

## 平成 27 年度ユネスコスクール年次報告書

報告期間：平成 27 年 4 月～平成 28 年 3 月

### 1. 学校概要

学校名 平安女学院中学校高等学校

種 別 ☐ 保育園・幼稚園 ☐ 小学校 ☐ 小中一貫教育  
☐ 中学校 ☒ 中高一貫教育 ☐ 高等学校  
☐ 教員養成 ☐ 技術/職業教育  
☐ 特別支援学校 ☐ その他 ( )

所在地 〒602-8013  
京都市上京区下立売通烏丸西入五丁目町 172-2

E-mail \_\_\_\_\_

Website \_\_\_\_\_

児童生徒数 男子 0 名 女子 458 名 合計 458 名  
 児童・生徒の年齢 12 歳～ 18 歳

### 2. 実施活動（複数選択可）

- ☒ 地球規模の問題に対する国連システムの理解
- ☒ 国際理解
- ☒ 世界遺産
- ☒ 平和・人権
- ☒ 環境
- ☐ 気候変動
- ☒ 生物多様性
- ☐ エネルギー
- ☒ 防災
- ☒ 食育
- ☒ 伝統文化
- ☐ そのほか ( )

### 3. 活動内容

(1) 1年間の主な活動内容について記載願います。

○中高ともに、総合学習の学年ごとでテーマを設定し、ユネスコ教育の理念を取り入れた学習を推進している。主に、「食といのち」「いのちの尊厳」、「世界のこども」「世界遺産を知る」、「キャリア教育」「地域への関心」、「共生社会」、「国際平和」「基本的人権」など多岐にわたる特徴がある。

#### 中学1年…テーマ「食といのちの学習」「なりたい自分を探す」

- ・農業実習（年4回）の経験から、ものづくりへの関心を高めた。
- ・食といのちの問題について、福島原発事故や貧困問題を手がかりに考えることができた。
- ・世界の食糧問題を学習しながら、飽食や飢餓について考えることができた。
- ・「なりたい自分」を考えるために、様々な人々の生き方を知り、人生のモデルを調べた。
- ・年間の学習を通して、「聞く、読む、調べる、考える、書く、話す」力の基礎を作れるようにした。

#### 中学2年…テーマ「世界のこども（教育）」「世界遺産を知る」

- ・「100人の村」アクティビティを通じて、世界の多様性を体験できた。
- ・「子どもの人権カード」アクティビティを通じて、「子どもの権利」を理解し、権利を奪われている子どもの実態を認識できた。
- ・「セーブザチルドレン」のクレイグ君の活動、マララ・ユスフザイの国連演説を通して、「子どもの権利」を守る活動を学習できた。
- ・「世界の子どもの現状と課題」・「UNESCO 世界寺子屋運動」について考える。  
UNICEF や UNESCO について理解させ、「世界の子どもの現状・課題」を自分でまとめさせた。  
「UNESCO 世界寺子屋運動」に協力して、リーフレットを作成させた。「書き損じ葉書」回収運動に取り組ませた。
- ・「世界遺産」の意義を考え、担当する「世界遺産」について、調べてまとめる力をつけさせた。  
世界遺産検定の方を講師に迎えて、話を聞き、意識付けをさせた。

#### 中学2・3年生…テーマ「キャリア教育」

- ・進路選択・進学・学校生活・学歴・資格・留学など働く上で必要なことを考えさせた。
- ・多様な職業を調べ学習によって知り、就きたい仕事について発表させた。
- ・2日間のインターンシップ（職場体験）を通じて、働く意義について体験学習させた。
- ・留学生や働く女性をテーマに講師に迎えて、話を聞き、考えさせた。

