以下を四捨五入した数値です。

授業の 実践も



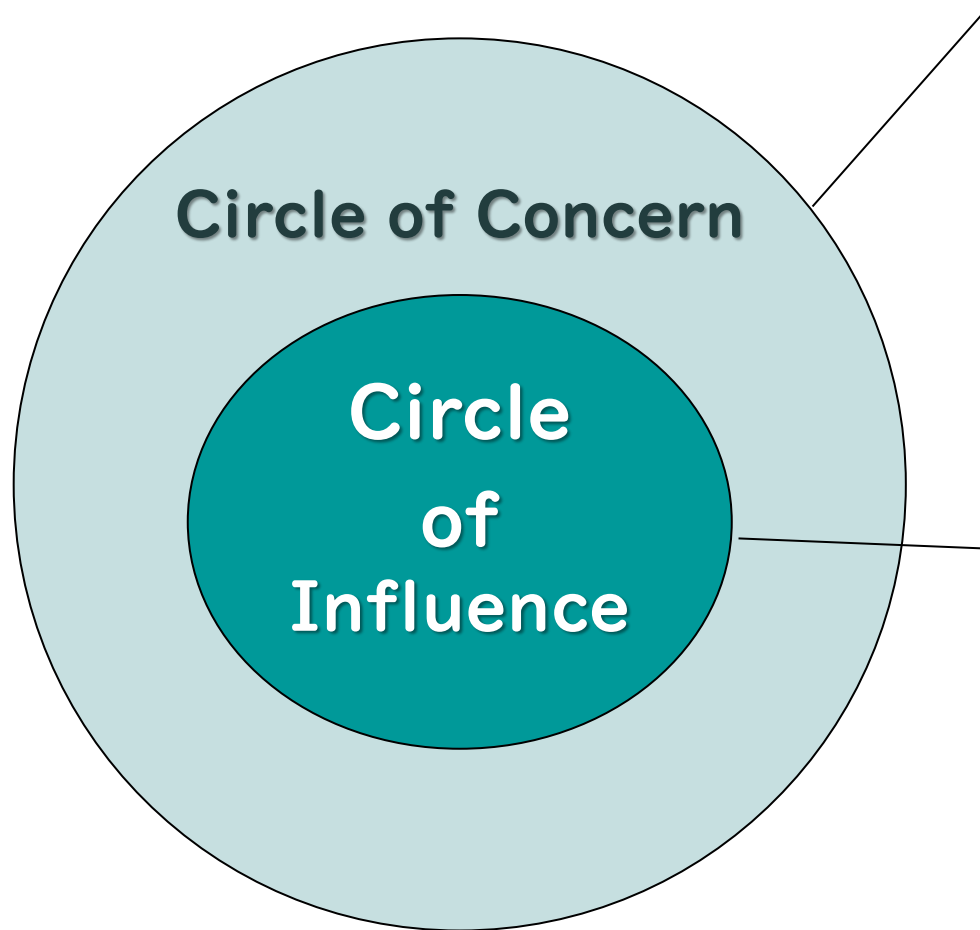
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Oxford Bookworms Library Factfiles Level 3: Global Issues

Our world is changing fast. We can travel and speak to people around the world, and use computers to do all kinds of things. But in some places, **children go to bed hungry** at night, and **cannot drink clean water**. And many species of animals and plants are now in danger as our **climate changes and pollution** worsens...





教科書、時事問題

(主語が3人称)

気にはなるが**他人**事

4つのメソッドで

(主語が1、2人称)

自分ごと → 行動へ

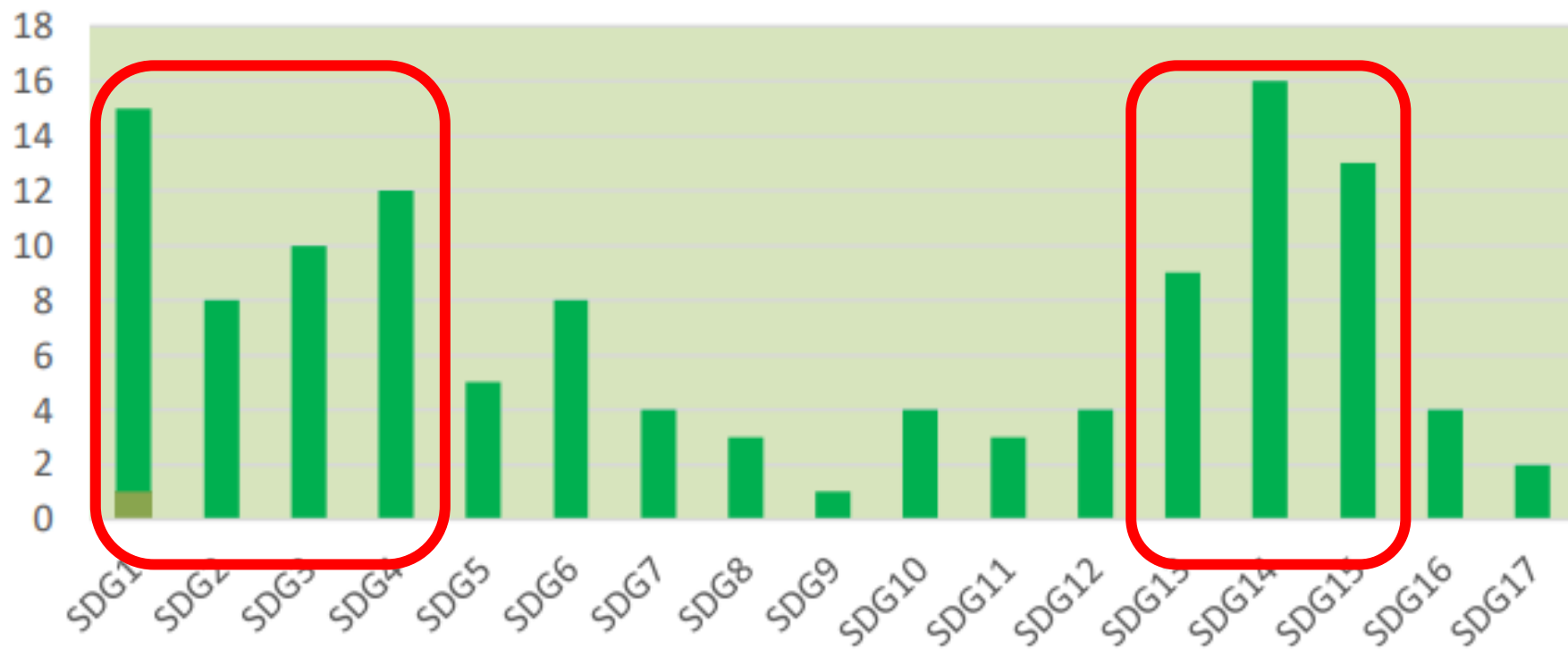
(Covey, 1989)



