



# Action Plan

Invitation Programme  
for Japanese Teachers

Group B



## Observation of Korean children and their educational environment

the most memorable time was when we visited the three distinctive schools.



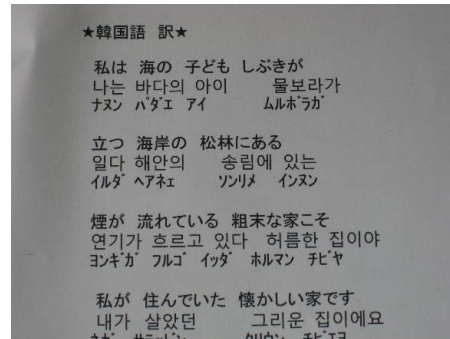
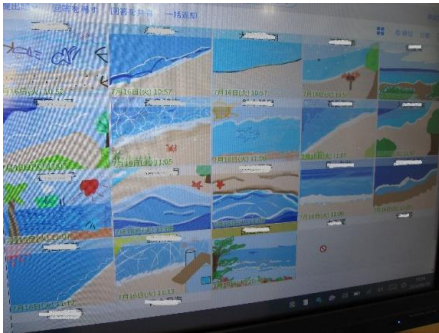
### Gimhae Foreign Language High School

The boarding school had a class curriculum that lasted until 23:30. The students' foreign language skills were very high, and the problem-solving learning in group activities was at the same level as the content of meetings in a company.

**Jijeong Elementary School**  
There are 10 pupils in the school. The school has excellent educational facilities and a well-equipped English room! Observed joint classes with neighbouring schools on the region's own learning application. Everyone took part in a traditional Japanese culture class. Doraemon and Otani were celebrities.

**Busan Sungwoo School (special needs school)**  
We observed the development of various lessons in the school curriculum. We shared a time of full interaction without words, such as doing gymnastics with a taekwondo teacher, folding cranes with Japanese teachers using giant origami paper, and giving each other high fives. The school lunch was exceptionally delicious! We received the children's artwork as a souvenir.

## Future action plan



- Report on in-school training and vision for the future (what I can do at the school) shared at the summer teacher training workshop → initiatives from the second semester onwards

- In the music classes

Introduce the sixth grade subject 'We are children of the sea' to elementary school children in Busan!

Sing in Hangul and draw image illustrations → in classes from July to September.

Create a song about ESD (using a songwriting app) – add to Song of the Month

- In the school events

Presentation of songs related to international exchange, ESD, peace education, etc. at the 'City Concert' → November

Presentation of songs related to exchange with Korea (e.g. Arirang ensemble, Samulnori performance, U&I chorus, etc.) at the Farewell Concert→February

われは海の子  
①われは海の子 白浪の  
騒ぐ磯辺の 松原に  
煙たなびく 苦屋こそ  
我が懐かしき 住家なれ  
★意識★  
①私は海の子とも しぶきが  
立つ 海岸の 松林にある  
煙が流れている 粗末な家こそ  
私が住んでいた 懐かしい家です

★韓国語 訳★  
私は 海の 子ども しぶきが  
나는 바다의 아이 물보라가  
나문 바'에 아이 멀'로'가  
立つ 海岸の 松林にある  
일다 해안의 송림에 있는  
일타' 헤아네 송림에 인문  
煙が 流れている 粗末な家こそ  
연기가 흐르고 있다 허름한 집이야  
윙키'가 풀고' 이타' 홀만' 치비'야  
私が 住んでいた 懐かしい家です  
내가 살았던 그리운 집이에요  
네가' 살라'던 크라운' 치비'요





# 2024 INVITATION PROGRAMME FOR JAPANESE TEACHERS

## ~ SEEING IS BELIEVING - FOR STRENGTHENING SOUTH KOREA-JAPAN FRIENDSHIP AND GOODWILL

### Gimhae Foreign Language High School Visit

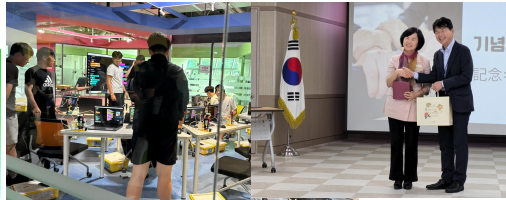
The visit to the High School provided an insight into the curriculum and teaching. The first thing that surprised me was the length of study time. Classes themselves lasted from around 9am to 9pm. This is followed by two hours of independent study. Students go to bed at 1am, a lifestyle that is only possible in a dormitory. The teaching style was centred on learning that emphasised the students' independence, such as project-based learning. I have the image that all students actively communicate with each other during lunchtime. During the home visit, received a warm welcome in ordinary Korean homes.



### Future Education Institute of Gyeongsangnam-do Office of Education

#### Visit to the Uiryeong Office of Education

An educational facility with functions similar to those of the National Museum of Emerging Science and Innovation in Tokyo. Each of the experimental booths provided a place for hands-on science learning, making full use of programming learning using sensor-equipped robots, VR images, etc. I was also surprised to learn that a local government uses state-of-the-art technology, such as AI to centrally manage the learning data of pupils and students, and to diagnose and teach them.



### Jijeong Elementary School

The declining birthrate and ageing population in rural areas seems to be a serious problem in South Korea too. This school has 10 children in total. Next year, the number of students will be eight. Because of this, schools with small numbers of children were working together with other schools on collaborative learning. Also, as the budget for education is more generous than in Japan, more ICT equipment and facilities are available. The children were very friendly and gave the impression of honest children. In addition to class visits, it was a deeply moving experience for me to chase a ball with all the children on the grassy school grounds.



### Japan-Korea Teachers' Round Table

The relationship was brought closer through discussions on common educational issues in both countries, which were triggered by a lecture on the Joseon Tongsin to Japan, a testimony to the friendship between the two countries. The deepening of ideas, based on each other's beliefs as educators in the respective countries, helped to build further friendship. Education can change the world. We talked a lot about each other's culture and the future of our countries.