#### 中学３年生…テーマ「地域への関心」

- ・「学校周辺ガイドブック」を作成させた。

学校周辺の歴史・文化を調査する力をつけるために、事前学習をさせ、現地に行き、調査・学習した

内容をまとめ、発表する力をつけさせた。

#### 高校１年…テーマ「いのちの尊厳」

- ・出産を例にとって、「いのちを大切にするとはいったいどのようなことを考えることができた。

- ・危険ドラッグについて基礎知識を獲得し、薬物には絶対に手を出さない決意を固めることができた。

（養護教諭と合同で授業を展開した）

- ・日本の自殺・自死や社会問題的な殺人事件等々について実態を知り、提言する力を養うことができた。

#### 高校２年…テーマ「共に生きる社会の実現のために（共生社会の実現）」

- ・共生社会を実現するのに困難な社会的問題についての知識を獲得できた。
- ・人権侵害、差別、偏見がなぜ生まれるのかを考えさせた。
- ・各自の興味関心ある新聞記事を選ばせ、調べ学習と発表をすることができた。

#### 高校２年（幼児教育コース）…テーマ「世界の子ども（貧困問題）」

- ・プランジャパンから配布された冊子や開発教育の教材を用いて、マララさんの活動や、中東・アフリカ地域の教育や医療の状況、人権問題を学習した。
- ・映画「うまれる」の鑑賞を通して、誕生の奇跡やいのちの大切さを学んだ。
- ・修学旅行の事前学習を通して、ニュージーランドの文化、民族、宗教、学校教育、自然環境、地理、国際関係、食、スポーツをクラス内で分担して調べ、しおりを作成した。
- ・米、仏、フィンランドの教育事情に詳しい講師を招き、海外の子育て、教育事情を理解できた。

#### 高校３年…テーマ「国際平和」「基本的人権」

- ・東日本大震災に関する映像資料や記事を見せ、基本的人権との関わりについて学習した。

- ・ルワンダ内戦やアフガニスタン戦争に関する視聴覚教材を見せ、国連の平和維持活動や援助機関の

意義についてディスカッションやポスターセッションを行った。

- ・映像資料を用いて、9.11後のアメリカ社会の変化や“イスラム国”の背景と実態を学んだ。

- ・証言記録映像などを用いて、戦争の悲惨さ、戦争への反省、平和を築く方法を考えた。

（アメリカで軍隊に入った経験のあるネイティブ教員に戦場の恐ろしさを語ってもらった）

- ・「政治家への手紙」

関心のある問題について政治家や政党に意見書や質問を送った。いくつかは返事があった。

- ・「弁論大会」

平和への誓い、未来はこんな世界になってほしい、世界のリーダーたちへの要望を打ち出した。

主権者教育として、18歳選挙権や「豊かさ」について議論した。

- ・「社会風刺劇」

国内外の社会問題を題材に寸劇を行った。主なテーマは、ブラック企業、外国人研修生制度、子どもの貧困、人種差別、政治家のスキャンダル等を扱った。

## UNESCO-Themed Curricular Programs

One of UNESCO's main missions is to help ensure that all young people, regardless of gender, receive an excellent education. As a UNESCO school and also a girls' school, we also take that mission very seriously. Therefore, we have developed several curricular programs which are designed to address different areas of education that are not always covered adequately in normal curricula. The areas that we have focused on are:

- a. Women in science and mathematics.
- b. The importance of the media and free speech
- c. Exploring and protecting world culture.
- d. Interdisciplinary studies
- e. Education for sustainable development.

All of these have obvious UNESCO connections. Following is a brief overview of each of the areas.

## a. Women in science and mathematics.

It is unfortunately true that there is a big gender gap in STEM fields. For a variety of reasons, women and girls are not represented equally in these vital 21<sup>st</sup> century disciplines. So we created lessons in some English classes designed to rectify this. The students were exposed to the history and legacy of many fine women scientists and mathematicians. They could learn that women have been just as important as men in the scientific progress of humanity, which will hopefully motivate more of them to pursue education in these core fields. Below is a sample of the notes one 3<sup>rd</sup> year high schooler took on the topic of the brain.