G Suite For Education



Top 3 Preferred SDGs Survey



Contents Preferences

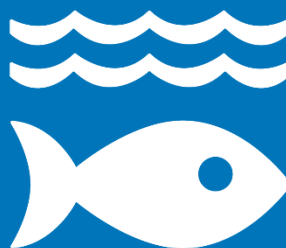
CLIL 4Cs	Content 内容	Communication 言語	Community 協学	Cognition 思考
21世紀型 教育 (4Cs)	SDGs	Communication	Collaboration	Critical/ Creative Thinking
1学期 <u>オンライン</u>	SDG 1~4, 17	文化・社会 関連 (福祉・健康) 語い	Online Classes (G-Suite)	Visual Thinking
2学期 <u>対面形式</u>	SDG 12~15	自然・環境 関連 (消費行動) 語い	Task/Project (10グループ)	Systems Thinking
3学期	SDG 8, 9, 11	産業 関連 (科学技術) 語い	Online Project (豪州の姉妹校)	Design Thinking

*All English(100%) 授業のため、Grammar Structureへのフォーカスを行わず。

12 つくる責任
つかう責任



14 海の豊かさを
守ろう



13 気候変動に
具体的な対策を



15 陸の豊かさも
守ろう



Zero
Waste

Duration		Activities	Grade
1	All Week	Participation / Attendance	10%
2	Week 1-3	Module Output①: System-Thinking Reflection Essay	15%
3	Week 4-5	Module Output②: KWL Presentation	15%
4	Week 6-8	Module Output③: Action Research	20%
5	Week 7-9	Module Output④: Presentation Prep	20%
6	Week 10	Final Output: In-Class Presentation	20%

What do I K now?	What do I W ant to know?	What have I L earned?	What A ction will I take?	What new Q uestions do I have?
いきなりテキスト に入らない!				

What do I Know about “Zero Waste”?

Samples of
waste:

- plastic
- PET bottle
- plastic shopping bag
- can
- lights



Samples of
non-waste:

- eco-bag
- Thermos (water bottle)
- lunch box
- News papers
- Magazines
- clothes
- flea market
- recycling
- 3R



構成主義的アプローチ

Discussion

(互いに教え合い、協働する)



Brainstorming

(アイデアを出し合う)

Student-Centered



What do I **W**ant to know?

- How many plastic bottles are recycled?
- How much does it cost to process the plastic?
- How much garbage is produced in a day?
- Which country produces the most garbage in a day?
- How can we reduce the number of wastes?
- Where does the wastes end up?
- What is the way not to waste?



Inquiry-Based Learning



Peer Learning (協働学習)

What have I Learned?

What can be done?

As individuals, how can we be part of the solution of this waste production problem?

“ 8 Rs of Waste Management

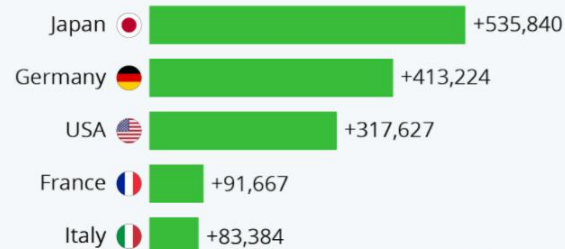
- | | |
|-----------|--------------|
| 1. Refuse | 5. Repair |
| 2. Return | 6. Repurpose |
| 3. Reduce | 7. Recycle |
| 4. Reuse | 8. Rot |



Which Countries Export & Import Plastic Waste?

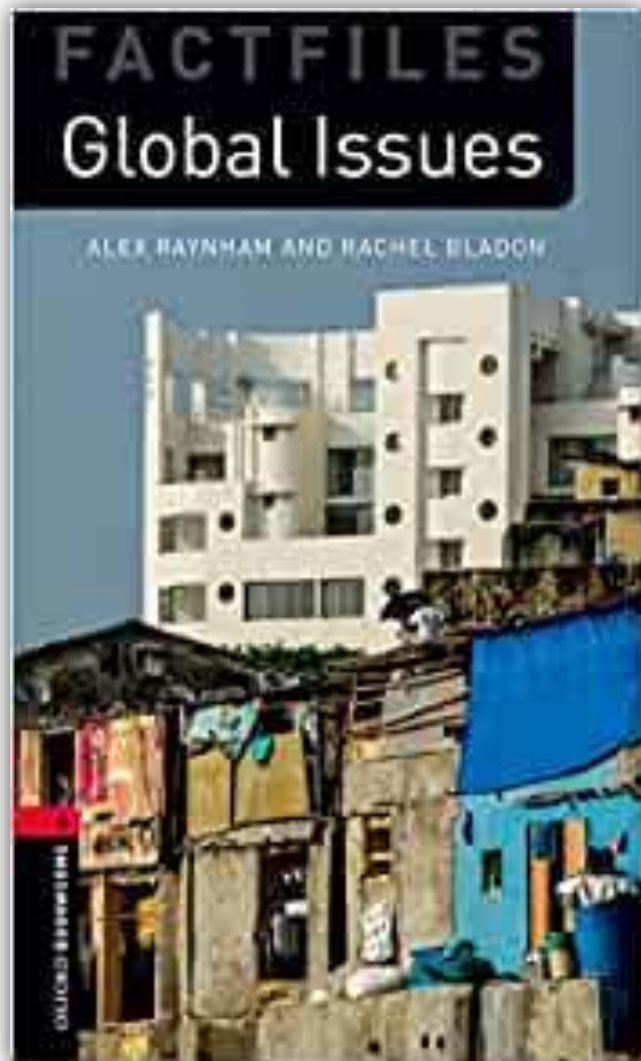
Selected countries by net export balance of plastic waste and plastic scrap in 2019 (in tonnes)