# PHOTOGRAPHS DOCUMENTING THE 2024 INVITATION PROGRAMME FOR JAPANESE TEACHERS

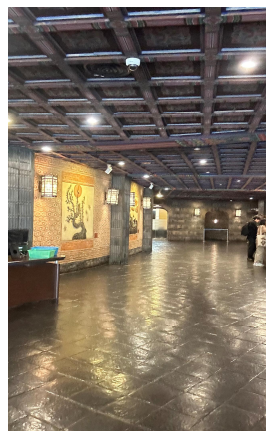
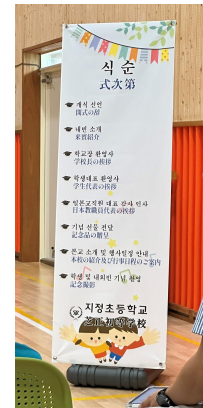
Opening ceremony and  
welcome dinner



Gimhae Foreign  
Language High  
School



Jijeong Elementary School



Uiryeong Office of  
Education



home visit



In the future, I would like to promote online exchanges with local schools in South Korea in order to promote international understanding and exchange among East Asian countries. In addition, I will actively accept future visits by teachers from other countries as I recognized that both countries have similar social and educational issues through this visit.





# Lessons connecting neighbouring schools.

The school visited on the third day, Thursday 11 July, was Jijeong Elementary School, a school with a total of 12 pupils and a dwindling student population due to the declining population in the area.

The school where I work is also facing challenges with declining student numbers, with 20 fewer students in junior high school compared to five years ago.

Jijeong Elementary School used the i-talk talk platform to conduct regular online lessons on teaching subjects such as maths and life science with the schools in the same area that were facing the same challenges. The aim was to solve the problems of small groups of students and to increase the time spent learning from each other.

On the other hand, one of the opinions of on-site teachers was that they would like more opportunities for offline, face-to-face experience rather than online, which is similar to the issue in Japan.



# Connecting Japan and South Korea online for international understanding education.

Through this programme, I learned that South Korea and Japan are not just neighbours, but that the educational challenges facing the two countries are similar.

We believe that it is precisely because we have similar approaches to the challenges we face that we need to deepen mutual understanding and work together.

I was reminded that it is only by recognising the good qualities of the other country and knowing its background that we can realise the good qualities of our own country and even create new things.

Therefore, we believe that getting to know each other and learning about each other's culture from as early as the elementary and middle school years will lead to better international cooperation. The challenges in promoting international understanding education are the time for travel, distance and funds. In order to solve these problems, I would like to work on A. Online international understanding education.

In order to realise A., I will plan as follows.

- (i) Promoting international understanding education within schools.
- (ii) Promoting education in understanding South Korean history and culture.  
Rediscovering Japanese history and culture.
- (iii) Seeking exchange partners (online, cards, videos) by using public international exchange programmes
- (iv) Planning the exchange (students) – cultural introductions, etc.
- (v) Planning the exchange (teachers)
- (vi) Implementing the exchange
- (vii) Reflection and summarizing








## a. Surprising experiences

At Gimhae Foreign Language High School, which we visited first, the students were interested in the teachers from Japan and actively talked to us, which gave us a very positive interpretation of the anti-Japanese sentiment that I had worried about before coming to South Korea. Many students understood that the Japan-South Korea barrier is a barrier that must be overcome for the future, and it seemed that they had already climbed to the top of the wall to actually overcome it. The fact that the wall seemed to be easily surmountable with a helping hand from the Japanese side ignited my motivation for international understanding education and exchange projects!



I want them to interact with Japanese students.

## B. Ambition

1. start with online exchange

2. Realise mutual visits

3. Make sure the mutual exchange is not just a one-time thing

## C. Actions for realisation

Asked Japanese language teacher at Gimhae Foreign Language High School for opportunities to exchange

Will be implemented in October!

I would like to grow it up to an academic exchange! e.g. Collaborative research, etc.

Asked assistance from a person with contacts in South Korea to help select a school

Asked ACCU to introduce UNESCO schools

I would like to realise mutual visit by school trips.

Considered setting up a committee to review school trips to South Korea

after school Hangul Course

Considered Korean language education by the Korean Cultural Centre

Dispatch of different teachers to South Korea for research

Sharing values through the eyes of another human being

I would like to create a community where Japanese and Korean OGs can get together, rather than stop at a single year of exchange!



# What is shared education in the Uiryeong region of Gyeongsangnam-do?

The Jijeon Elementary School we visited has a total of 10 pupils. Due to the declining birth rate and ageing population in the region, the number has fallen dramatically from 1000 in 50 years ago.



On the day of our visit, it was a day for online classes, and there were cheerful voices echoing from behind the screens. It was also surprising to learn that the region has developed its own platform for use in ICT education.

The school has a large grassed playground, classrooms with state-of-the-art equipment and teachers who make the best use of the extensive facilities. I could feel the passion for education and love for children.



- ▶ In the Uiryeong region, 12 out of the 14 elementary and middle schools, excluding two large schools, are divided into four groups for the shared education.
- ▶ Students will attend online classes once a week and visit the central school for face-to-face interaction.
- ▶ implement two joint experiential activities in a semester, a sports festival and school trip.
- ▶ Children who have been learning alone in the classroom are looking forward to Tuesdays when they can meet their friends.

## Korean language class exchange in collaboration with four high schools with comprehensive course in Nagano Prefecture.

- ▶ There are six high schools with comprehensive course in Nagano Prefecture, four of which offer Korean language courses. (my school, Shiojiri Shigakukan, Nakano Risshikan and Maruko Shugakukan).
- ▶ As a place for output, an Instagram has been set up, where we can post videos, share the results of their lessons and send comments to each other.
- ▶ Conduct online Korean culture classes with Nagano Prefecture CIRs and give each other feedback.
- ▶ Ask high school students studying Japanese in South Korea to follow the Instagram account and make a comment on it.
- ▶ Make effective use of social media and online conferencing apps to motivate learning through interaction with people outside the classroom.