Brain

The brain is the center of the nervous system in all vertebrate and most invertebrate such as sponges, jellyfish, adult sea squirts and starfish do not have one, even if diffuse neural tissue is present. It is located in the head, usually close to the primary sensory organs, for such senses as vision, hearing, balance, taste, and smell.

The brain of a vertebrate is the most complex organ of its body. In a typical human the cerebral cortex is estimated to contain 15-33 billion neurons, each connected by synapses to several thousand other neurons. These neurons communicate with one another by means of long protoplasmic fibers called axons which carry trains of signal pulses called action potentials to distant parts of the brain or body targeting specific recipient cells.

**\* Functions**

From an evolutionary-biological perspective, the function of the brain is to provide coherent control over the actions of an animal. A centralized brain allows groups of muscles to be co-activated in complex patterns: it also allows stimuli impinging on one part of the body to evoke responses in other parts, and it can prevent different parts of the body from acting at cross-purposes to each other.

**The Way Your Brain Is Organised**

**\* Physiology**

The functions of the brain depend on the ability of neurons to transmit electrochemical signals to other cells, and their ability to respond appropriately to electrochemical signals received from other cells.

動脈硬化と脳

動脈硬化とは、動脈が肥厚し硬化した状態を指す。これにより引き起こされる様々な病態と動脈硬化症という。種類にはアテローム性動脈硬化症、動脈硬化症、中絶性硬化症、アミロイド症、注目の動脈硬化はアミロイド性動脈硬化症である。アテローム性動脈硬化症は、動脈硬化や動脈硬化、動脈硬化の危険因子に由来して発生し、最終的には動脈硬化が進行して、動脈硬化が動脈硬化に到達してはいる結果、動脈硬化が動脈硬化の原因となる。

最近、動脈硬化の危険因子として動脈硬化が動脈硬化に到達してはいる結果、動脈硬化が動脈硬化の原因となる。

**\* 種類**

アテローム性動脈硬化症は動脈の内側にアミロイド（アミロイド）の増殖（アミロイド）が進行する状態。アミロイドは長い時間をかけて成長し、血管を流れていくことで、動脈硬化が動脈硬化の血管内へ血管が固まり（血栓）、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。

アテローム性動脈硬化は、血管の内側にアミロイド（アミロイド）が蓄積して、血管の血流を妨げる。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。

アテローム性動脈硬化の進行

1. 正常な血管
2. アミロイドの蓄積
3. アミロイドの増殖と炎症
4. アミロイドの増殖と炎症による血管の狭窄
5. アミロイドの増殖と炎症による血管の閉塞

アテローム性動脈硬化の進行は、血管の内側にアミロイド（アミロイド）が蓄積して、血管の血流を妨げる。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。動脈硬化は、動脈硬化の血管（血管硬化）を形成する。

One student was inspired to write a speech on the topic of women, science,

and continuing gender discrimination. She entered the National English Speech Contest and took second place at the Kyoto level. Below is the opening of her speech:

Here are some things that don't go together. Oil and water. Winter boots in summer. Drinking alcohol and driving. How about women and science? Be honest, if you hear the word "scientist", do you think of a woman? Science and men seem to go together in our minds like spring and cherry blossoms! I want to talk about why this is not good for girls, for society, or for the future of the world.

First though, I want to explain about how I became interested in science and tell you a bit about what I have learned. My school has a special research program in which we choose a topic and study it for 3 years. I chose metals. Metals are fascinating! You have heard of the metal mercury, haven't you? As you know, this metal is poisonous. But the ancient Chinese emperors believed that mercury was a miracle drug that would give them immortality and used to drink it. Unfortunately, they didn't become immortal. Also, you know cobalt. It's famous for the pigment which is called cobalt blue. But cobalt can make not only blue pigment but also pink, purple, and dark blue. So cobalt was used for decorating artificial flowers that responded to the weather by changing their color. When humidity was low, the color of the flower was pink. As it rose, the flower became purple and blue!