Net exporters



What do I K now?	What do I W ant to know?	What have I L earned?	What A ction will I take?	What new Q uestions do I have?
<p>ここで初めて テキスト&映像</p>				

Lesson5: Protecting Earth

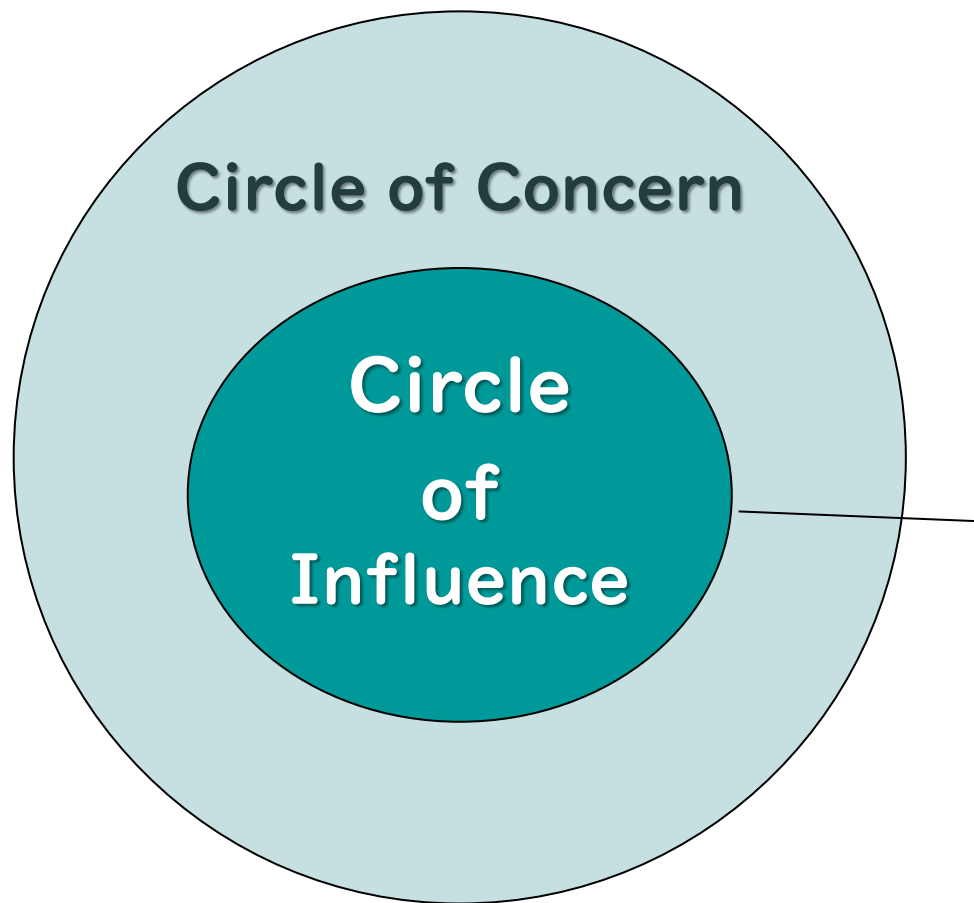


Many people are beginning to make products in a more **sustainable** way, too. In Finland, for example, one organization is working with companies to produce clothes which are made from **recycled waste** and, which will look new for many years - no need to **throw them away**. To produce **less pollution**, many other companies are also making things from recycled or **natural materials**, and trying to use **less packaging**.
(p.27)

Minimalism & Zero Waste



Social Action & Case Studies



自分の行動を変え、
(主語が1、2人称)
周囲を変える

(Covey, 1989)

What **A**ction will I take?

Action Plan Monitoring Worksheet (Waste Management Solutions)

Problem/ Issue

How can we reduce the number of papers (handouts) which Mr. A■■■■ prints out?

Applicable R's of Waste Management

Refuse, Reduce, Repurpose

Timetable

October 28 - November 16, 2020

What are possible solutions to this problem?

1. Ask Mr. A■■■■ to use Google Classroom.
2. Ask him to distribute handouts online as much as possible.
3. If possible, do the same for homework as well.

How will these solutions be tested?

We will count how many papers we saved by using digital materials instead of actual handouts.

(H2C: 33 students)

Data Collection
Table

Week1
Week2
Week3

Papers (handouts)						
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
99	N/A	66	99	N/A	112	
33	N/A	0	0	N/A	33	
0	N/A	0				

What **A**ction will I take?





Compost

CLEAN **RECYCLABLE** ITEMS ONLY

If it has food on it, please place it in
the WASTE bin!