## Memorable experiences and activities during the period of stay in South Korea

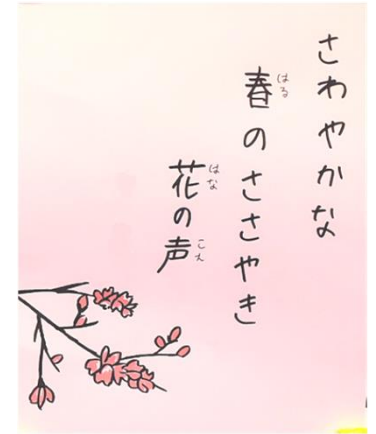
- ① The joy and happiness of communicating with each other
- Direct interaction with the students from Gimhae Foreign Language High School. I was surprised by the students who actively came to speak Japanese during breaks.
  - The workshops and receptions allowed us to talk to a wide range of Korean teachers. Korean, English, apps, mobilising all that is available, and found the similarities and differences between us.
  - With children who hardly speak at Busan Sung Woo School we communicated through tone of voice, body movements and facial expressions. A renewed appreciation of the power of non-verbal communication.

## ② Tips for achieving the SDGs in special needs schools.

- Various learning activities at Busan Sung Woo School were linked to the SDGs.

Not only to incorporate the SDGs as part of the lesson content, but also way of thinking that the school's initiatives themselves will lead to the achievement of the SDGs.

- e.g. **utilisation of local human resources and facilities**  
→ No. 17 Partnerships for the goals  
**Communication using photo cards and symbols.**  
→ No. 4 - Quality education



Artwork displayed at the high school.



by stepping aside she told what she wanted to do.

## Initiatives we would like to try in the future

For hospitalised children and students (during integrated learning time, as independent activities)

- lessons designed to stimulate interest in South Korea, a country that is very close to Japan
  - Introduce the schools and students I visited
- In particular, I want to tell them that there are students studying Japanese in South Korea
  - Activities using translation apps.
  - Activities using Korean words and letters.
  - Production activities using Korean origami etc.

For teachers

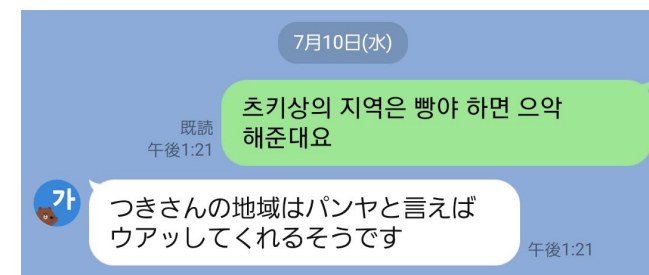
- Share the lessons learnt from the programme
  - In-school training sessions

Teacher-to-teacher exchanges

- Continue contact with each other.
  - Continued exchange with Korean teachers, mainly by email.



Welcome message in Japanese



In translation app, mystery leads to another mystery!





# Memorable things

Gimhae Foreign Language High School



## Home visit

I talked about historical issues with three high school students.

Jijeong Elementary School



## Classroom ingenuity

Joint class with three small schools

Busan Sung Woo School



## Ties with the community

Use of external lecturers

Gimhae Foreign Language High School



## Principal Ms Seoyoung Lee

There was a lot of awareness and learning from the dialogue with her



## Japan-Korea teachers' exchange meeting

I appreciate our meeting

Busan Songwoo School



## SDG 12.

Recycling close to you

# Future initiatives

**1. Classes for pupils/students** (high school classrooms of special needs schools for intellectual disabilities, high school for the blind, middle school for the blind, primary schools for the blind)

◇ **Structure lessons by taking the following two elements into account, not just cultural introduction, based on the actual situation of the pupils and students.**

(1) The importance of respecting each other's culture and dialogue (2) What we can do as global citizens

◇ **Concept of the class**

'Let's get to know South Korea' (integrated learning time, integrated exploration time)

- Introduction of the Invitation Programme
- Greetings in Korean
- South Korea through quizzes (ox quiz)

Including the three schools I visited, Joseon Tongsinisa, SDGs, etc.

- Let's get to know Hangeul (write your own name) Braille users can write their names in Korean Braille.
- Korean cultural experiences - trying on hanbok, playing musical instruments (chango, sogo), wearing taekwondo uniform, tasting food, etc.



## 2. Training sessions for teaching staff (participation by those who wish)

**'Get to know South Korea'.**

- Introduction of Invitation Programme
- Cultural and educational situation in South Korea
- Korean cultural experiences (hanbok, musical instruments, food, etc.)

## 3. Realisation of exchanges with Korean schools for the blind

'Seoul School for the Blind'.

'Gangwon Myung Jin School' (special school for the visually impaired)

- Coordination of desired exchange classes and discussion of timing
- Linking exchanges to engagements and continuing to do so even when teachers transfer





Short-term objective    Goal: Practice inquiry-based learning  
 - identify issues    and work on your own towards the issue

### Reference case: Gimhae Foreign Language High School

Practical example: 1st year junior high school field trip Let's make a PR video for Tama City.

Schedule	Contents	Expected gained competencies.
<b>December 2024</b>	Find out appealing and good points of Tama City.	Have an interest in their local area and try to communicate to others.
<b>January 2025</b>	Consider storyboards to introduce the appealing and good points of Tama City.	Able to plan to create materials that will attract people.
<b>February 2025</b>	<ul style="list-style-type: none"> <li>- Conduct field trips</li> <li>- Create a video</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the plan and collect the planned materials. able to be flexible and adaptable to unplanned events.</li> <li>- Work in line with the plan. Able to respond flexibly when the students think that improvements could be made.</li> <li>- Create materials that are in line with the purpose, and be able to devise ways to attract people.</li> </ul>
<b>March 2025</b>	Presentation <ul style="list-style-type: none"> <li>- Each individual watches a video of the whole school year on their tablet.</li> <li>- Evaluate each one and describe what was good about it</li> </ul>	Able to objectively evaluate the work of others and reflect on their own work as well. Also, able to respect the opinions of others by finding good points in others' work.