I suppose I'm more knowledgeable about metals than any other student my age. And I'm very interested in metals and science. But the girls around me seem not to be. They would rather keep away from it. "Science and math are for guys," they say. They are so wrong!

## B. The importance of the media and free speech

For this unit, the students did a variety of activities centered on the media, newspapers, and journalism in general. For example, they looked at various news stories and, in groups, examined the issues in depth. Again, one student went on to write a winning English speech, the beginning of which is reproduced below. Again, the purpose of such instruction is to impress upon the students the absolute essential nature of a free, vigorous press.

Here's a quiz for you: what do you know about ISIS? You probably know they are a terrorist group in the Middle East, and that they do terrible things like chopping people's heads off. That's about it, right? I thought so. In a minute I'll tell you what I know about ISIS.

Everyday, all over the world, many things are happening. Politicians are elected, economies go up and down, new technologies are invented and change the way we work and live. It's the story of the world, and the only way to learn it is through the news. Now, when I was younger, I used to hate watching the news. My mother would always say, "Yuma, come sit with me and watch the news." "It's so boring mother," I would say. And I would run away. But as I got older I became more and more interested in what was going on, here and overseas. So I started to read newspapers and Internet articles, and watch TV news. You could call me a "news addict" now....

Another interesting program involving the news was called News Time. It was



run out of the junior high school, and it was a great way to get students more enthusiastic about finding out what was happening in the world. Twice a week a selected student would write and then broadcast an original news story on some developing issue or event. Below find a sample of one broadcast:

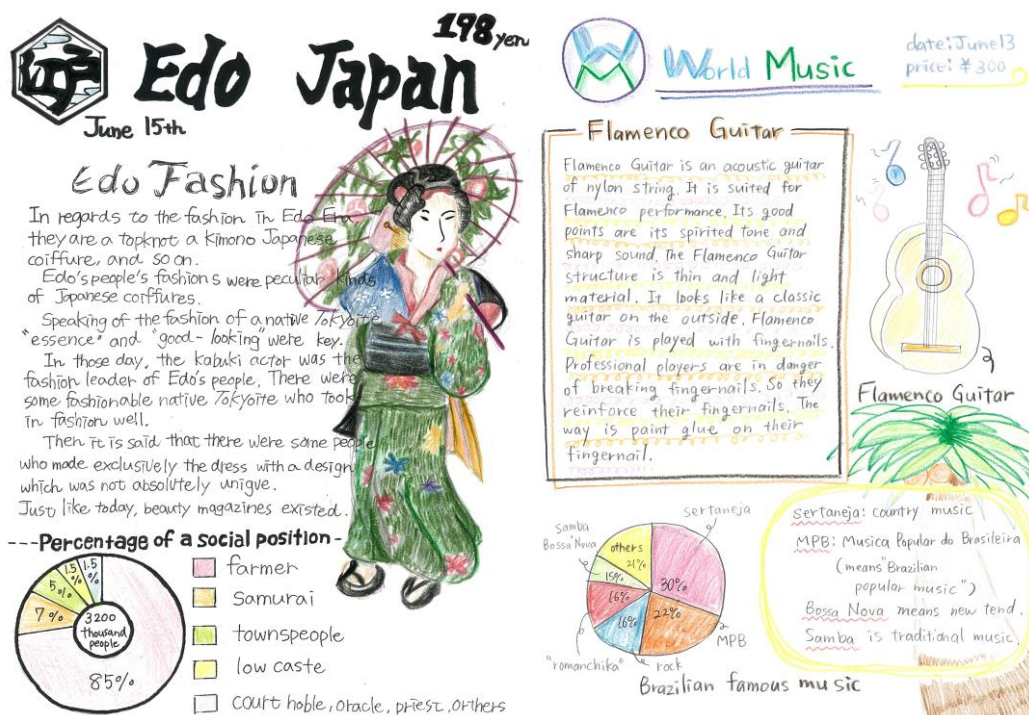
担当者：ニュース原稿を読む

韓国では、今、中東呼吸器症候群（MERS＝マーズ）コロナウイルスが猛威を振るい、感染が拡大しています。9日には68歳の女性1人が死亡し、これまでに合計7人の感染者が死亡したとのことです。9日に死亡した女性には心臓疾患があり、5月27日に呼吸困難でソウルの病院に入院した際、感染者と接触したそうです。感染拡大を受け、韓国保健福祉省とWHO・世界保健機関は合同調査を開始し、患者が発生した病院の現地調査や隔離方法の検討、ウイルスの分析などを13日までに行う予定だそうです。

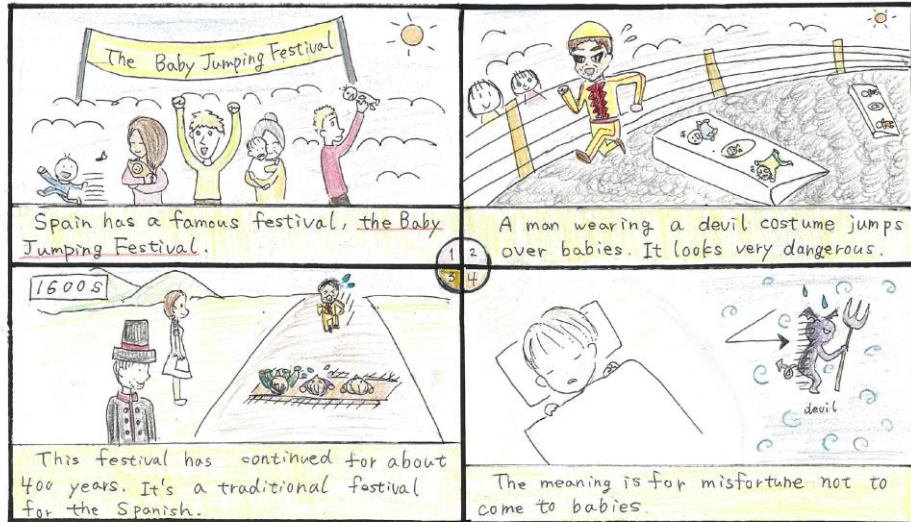
私は、病気を治す病院でこんなひどい病気に感染するのはおかしいと思います。お隣の国でこのような病気が流行っているの、私も手洗いやうがいをしっかりしていこうと改めて思いました。

### C. Exploring and protecting world culture

Another UNESCO-related theme which we explored in our English classes was the fascinating range and frequent fragility of various cultural forms. Students looked at everything from marriage customs to traditional costumes to architecture in various lands. Below are samples of 2 students' work. The first student examined museums around the world. The second looked at various minority ethnic groups. From this research and the class tasks they engaged in, the students could get a richer, fuller glimpse of the astonishing variety of human cultural forms, and the importance of preserving ways of thinking and acting that constitute the multicolored tapestry of civilization.



# SPANISH FESTIVAL



\* Do you know Kyrgyz people (афгиз)?

① About Kyrgyz people

- \* For the language spoken by this ethnic group, see Kyrgyz language.
- \* The Kyrgyz, also spelled Kyrgyz and Kirghiz, are a Turkic people living primarily in Kyrgyz Republic.

② Etymology

- \* There are several theories on the origin of ethnonym "Kyrgyz". The word "Kyrgyz" is derived from the Turkic word "kyrk" meaning forty, with "-yz" being an old plural suffix, referring to a collection of forty tribes.
- \* In the 18th and 19th century, European writers used the word "Kirghiz" (the early Anglicized form of the contemporary Russian) to refer not only to the people we now know as Kyrgyz, but also to their more numerous northern relatives, the Kazakhs.

③ Kyrgyz people are like Japanese. Thanks to it, Kyrgyz people are so Japanophile.



\* Kilyr word of Kyrgyz language.