NO Plates, Bowls, Cups etc with Food on it

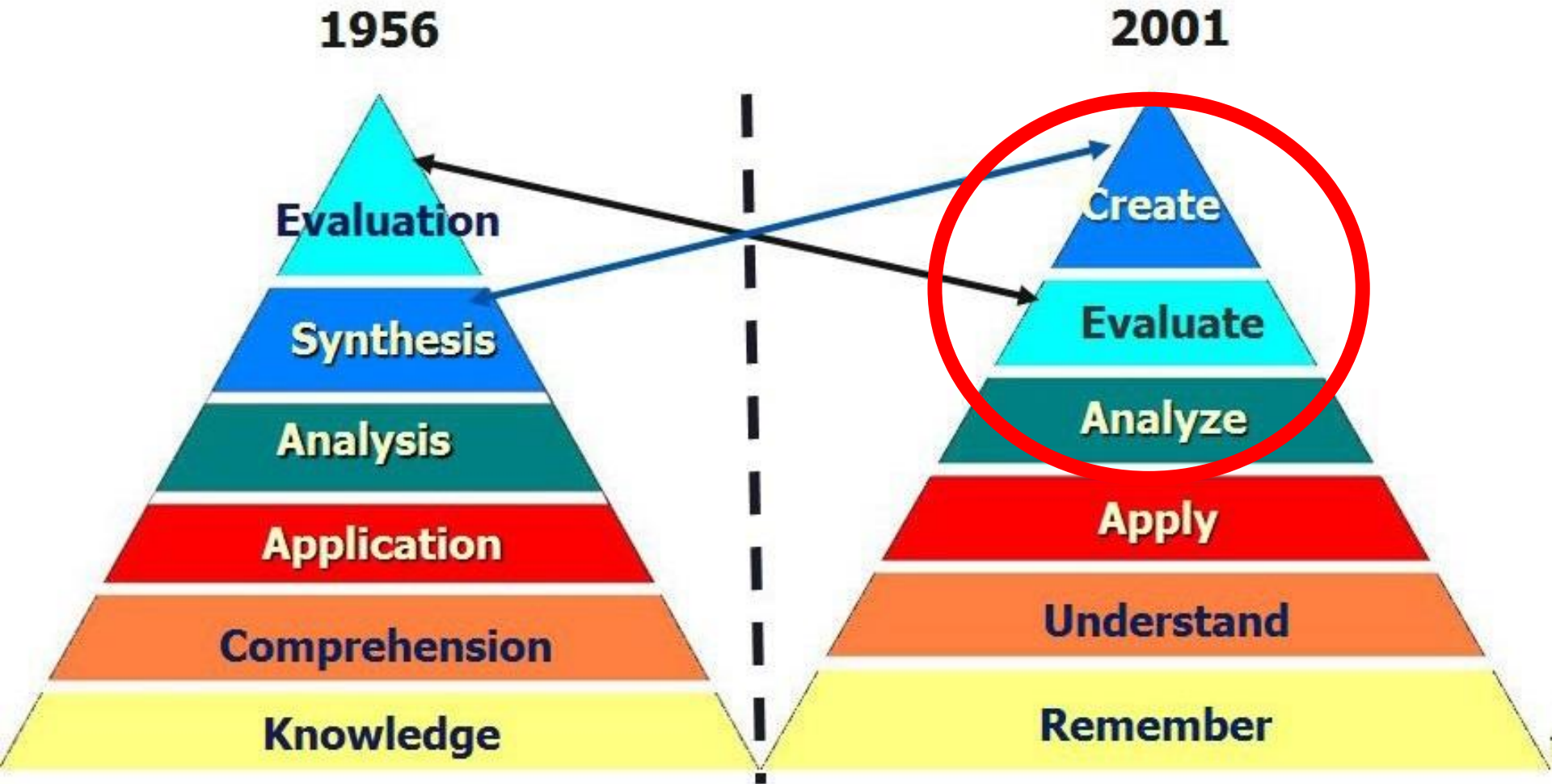
Please!

FOOD & CUTLERY ONLY



NO Plates, Bowls, or Cups

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Lorin W. Anderson and David R. Krathwohl (edit) (2001)

WAYS OF THINKING

- ・ Creativity and innovation
- ・ Critical thinking, problem-solving, decision-making
- ・ Learning to learn/metacognition (knowledge about cognitive processes)

TOOLS FOR WORKING

- ・ Information literacy
- ・ Information and communication technology (ICT) literacy

WAYS OF WORKING

- ・ Communication
- ・ Collaboration (teamwork)

WAYS OF LIVING IN THE WORLD

- ・ Citizenship – local and global
- ・ Life and career
- ・ Personal and social responsibility – including cultural awareness and competence

For further detail please see: Binkley, M., Erstad, O., Hermna, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). [Defining Twenty-First Century Skills](#). In Griffin, P., Care, E., & McGaw, B. *Assessment and Teaching of 21st Century Skills*, Dordrecht, Springer.

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共同學習

CLIL

Community/Culture

Cooperative vs. Collaborative

協働學習

21世紀型教育

Collaboration

教師主導

Cooperative

T designs tasks

T assigns roles

T manages time

T manages resources

T monitors learning

Goal:
Work Together in
harmony and
mutual support
to find a solution.

T Assessment

Collaborative

Ss Design Tasks

Ss Assign Roles

Ss Manage Time

Ss Manage Resources

Ss Monitor Learning

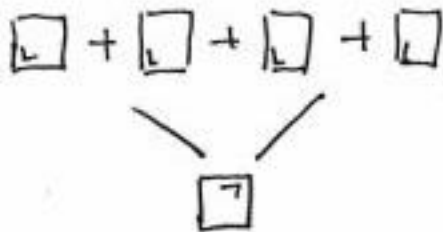
Goal:
To develop
autonomous,
articulate,
thinking people.

Peer Assessment

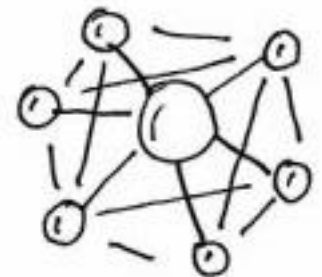
生徒主導

Social Constructivism

$$1 + 1 = 2$$



$$1 + n = \infty$$



CASTLE CLP (2016)

Upgrade your KWL Chart

21st Century Skills & Literacies

KWLHQ

based on John Barell's Inquiry strategy from his book "Why are School Buses Always Yellow?"

KNOW

What do I know?

- communicate

- Basic literacy
- Information literacy
- Media literacy

WANT

What do I want to know?

- communicate
- connect

- Basic literacy
- Information literacy
- Media literacy

HOW

How will I find out?

- communicate
- connect
- collaborate
- critical thinking

- Basic literacy
- Information literacy
- Network literacy
- Media literacy

LEARNED

What have I learned?

- communicate
- connect
- collaborate
- critical thinking
- create

- Basic literacy
- Information literacy
- Network literacy
- Media literacy

ACTION

What action will I take?