Medium-term objective  
 Goal: A school response to leave no child behind.  
 -Use of ICT-

Reference case: Uiryeong Office of Education,  
 Gyeongsangnam-do

Practical example: online classes and tablets for school refusal students, aiming to improve academic achievement and help with career choices.

time	Contents
Middle of 2024	(i) Establish an environment for online classes. Tablets, establishment of methods and regulations (ii)Consider the tools (applications) that enable home study
Second half of 2024	(i) Pilot online classes Information for school refusal students and parents/guardians. interviewing and responding to requests (ii) Trial operation of tools (applications) that enable home study. Information for school refusal students and parents/guardians. interviewing and responding to requests
Early 2025	Start of official operation
Middle of 2025	Implementation of interviewing and responding to the students and parents
Second half of 2025	Operation with response to the feedbacks (and regular improvements thereafter)

Long-term objective  
 Goal: Addressing the SDGs  
 -Student-led activities-

Reference case: Gimhae Foreign Language High School  
 and Busan Sung Woo School

Practical example: Make students aware that their activities at school include the significance and purpose of SDGs, and foster students who are willing to take the initiative in these activities.

time	Contents
Middle of 2024	Extract current SDGs initiatives at each grade level
Second half of 2024	- Reconsider the SDGs activities currently taking place - Reflect on the annual teaching plan for the coming year
First half of 2025	- SDGs training for teachers in in-school activities - Implement activities based on the annual teaching plan
Second half of 2025	- Publish information on its activities and call out to the local community on the school's website - Change the annual teaching plan for next year based on reflections from the current year
First half of 2026	Plan student-led SDG activities throughout the year
Second half of 2026	Reflect on the plan and plan activities for the coming year
2027	Exchange with other schools by using the UNESCO Schools network



## **Memorable experiences and activities during my stay in South Korea**

### **1. Cultural class at Busan Sung Woo School**

I received the student information in advance, which allowed us to prepare with an image of the students in mind. I was particularly impressed by the teachers at the Sung Woo School, who were very supportive. At Sung Woo School, we played the traditional Japanese game of origami, and were able to complete a 1.5 m square piece of origami together with the students, holding it down with our hands and stamping on it with our feet. An international exchange was achieved, with the Japanese students designing the patterns and the Korean students folding and completing them. Korean children and teachers were able to work together as one.

### **2. Visit to Gimhae Foreign Language High School and home visit**

I was very impressed by the project-based meetings conducted by the Gimhae Foreign Language High School. I was surprised that the teachers did not teach in a one-way manner, but rather presented only a major theme and had the students work in groups to set up a project related to that theme. The content also dealt with racism and the US presidential election. They learnt a lot and deepened their learning by discussing what they had learnt with their friends.

During the home visit, students asked: 'May I ask a rude question? What do you think about the history of Japan and Korea?'. I think it was very difficult for them to ask, but I was impressed that they asked positive questions for the future relationship between Japan and South Korea.

## **Plans to work on in the future**

### **1. information sharing with teachers**

Many teachers and staff are unaware of the history of Japan and South Korea.

I would like to share this experience with our staff when we learn about peace.

## **Plans to work on in the future**

### **2. Inform Japanese children about Korean culture and local schools**

This time, I was able to eat school lunch as part of the experience. The main difference between the Japanese school and the Japanese school was whether it was spicy or not. Japanese children also show a strong interest in food. I would like to have an opportunity to tell them about culture, life and history, and to think about peace.

## **Processes for the initiative**

### **1. Information sharing with teachers**

First, inform the newly recruited staff in the school about my experience during the invitation programme. I will ask the teachers in charge of the initial training to set up a place for this. I would like to talk focusing on "the differences between Japanese and Korean schools", "special needs schools in South Korea" and "building peace."

### **2. Inform Japanese children about the situation in Korean schools**

I will tell them how the patterned paper they worked on in class turned out. I will tell them how Japan and South Korea cooperated to create one thing. Afterwards, I will mention school lunches and ask them to think about the differences in taste so that they can feel more familiar with South Korea.





# ACTION PLAN



- Conduct an online exchange with the English debating club of the Gimhae Foreign Language High School
- My School has an exchange programme with Cheong-do High School in South Korea. I will promote this exchange further.

On 5 October, the students from my school's Hangul club had an online exchange with members of Cheong-do High School in South Korea. The exchange was made possible through school matching with the registered school with the help of ACCU.



# 1. PARTICULARLY MEMORABLE EXPERIENCES/ACTIVITIES IN KOREA

## ● Lectures and joint activities of Japanese and Korean teachers

- World Heritage Sites are registered by the outstanding universal value. ⇔ Different people have different interpretations and stories of heritage.

⇒ Learning that correct 'heritage education' needs to be taught because heritage needs to be interpreted correctly.

Joseon Tongsinisa - an important peaceful and intellectual heritage of Japan and South Korea.

Cultural exchange created together by the people of Japan and South Korea.

Importance of the role of teachers.

A bridge between Japan and South Korea

- Exchange of 'My World Heritage Sites', calligraphy and painting exchanges, etc.

⇒ Happy and joyful relationship with Korean teachers. I am still in contact with the Korean teachers I talked a lot and discussions about online exchanges are ongoing!

## ● Cultural classes

- Plan Japanese culture and traditional games with Group B teachers.

Fun interaction with Korean children.

Understanding each other's countries



Very happy encounters and connection





## 2. ACTION PLAN - FUTURE INITIATIVES AND PROCESSES

[2024]

(July)  
The principal of my school, head of Research and the principal in South Korea determined the general direction of the project.

Exchange plans will be sent to Gimhae Foreign Language High School and Yongnam Elementary School.

(September)  
In-school training 'Education in Busan, Gyeongsangnam-do - a bridge between Japan and South Korea';  
Propose "Plan on exchange with Gimhae Foreign Language High School and Yongnam Elementary School"

Inform the questions in advance. Ask them to send us a video of the interview.