А В С D E F G H I J K L M N O P Q R S T U V W X Y Z  
А Б В Г Д Е Ё Ж З И Й К Л М Н Н О П Р С Т У У Ф  
Х Ц Ч Ш Щ Ъ Ы Ь Э Ю Я

\* Personal pronouns

Singular		Plural	
Kyrgyz	English	Kyrgyz	English
Мен (Men)	I	Биз (Biz)	We
Сен (Sen)	You (informal)	Сизер (Siler)	You (informal)
Сиз (Siz)	You (formal)	Сиздер (Sizder)	You (formal)
Ал (Al)	He/She/It	Алар (Alar)	They

The declension of the pronouns is outlined in the following chart. Singular pronouns (with the exception of сиз, which used to be plural) exhibit irregularities, while plural pronouns don't. Irregular forms are highlighted in bold.

New words

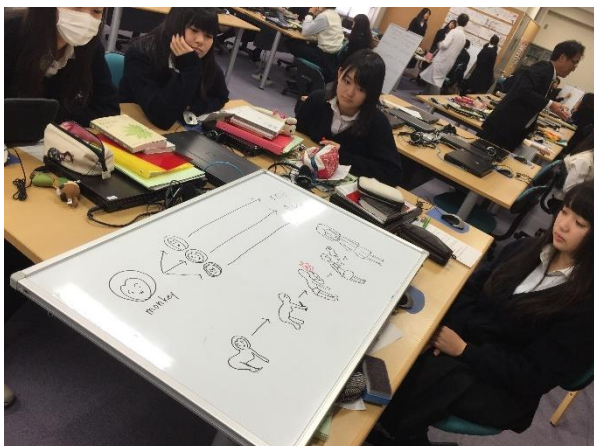
- \* ethnonym: 民族学
- \* derive: 由来あり
- \* plural: 複数の
- \* suffix: 接尾辞

- \* contemporary: 同時代の
- \* declension: 墮落
- \* pronoun: 代名詞
- \* outline: 述べ
- \* exception: 例外



#### D. Interdisciplinary studies

The most innovative UNESCO-related program we created has been one in which science and English were taught together. There are many reasons to do this, chief among them to allow students to see that the real world is not divided into clear, bureaucratic categories like “science” and “history” but is instead a complex, interwoven whole. And the issues that UNESCO deals with every day—protecting cultural sites, monitoring the health of independent media, defending the rights of all humans to receive an education—are themselves prime examples of the mixed, heterogeneous nature of the world we live in. In some of our English classes, a science teacher team-taught and helped create interdisciplinary units. In the beginning of the year the students learned challenging scientific topics in English like Einsteinian relativity and the nature of evolution. But as time went on the topics morphed and broadened to include units like technology in modern times and current conflicts. Key to the program were 1) instruction in both English and Japanese; and 2) extensive group work culminating in a range of communicative tasks like presentations. After some initial adjustment on both sides, the students came to really enjoy our “Gappei” or combined instruction. Below are some pictures of the classes, as well as a sample of a print and the work of a student on a current conflict.



## *Wonders of the Universe 5: Temperature, Gravity and Motion*

### From Last Week

Key Words: “finite,” “infinite” and “stable”

We learned that it is important to have common standards. (of length, weight, quality, etc.) Then we discussed whether space is finite or infinite and how we can know if it is finite or infinite. We also talked about whether the universe and the world are stable (not changing) or unstable. (changing)

### This Week's Discussion Questions



### *Vocabulary*

temperature	How hot or cold something is.
limit	The end of something; when it stops.
gravity	The force of attraction between objects.
judge	Decide; know.
motion	When something moves; movement

#### X. My Conflict Essay

My conflict is the Insurgency in the North Caucasus. It is an armed conflict between Russia and militants associated with "the Caucasus Emirate" by Chechenets. 3,141 people have been killed since 2009. It followed the end of the Second Chechen War. The major factor of this conflict, like the Insurgency in the Maghred, is radical Islam.