- communicate
- connect
- collaborate
- critical thinking
- create

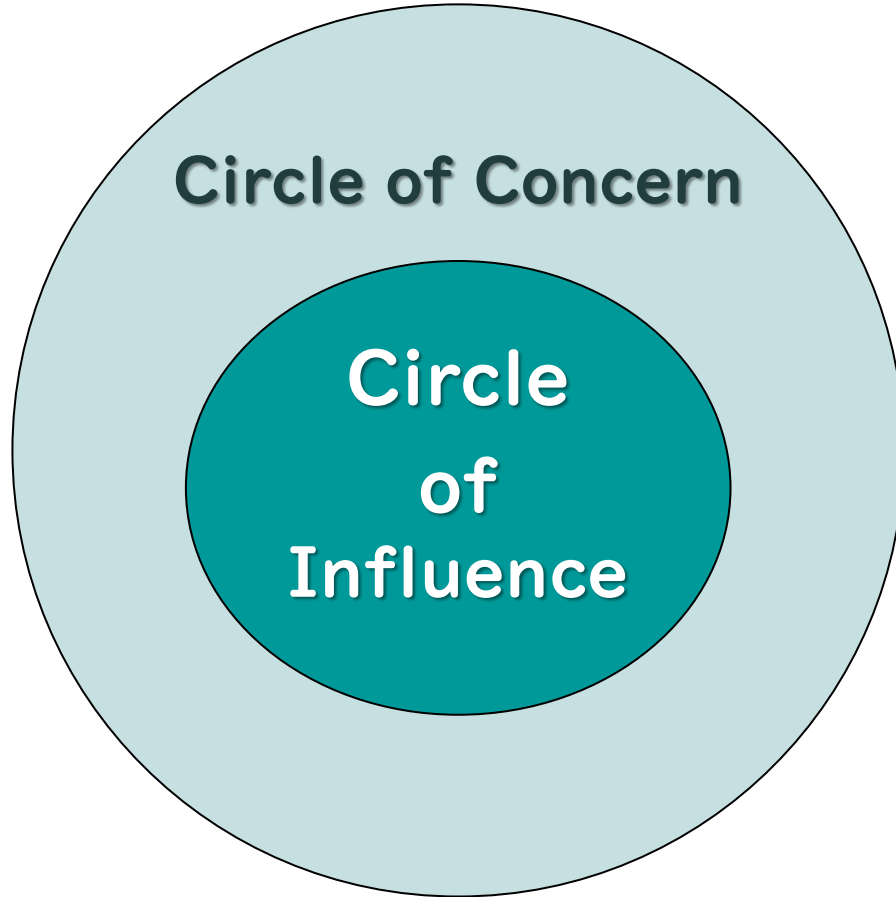
- Basic literacy
- Information literacy
- Network literacy
- Media literacy
- Global literacy
- Digital Citizenship

QUESTIONS

What further questions do I have?

- communicate
- connect
- collaborate
- critical thinking
- create

- Basic literacy
- Information literacy
- Network literacy
- Media literacy
- Global literacy
- Digital Citizenship

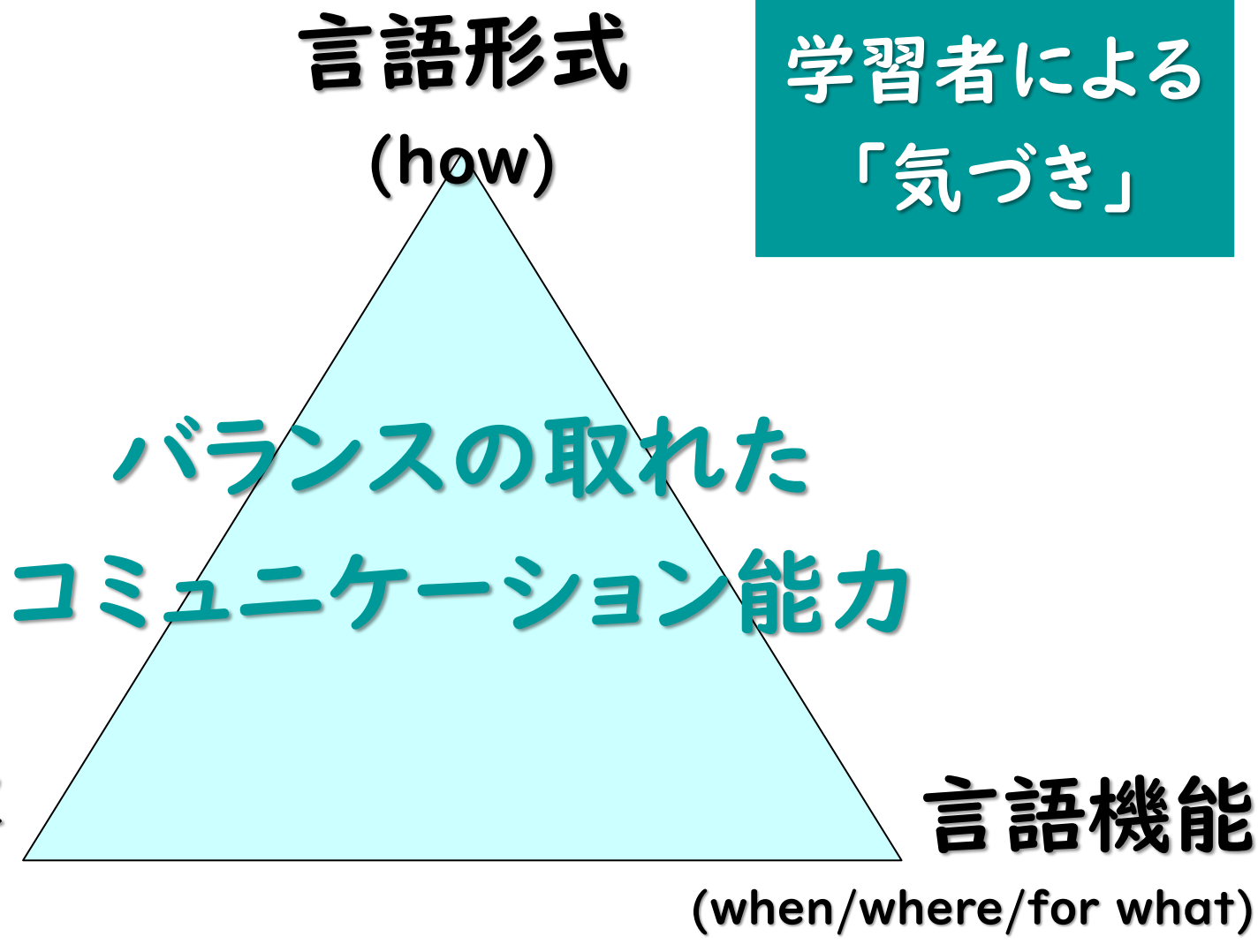


Proactive people focus their efforts on their Circle of Influence. They work on the things they can do something about.