(October)  
In the international Understanding Education Leaders' Training, use the video interviews with teachers and pupils in Gimhae Foreign Language High School and Yongnam Elementary School about Japanese products

(November)  
introduce information on schools and children in South Korea during "Let's enjoy Korea" at a children's assembly.  
After the children's assembly, our third and sixth graders film a video (2 mins) to Gimhae Foreign Language High School and Yongnam Elementary School.

Film and send a video that can serve as an orientation to the online exchange.

(December)  
Video exchanges by the third grade students of and the Yongnam Elementary School (e.g. introduce Fukuyama City and a song)

Online exchanges with Youngnam primary schools will be communicated through international newsletters and other media.

(January)  
The third grade students prepare a thank-you letter to Yongnam Elementary School  
⇒ Send to Yongnam Elementary School

(February)  
Introduce my learning at the Gimhae Foreign Language High School in South Korea to the class when the school's 6<sup>th</sup> grade students study South Korea in social studies.  
Online exchange by 6<sup>th</sup> grade students and Gimhae Foreign Language High School (e.g. impressions of learning about South Korea in social studies 'Countries with close ties to Japan', questions about South Korea, etc.)

Online exchanges with Gimhae Foreign Language High School will be disseminated through international exchange newsletters and other media.

(by mid-February)  
6<sup>th</sup> grade students prepare a letter of thanks to the Gimhae Foreign Language High School.  
⇒ Send gifts to the Gimhae Foreign Language High School.



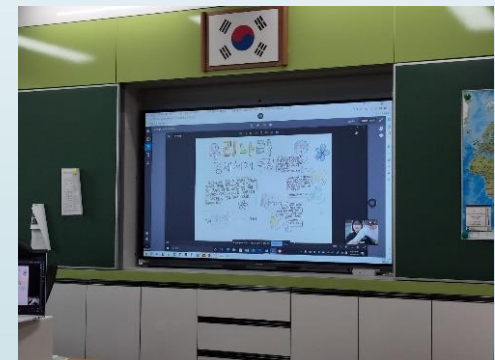
Plans are also underway to set up 'The Charm of Korea' in school library, where students can get acquainted with books related to South Korea and Korean postings.





## a) What impressed me

I strongly felt that the question "What can we do for the future of our children?" is a common thought held by all teachers and staff, despite the differences in countries and environments. By interacting directly with Korean teachers and children, I was able to gain a variety of ideas, which increased my own knowledge. The visit also made me realise that dialogue is the first step towards friendship and peace between Japan and South Korea, and that exchange from the students' level is essential.

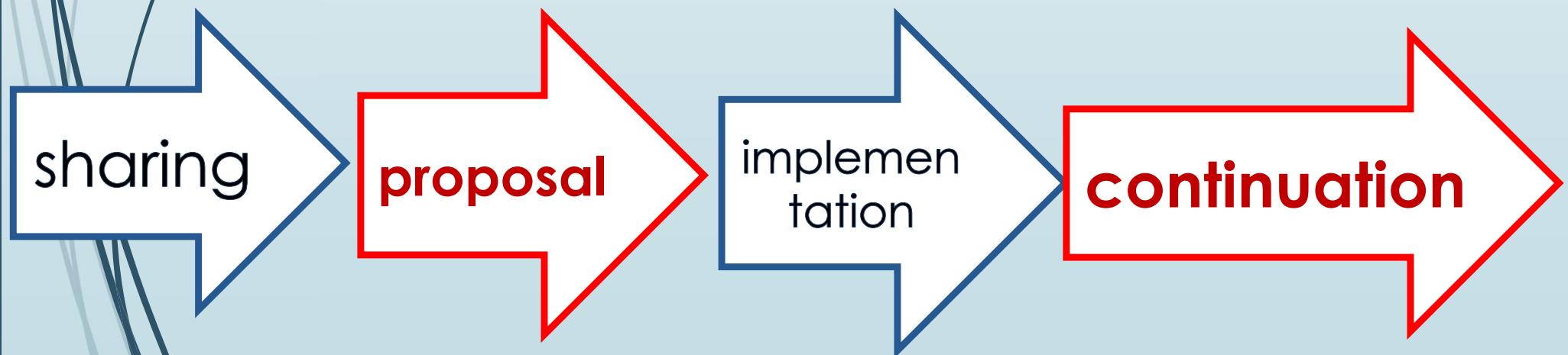


## b) Future prospects

- 1) Sharing experiences with teaching staff inside and outside the school
- 2) Strengthening global citizenship education in the school
- 3) Co-ordinating for school visits
- 4) Running periodic online exchanges with high school in South Korea

## c) To achieve

- 1) Seek cooperation from my school, the Kyoto Prefecture High School International Education Research Council, etc. to share this information with many teachers and staff,
- 2) In the “Period for Inquiry-Based Cross-Disciplinary Study”, increase the emphasis on a cross-curricular global citizenship education. To this end, propose a plan for systematic reorganisation.
- 3)/4) Arrange specific dates with exchange schools. Conduct in-depth discussions to ensure continuity.







a. Memorable experiences and activities during the stay in South Korea

○ Visit to the Gimhae Foreign Language High School

It was very interesting to visit a Korean high school, talk to teachers and students and observe classes as I usually engage with junior high and high school students.

b. What initiatives I would like to start in the future, and what specific things I would like to do and the plan to do

○ Report on this programme at the school meeting (to be held in September).

○ Tell the students about the programme during the worship service.

○ In line with a course for learning Korean organised by the Self-study Room, I would like to approach students who are interested in South Korea and communicate with Korean schools online.

○ I was in charge of the school exchange with a school in Thailand before. I think it would be nice if I could do such a programme with Christian girls' schools in South Korea as well.



