

# 高等学校の活用事例

## AFP World News Report 5

科目：Immersion(現代社会)

対象：高1・30名

期間：2021年9月～11月

# 聖学院高等学校\_高校1年\_Immersion\_授業内容

学びの項目	内容
1 Ideas(知識のインプット)	AFP World News Report 5のリーディングを通じて、サステナブルな都市計画、環境に配慮したビジネスについて学ぶ。
2 Connections (学んだ内容と未知の事項を 結び付ける)	テキストで学んだ内容に基づき、サステナブルなビジネス、環境政策についてリサーチする。
3 Extensions (知識を組み合わせで新たな 価値を作り出す)	自身でサステナブル・タウンをデザインする。その際、下記の点に留意させる。 <ul style="list-style-type: none"><li>• 自身が学んだこと、リサーチしたことを反映しているか?</li><li>• 環境や時代の変化に対応できるデザインになっているか?</li><li>• 移住者を受け入れられる仕組みがあるか?</li></ul>

# 1 内容理解

## • テキスト

“Bike, walk, or use public transportation”,  
*AFP World News Report 5*, p.70

## • Questions:

- What is important for sustainable development?
- What do public transportation systems use in an ecocity?
- What is a sustainable city planned to have?

## 2 サステナブルビジネスについてのリサーチ

### ・Student's work (excerpt)

I researched about Kao(花王)'s project to reduce plastic. By replacing 80% of disposable products with refills, the total amount of plastic used is reduced by 70%. a new container will cost a lot of money to develop it, but the profit will be higher because the amount of plastic used will gradually decrease.

“They plan to halve food waste by 2030 and reduce the amount of single-use plastics in order to protect marine life.”

*AFP World News Report 5, p.70から援用*

### 3 サステナブル・タウンをデザインする

## Student's work (excerpt)

We will make roads by cutting trees. It seems that it is not eco friendly. But actually it is eco friendly because cutting down trees that are not maintained makes trees grow healthy. We will make boats with the trees. Some people might say “Roads? That will cause a massive amount of CO2”. But Don't be worried. We will only allow the usage of EV cars that don't emit CO2.

“Public transportation system use new technology to protect air quality.”  
*AFP World News Report 5, p.70から援用*

# 効果検証

- テキストを用いてecocityについて理解を深めることができた。
- サステナブル・ビジネスの具体的な事例を学ぶことができた。
- プレゼンテーションでは、テキストで学んだ知識と自身がリサーチした内容を結び付けて、オリジナルのアイディアを創り出す生徒が見受けられた。

Sustainable Town Presentation : Rubric

量的/質的	観点	0	5	10	20	max
quantitative evaluation	performance	Do not give a presentation			Give a presentation	20
	fluency	can't understand the contents	can understand the contents, though there are some grammatical mistakes	giving a presentation in a fluent English		10
	volume	can't hear	The students near the presenter can hear.	can hear even in the back of the classroom		10
	collaboration	some of the team mebers don't join the presentation	All the team members join the presentation	All the members join the presentation, and each part is integrated as a working piece of the town.		10
	statistical evidence	No statistical and academic evidences	The prentor refers to the statistial and academic evidences, but they are not reliable.	The presentors use the reliable statistical and academic evidences.		10
qualitative evaluation	response to the problems of globalization		designing the town based on the current problems	The team members share one problem and try to solve the problem.	The team members share some problems and try to solve the problems.	20
	consideration for migrants	No consideration for the migrants	trying to consider the migrants	The presenter takes a minimal consideration for migrants.	There are many programs to promote influx of migrants.	10
presentation skills					gave an effective presentation with visuals	10
total						100
<Bonus>						
qualitative evaluation	resilience	can't respond to the changing environment.		They can respond to the current problems.	The team predicts the future changes and prepares the measures to the changes.	20



ルースブリック

成果物(ポスター)