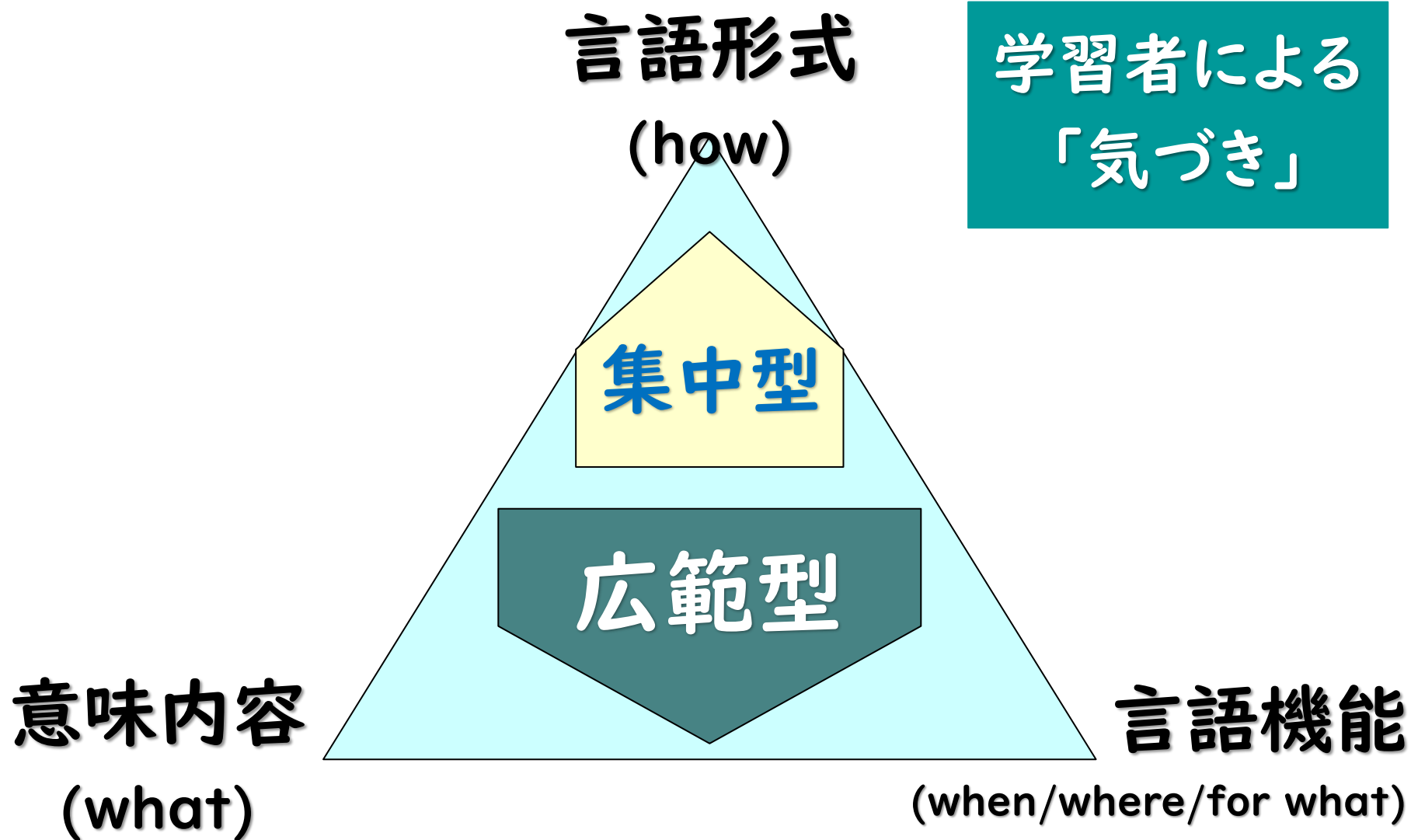
Reactive people focus their efforts in the Circle of Concern—things over which they have little or no control.

(Covey, 1989)