# Memorable experiences and activities

## (i) Visit to Gimhae Foreign Language High School

- Students: hard work, good language skills, active questioning, clear goals for the future, while there is a 'looseness' (dressing, eating snacks during the class) during the week of flexible teaching volume.
- Environment: open school building design (GIMFL Cesatra, Yulharo 266 Café, International Lounge), ICT equipment in classrooms, support for students' dormitory life (canteen, ATM).



## (ii) Workshop 'UNESCO World Heritage Site Education and Community-Built Peace'.

- The 'story' of the World Heritage Site: sometimes disputed over its interpretation.
- To bring attention to contemporary issues through heritage education (environmental degradation, war, overtourism).
- Workshops on 'My World Heritage Sites' worked on with Japanese and Korean teachers and staff.

# Action plan

## (lessons for international understanding)

### **“Practical World History (school-set subject)”**

**40 of 3rd year students in general studies course**

- Theme 'Sado Island Gold Mines: the debate over its inscription as the World Heritage Site'
- Objective: "to understand how the two countries, which have different historical perceptions, have tried to reach a consensus."
- Activities: 'Reading materials (newspaper articles)', 'Organising the respective claims of Japan and South Korea', 'Thinking about the peaceful use of World Heritage sites'
- Reference document: UNESCO World Heritage, Embracing Peace, p.167 - p.170.

### **‘Active Disaster Management II (school-set subject)’** **36 of 3rd year students in the Environment and Disaster Prevention course**

- Theme 'Exchange with Korean high school students (Gimhae Foreign Language High School) through disaster management'
- Objective: 'Provide useful disaster management information to people from different cultural backgrounds'
- Activities: 'Introduction to Gimhae Foreign Language High School (to understand the differences from high school life in Japan)' and 'Putting together disaster prevention information so that it can be conveyed to people from different linguistic backgrounds'.
- Method of exchange: the work compiled by our students is converted into data and sent to the Gimhae Foreign Language High School.



## a. memorable experiences and activities during the stay in South Korea



At Gimhae Foreign Language High School  
Lecture on 'Peace and Coexistence'

↓ Dinner on the day



↓ fridge only for Kimchi



↑ Fruit called chame

Home visit to the home of the students of  
Gimhae Foreign Language High School



## b/c. What I would like to work on in the future and specific measures

- Share experiences in South Korea at in-school teacher training sessions
- Incorporate an 'ESD' perspective in integrated and inquiry based learning and science classes
  - From the perspective of proactive, interactive and authentic learning, develop learners-centred class even more than now.
  - To develop students who can think of various issues as their own, design lessons that enable students to make an effort to understand their peers.
  - Proactively conduct research lessons to propose to the school as a whole
- Tell that the first step towards world peace is grassroots exchange.
  - Actively participate in international activities such as sister school exchanges.
  - Talk about my experiences, together with those of the Solomon Islands and Singapore.



# What impressed me most

1

## Week of flexible amount of lesson

Gimhae Foreign Language High School

Conducts inquiry based learning

High level of inquiry based learning and  
the process from theme setting to  
solution dissemination



## Online exchange learning

Online exchange learning conducted at  
Jijeong Elementary School.

Curriculum and the class lead by the  
teachers for four schools to learn the  
same material at the same time.



2

3

## home visit

Visits to the students' homes  
at Gimhae Foreign Language  
High School.





# Our Action Plan



July

Present

FY 2025

FY2026

(Starts from the second semester)

**Report on programme  
participation at staff  
meetings**

Share at staff meetings  
about enhancing global  
education at our school.

**Selection of exchange schools  
Building the content of  
exchanges**

Consider online interaction as a main  
exchange  
Review meeting on Global education and  
Saturday classes by the person in charge

**Online interaction**

international exchange  
Joint exchange class dealing with  
museums and the same subject matter.

**Link of inquiry based learning**





## 1. After completing the programme

During the training in South Korea, the participants visited many educational facilities and heard from many people involved in education there. At every place we visited, we were warmly welcomed by the Korean people, and I feel that the most valuable thing was that we were able to interact with the Korean people, transcending national boundaries.

Of the things that I experienced during the programme, there are two things that are particularly memorable:

The first was a visit to the Gyeongsangnam-do Office of Education, where the population is declining, no matter how much the population is decreasing, it is the role of adults involved in education to protect the right of children to receive an education as long as there are children in front of them.

The second thing was that I had many opportunities to communicate directly with Korean teachers. Through this, I realised that there are many similarities between the issues faced by Japanese and Korean teachers. I think that this was something I managed to learn in a more realistic way because I was able to communicate directly with them.





## 2. Future prospects

In the future, I would like to address the following three issues, making use of the content of the programme.

### **(1) Information sharing within school**

I will be given the opportunity to report on the content of the programme within the school. During this I will share information with other teachers about the inquiry-based learning and other activities related to SDGs that I have learned through this programme, and I will try to make use of these in my teaching activities in the second half of the year.

### **(2) Information sharing and initiatives for international exchange at the Yachiyo Children's Summit held in Yachiyo City**

In Yachiyo City, where I work, there is an initiative called the Yachiyo Children's Summit, in which elementary and junior high school students from across the city come together to think about issues in the local community and work towards finding solutions. I will use this opportunity to share what I have learnt in the programme with teachers from other schools in the area. In addition, as part of the Yachiyo Children's Summit, I will make a proposal for activities that will lead to international exchange in the area where my school is located.

### **(3) Implementing activities leading to international exchange in student council activities in the second half of the year**

If making a plan for students to interact with international students studying at universities in the city or direct interaction is difficult, I will plan activities that will allow students to learn about the culture of other countries. Through these activities, I aim to deepen the school's understanding of different cultures.



Yachiyo Children's Summit



# 100% Plan to learn about South Korea

Apply 100% of the learning  
in South Korea to education  
and healthcare!

## Students' mission:



Learning about Korea

80%



Connecting with Gimhae  
Foreign Language High  
School

100%



Knowing Koreans in  
Japan

90%



Enhancing medical care  
with Koreans in Japan

100%

## Classroom practice with our students: October-November

Deepen their learning about  
South Korea through classes.