After the collapse of the Soviet Union, Chechenets, who are a nationality in the North Caucasus tried to be independent from Russia. But the Russian government prevented them. Then, radical Islamists began to support Chechenets. They try to establish the Islamic State by using Chechenet's spirit of the independence. This is the cause of this conflict.

In this conflict, the number of soldiers is not exhausted. On the contrary, it is exhausted in Xinjiang Conflict, because Xinjiang Conflict is battled by minority nationality. Radical Islamists are spreading all over the world. So "the Caucasus Emirate" can ask them for help. It makes the conflict unending.

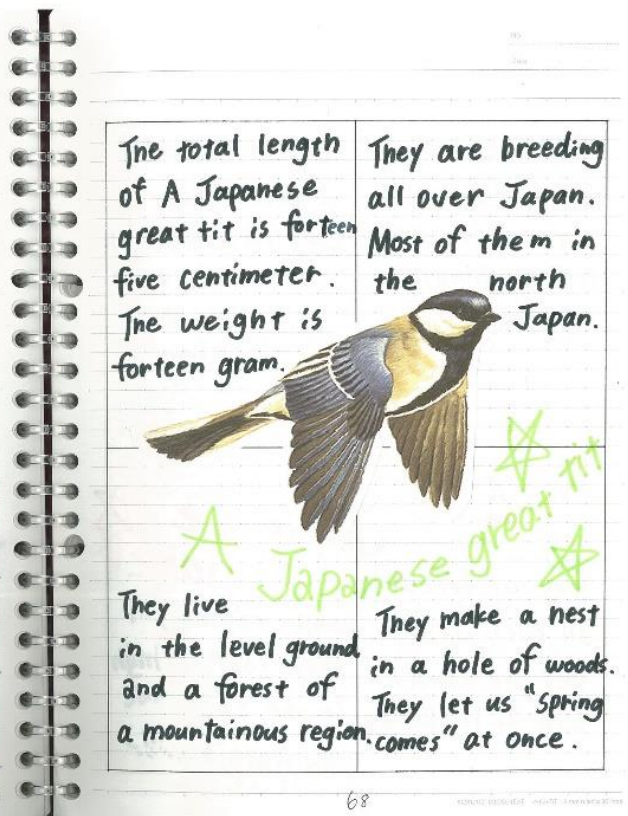
The number of victims is increasing because of terrorism by radical Islamists. To put the breaks on the number and end the conflict, the Russian government must accept the independence of "the Caucasus Emirate". But on the other hand, it means that the Islamic State is established. I think the International society has to think of

An interesting development in the instruction was that students became rather skilled at seeing the connections between disparate fields of knowledge. Again, this is being included here as it exhibits the multidisciplinary possibilities inherent in holistic educational programs. Below find a sample of student's work who was asked to collaborate with other students and find the connections between various topics.



## E. Education for sustainable development

People are beginning to realize just how much needs to be done to rescue the planet from the environmental catastrophe we are currently heading toward. And ESD is a major part of that effort. Our small contribution to this cause has been to implement LiD: Learning in Depth. LiD is the brainchild of the educationalist Kieran Egan and it is an idea both simple and powerful. Students pick a challenging topic like Mammals, Ethnic Groups, Marine Life, Planets and Stars, etc, and research it for as long as they remain our students. The depth of knowledge and increase in research skills, motivation, and general academic power are unprecedented. Many of the students choose topics related to biology, zoology, or the environmental sciences. Below find the work of one student who studied birds for 3 years.



One student went on to write a thesis on her topic, which was a combination of climate change and green urbanism. The link to the whole work is below.

<https://www.dropbox.com/s/qr1pw2ejad76c1m/Eco-Cities-a-Vision.pdf?dl=0>



(2) 活動時間について（下記から選択して下さい。）

☒ 通常の授業時間を使用（総合的な学習の時間を含む）

☒ 時間外活動の時間を使用

☐ ユネスコクラブの活動として実施

☐ その他（ ）