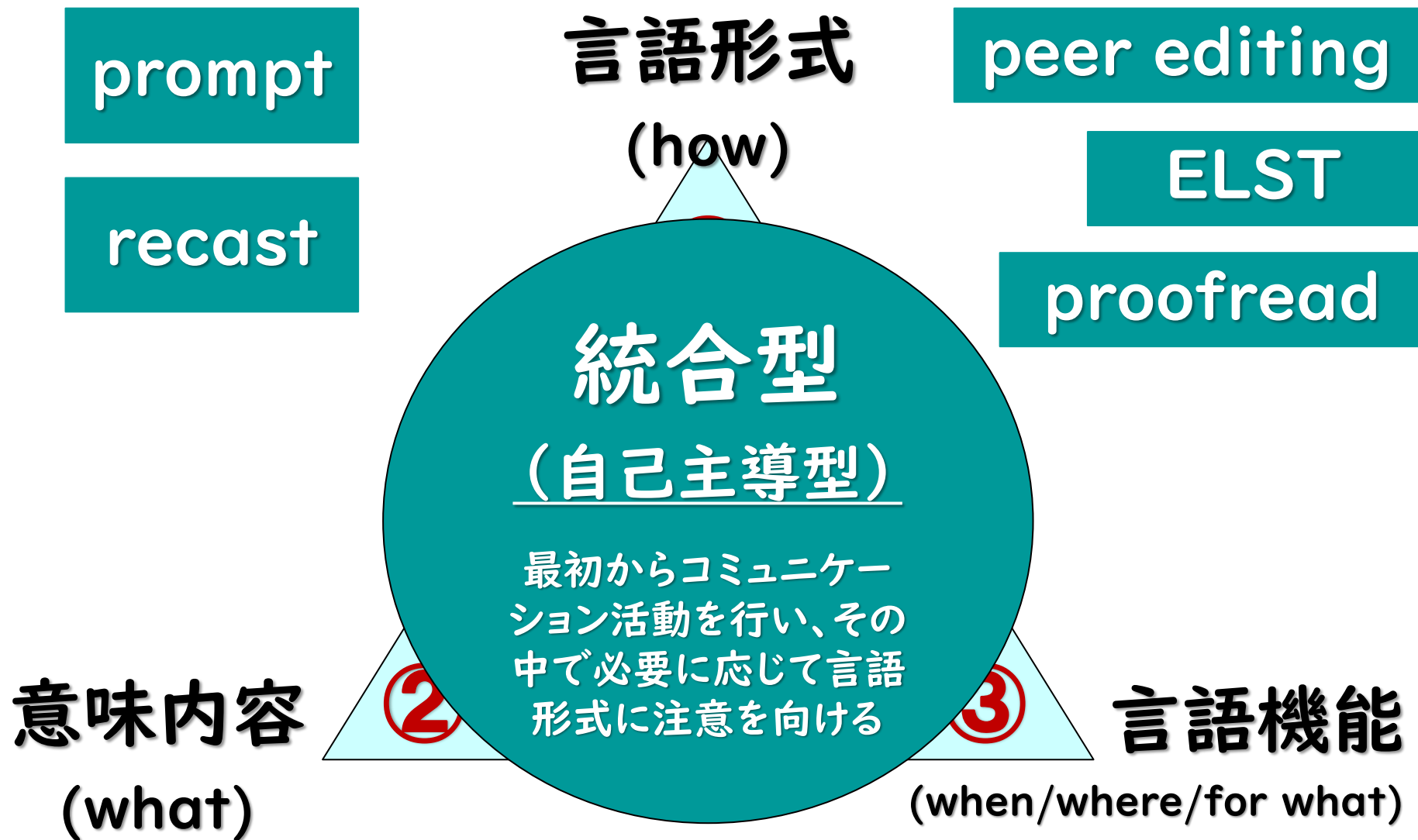
文法指導は？



集中型 vs 広範型 (FonF)



連続型 vs 統合型 (FonF)



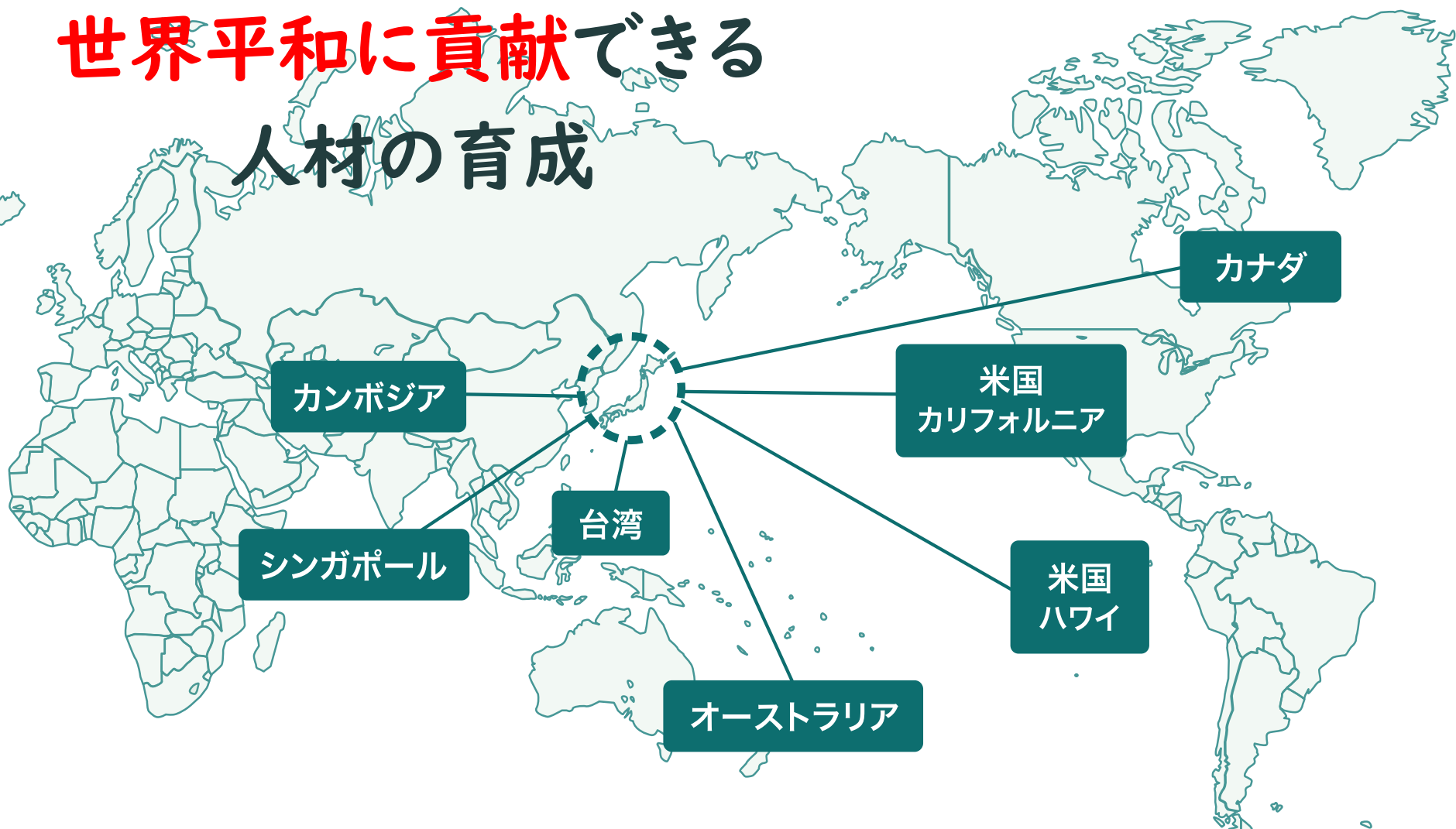
教材
(理解)