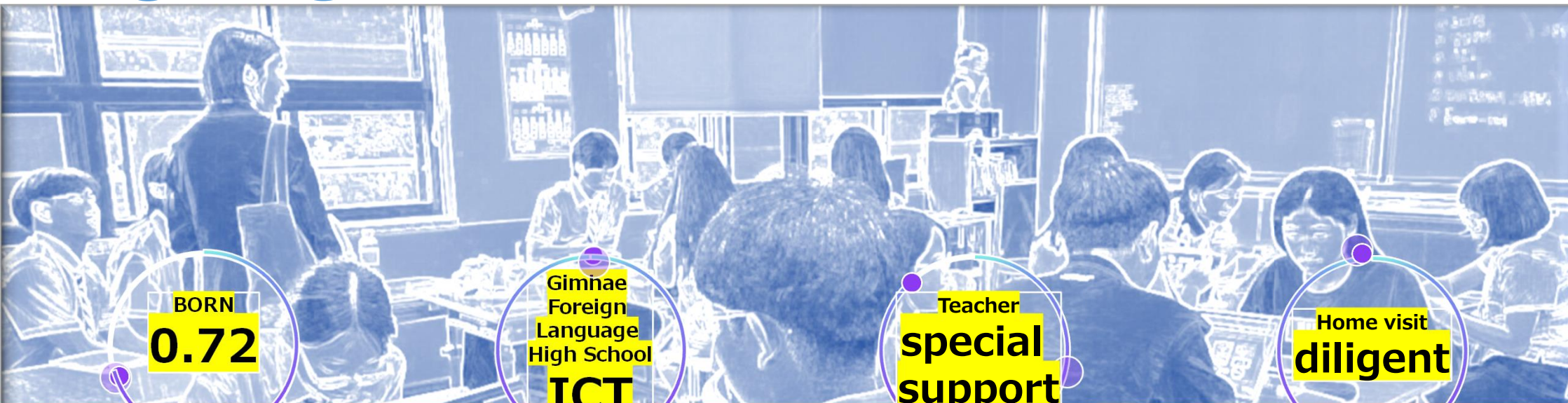
## Activity report to the school's teaching staff: December

Presentation on the  
programme at staff meetings.

## Presentation at training course 'Support for students with international backgrounds': November

Presentation on learnings at  
ACCU

# TOPIC



BORN  
**0.72**

Gimhae  
Foreign  
Language  
High School  
**ICT**

Teacher  
**special  
support**

Home visit  
**diligent**

## Decline of fertility rate and AI

## ICT starts in elementary school.

## Special needs teachers in regular schools

## Self-study until 11pm

Jijeong Elementary School: 10 students in the whole school. AI also creates teaching plans and PPTs for all teachers.

Professional presentation  
Speaks English and Japanese in addition to mother tongue

UNESCO school  
environmental education

Running in the early morning  
Eats well in school cafeteria (no leftovers?)

South Korea, a country you will want to visit again and again

여러번 가고 싶어지는 나라 한국







## Home visit

I visited a local family and had a chance to experience eating home-cooked food while chatting in Japanese and Korean. It was a fresh experience. The style of the house was also different from Japan, so it was a valuable time for us to experience the differences in culture first-hand.

I also told them that if they ever come to Japan, I would like them to visit us, and I am still in contact with them after I returned to Japan.

## Cultural class experience

I worked together with teachers from different schools across Japan to create a single lesson, which we then delivered to local children. From the time we prepared online, I was very excited, and the experience became memorable one, including the smiles and voices of the local children, who shone with excitement when we spoke to them in Japanese or Korean, and responded cheerfully. It was also an opportunity to deepen our bonds with teachers from various regions of Japan, and to learn new things about education in Japan.



## Interaction with local teachers and students

It was extremely valuable to be able to visit the school and hear the local students' voices first-hand. When we asked them questions, they answered us politely, and I could feel their eagerness to learn more about Japan and actively ask questions, so we were able to deepen our mutual understanding through dialogue. In addition, through the discussion sessions with the teachers, meals and workshops, we were able to share in depth about the joys and challenges of education and the approaches of each country.

I was able to exchange contact details with the teachers who were in charge of the same subjects of mine, so even after returning to Japan, we ask questions and contact each other using Korean and English when we have time, and deepen our exchange.





# Future Action Plan

## ① **Class for learning Korean culture and school education (myself)**

As a teacher in the Global Studies Department, I use not only English but also Korean to cover topics related to Korean culture and school education. I use small talk in English as listening practice, showing visual images I have filmed in South Korea and have students do research and presentations on topics that interest them.

## ② **Sharing experiences with students and teachers for reforming integrated learning time (same school year)**

○ As integrated learning is a class that all the teachers in the same school year work on together, I will share experiences with the children while also ensuring that teachers have a reasonable amount of time. Furthermore, as a final goal, I will consider whether we can make integrated learning time more student-centred and something that can be connected to different school year, like the flexible class hours at Gimhae Foreign Language High School.

## ③ **School reform based on the concept of ‘shared education’ in Gyeongsangnam-do (whole school)**

Our school is in an area with a small student population, and in recent years the number of students has been decreasing even further.

Therefore, as Gyeongsangnam-do, I would like to work with nearby junior high schools that are facing the same situation as us and make plans to create opportunities to present the results of our lessons to each other. I also would like to increase the number of sister schools for shared education, and use this as a step towards forming sister school partnerships with schools overseas in the future.