自分との関連
(習熟)

アクション
(応用)

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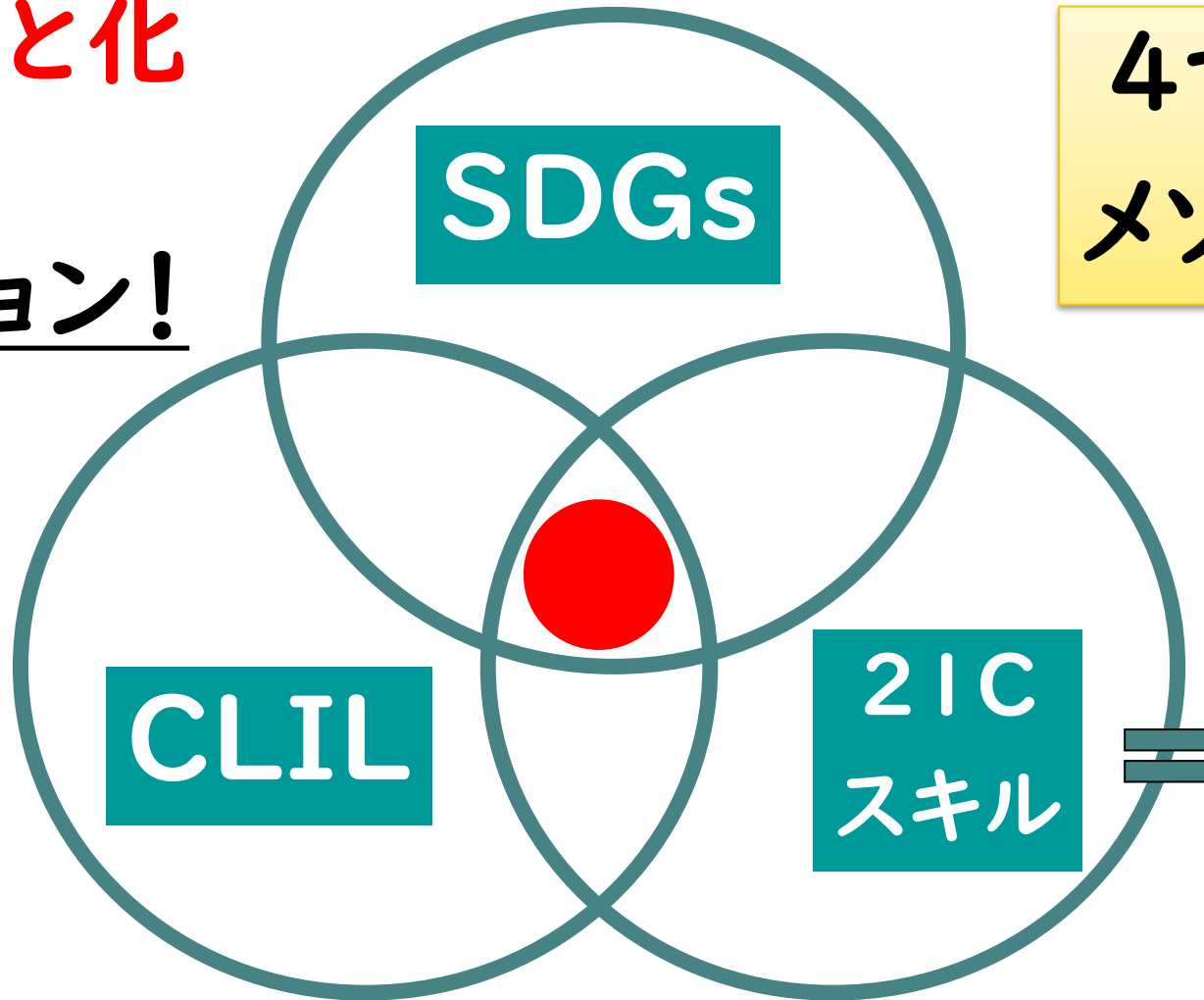
Agent of Social **Change**

(社会**変革**の担い手)

自分ごと化



アクション!



4つの
メソッド

HOT
高次
思考

① 事前アンケートの実施

Learning / Contents Preferences

② KW(H)LAQ法の活用

Student-centered, Constructivism, Inquirers

③ 「授業に貢献」を約束事に

Communication, Collaboration / Community

④ Circle of Influence

Authentic / Real-life, Proactive, Risk-takers



短期研修

カンボジア
シェムリアップ

豪州
メルボルン

米国
シアトル

カナダ
トロント

海外研修

1人1校(3ヶ月)

GSP
ターム留学

選抜

希望者(全員)

- Alex Raynham and Rachel Blandon (1989). *Global Issues*. Oxford University Press, p.27
- 和泉伸一(2016). 『フォーカス・オン・フォームとCLILの英語授業』. アルク選書, 279p
- CASTLE CLP (2020). Retrieved from:
<https://sites.google.com/site/castleclp/wiki/cooperative-vs-collaborative>
- Lorin W. Anderson and David R. Krathwohl (edit) (2001). *A Taxonomy For Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman
- Stephen Covey(1989). *Habit 1: Be Proactive*. Retrieved from Franklin Covey website: <https://www.franklincovey.com/the-7-habits/habit-1.html>

CLILの枠組みを通して SDGsを「自分ごと化」する 授業実践



明法中学・高等学校
教頭 鎌倉 好男

ご静聴ありがとうございました。
ご意見・ご感想、ご質問などあれば、
kamakura@meiho.ed.jp
までご連絡ください。