# Action Plan for the Invitation Programme for Japanese Teachers

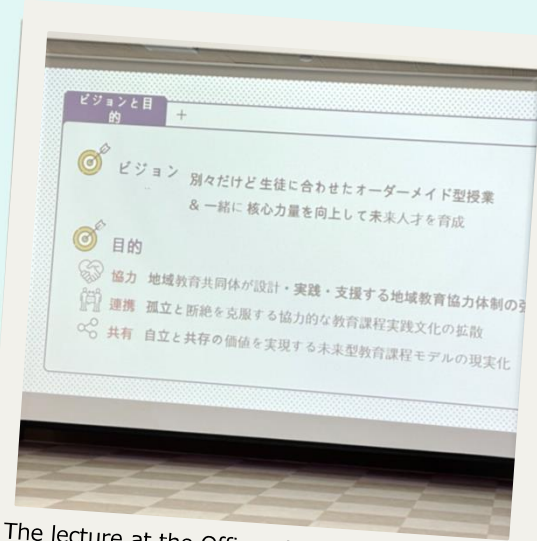
**Memorable**  
experience and  
activities during  
the period of stay  
in South Korea



I had a lot of conversations with Korean students.  
What is popular and what they love about Japan  
#4 hours of sleep



Korean school lunch!  
#Delicious #Large portions #Vegetable-rich  
#Kimchi is surprisingly spicy, even in  
elementary school



The lecture at the Office of Education was  
interesting.  
#Measures to ensure that no one is left behind.  
# Teachers' own processes rather than  
teaching guidelines.  
#Educational issues are common between  
Japan and South Korea #More education  
budgets!



Warm welcome wherever we visit TT  
Culture of #affection  
#Hospitality is amazing.



## the future initiatives I would like to do



### Online exchange with Korean junior high schools

- Exchanges with student council in South Korea
  - Introduce the school and its events
  - Consider better schools together
- Classroom-based exchanges
  - Collaboration with the English classes (e.g. introductions to each other's cities)
  - Interaction with the Music classes (e.g. producing fictional artists and considering a marketing plan  
→ppt summary presentation etc.)

### Preparation for the plan

- Share information with students and teachers
  - explain about Korean education and schools, sharing the photos and videos taken in South Korea.
- Arrange schedule for exchanges
  - Draft a plan for around autumn/winter
  - Contact with teachers who exchanged contact details at the joint activities  
(Resume my Korean language studies for interpretation and cooperate with some parents who are studying TOPIK  
= cooperation with the community)







# Impression

- **Use of local human resources**

Visit to Busan Sung Woo School

→Community members volunteer to support learning activities on a regular basis.

It is a valuable experience for children, as they can engage with professionals in the field.

→Enrichment of experiential activities

- **The inquiring students**

Gimhae Foreign Language High School

→The students were shining through independent exploration to solve the issues

Surprised at the number of students actively speaking in Japanese.





# Future initiatives

- **In-school training**

Communicate the importance of cooperation with the local community (meeting people) which I felt in the Korean education system, and provide an opportunity to think about initiatives that can be taken at our school

- **Cultural understanding with children**

The theme of integrated studies is 'Fish Cooking'.

With rediscovering the good points about Japanese culture, conduct a classes to deepen understanding of the food cultures of Japan and South Korea and to promote their attractiveness





## Wee class operations



All elementary, junior high and high schools install Wee class (consultation rooms).

A dedicated full-time teacher is assigned to the class every day. It provides not only the counselling with the students, but also various Wee class-led events. It also reduces the workload of the homeroom teacher.

In Japan, there are SCs and SSWs, but if the system is not operated well. This Wee class can be used as a good reference.

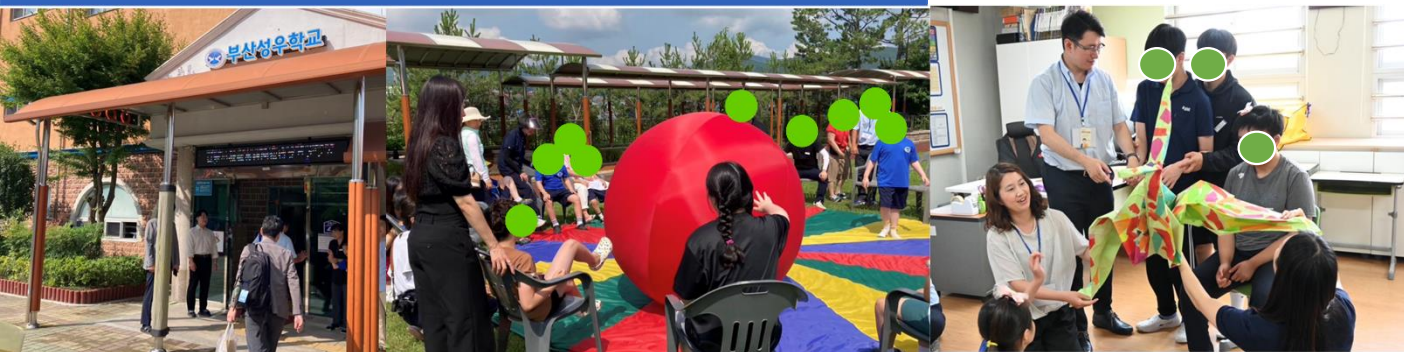
I was surprised by the futuristic building in a rural area.

Facility for experience various activities, including VR by booking from a school in Gyeongsangnam-do. The facilities are good, and in addition to that it was also designed to be enjoyable for families as well as schools. I found it is good thing to experience the latest technology from childhood.

## Future Education Institute



## SungWoo (special needs) schools



I had heard that the system of special needs schools in South Korea was a little behind that of developed countries, but it was the complete opposite, and I was shocked to see the various initiatives being undertaken. However, from what the teachers told me, there is still a lack of recognition of people with disabilities in society as a whole, and there are many difficult issues.



## What I want to work on in the future

### Japan-Korea exchange project practice

I would like to organise an exchange programme in Japan, as I previously organised one in South Korea. There are not many teachers in Japan who are fluent in Korean, so sometimes the exchange is not rich in content. I would like to make the most of my language skills to create meaningful exchanges, not just by having the students meet each other, but also by holding a Japan-Korea Global Forum where students from both countries give presentations on various topics, or by having students guide each other around famous tourist spots in each other's language.

In addition, I would like to make use of the connections I have made in South Korea to realise exchanges in the areas of brass band music and sports clubs.

2016 - 2018

Japan-Korea reciprocal visit programme implemented when I was working in a high school in South Korea

