



BORDERLINK Lesson Plan

SDGs 指導案集

<小学校高学年～中学校向け>

はじめに

学習指導要領前文、総則に「持続可能な社会の創り手」という文言が取り入れられました。世界規模で起きている問題について学びを活かし、様々な問題を「自分の問題」として行動することが重視されています。

この SDGs 指導案集は、ESD(持続可能な社会の担い手を育む教育)の手法を意識し、小学校高学年から中学校で実施可能な授業展開の例を収録しています。すべてのレッスンにおいて児童生徒の探求を促し、意見交換することや発表活動を重視しており、学習の進度や他教科・総合学習での学びを踏まえ、多様な状況に応じてご活用いただけます。関連するワークシート例も掲載しましたのでご活用ください。

ESD 6つの視点

1. 多様性(いろいろある)
2. 相互性(関わりあっている)
3. 有限性(限りがある)
4. 公平性(一人一人大切に)
5. 連携性(力合わせて)
6. 責任制(責任を持って)

課題解決に必要な7つの姿勢

1. 批判的に考える力
2. 未来像を予測して計画を立てる力
3. 多面的・総合的に考える力
4. コミュニケーションを行う力
5. 他者と協力する力
6. つながりを尊重する態度
7. 進んで参加する態度

※出典:国立教育政策研究所「学校における持続可能な発展のための教育(ESD)に関する研究[最終報告書]」

・活動案一覧／目次

小学校高学年

◎ねらい: 他教科で学習した内容について英語を通じて再び触れることで、興味関心を高める。また調べ学習や ALT のTeacher Talkを通じて視野を広げ、自分の考えを持ち発信する態度を養う。

	テーマ	目標	関連 SDGs (例)	ページ
1	What's SDGs? - 17 の目標	SDGs の内容について知ろう。	すべて	4
2	Do you like animals? -世界の動物	あなたの好きな動物や、世界のいろいろな動物について調べて、自分の考えを言おう。	14, 15	16
3	Where is it from? - 食べ物の産地	身近な食べ物の産地について知り、自分の考えを言おう。	2, 12, 14, 15	22
4	Do you like mountains? - 山・森	日本や世界の山や森について知り、自分の考えを伝えよう。	13, 15	28
5	I want to go to the sea. - 海・水	日本や世界の海や水環境について知り、自分の考えを伝えよう。	6, 14	34

<活用例>

- ・関連した単元のまとめとして、異なる角度から考え、英語を使って表現する。
- ・総合学習で SDGs について学んだ内容を ALT と共有する。
- ・学んだ内容について、ALT の母国など世界の事例に広げて考え、伝え合う。

中学校 - 対話・ディスカッション

◎ねらい： 英語を使って身近な話題について自分の考えを伝え合う言語活動を通じ、コミュニケーション力や多面的・総合的に考える力を養う。

	テーマ	目標	関連 SDGs (例)	ページ
1	Do you like fast food?	食べ物の消費について、理由をつけて考えをまとめ、伝えよう。	1, 2, 3, 12	42
2	Do you like shopping?	買い物について、理由をつけて考えをまとめ、伝えよう。	8, 11, 12	48
3	Cities or Countries	都市での生活と田舎での生活について比較しながら自分の考えを伝えよう。	3, 6, 7, 9, 11	54
4	Cold countries or Hot countries	寒い国と暑い国について比較しながら自分の考えを伝えよう。	3, 11, 13, 14, 15	60
5	Schools around the world	世界の学校について調べ、話し合ったり発表したりしよう。	1, 4, 5, 10, 16	66

<活用例>

- ・ディベート、ディスカッションのトピックとして提示する。
- ・関連した単元のまとめとして、SDGs の視点から考え英語を使って表現する。

中学校 - プロジェクト型

◎ねらい： SDGs(持続可能な開発目標)について、未来像を予測して計画を立てる力を意識し、自ら考えた内容を発信する。


	テーマ	目標	関連 SDGs (例)	ページ
1	What is the most important goal?	SDGs の目標について自分の考えをまとめ、他の人と話し合おう。	全て	72
2	Let's plan the "Earth Day" event.	SDGsの観点を意識し、アースデイのイベントを企画しよう。	全て	78
3	SDGs World Tour	世界各国での SDGsに向けた取り組みについて調べ、発表しよう。	全て	84

<活用例>

- ・文化祭や総合学習における発表活動の一環として、グループで探求学習を行う。

小学校高学年向けセクション

BOL SDGs Lesson Plan		小学校	Lesson 1
時間 45	テーマ: What's SDGs? -SDGsって何だろう? -		関連する目標例: すべて 
	目標: SDGsの17の目標について知り、関連した英語について考えよう。		
語彙・表現: I can / We can --. I like --. It's -----. sustainable, goal(s)			
時間	学級担任(HRT)・ALT		留意点
5	Greeting & Small Talk	ALT's Self-Introduction with SDGs	
	1) あいさつをする。 2) ALTの出身国でSDGsについて取り組んでいる内容の資料を見せながら話す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: SDGs関連事例についての写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ
[英会話(スキット)の実演] HRT: Hello everyone. ALT: Hello! How are you? <あいさつや体調/曜日/天気などの確認をする> ※ALTは自国のSDGsの取り組みに関連した写真・実物などを用意する。 HRT: (ALTの名前) sensei, what's this? <ALTの用意した資料を示して> ALT: Oh, it's from (ALTの出身国). Do you know? What's this? <児童にたずねる> HRT: Oh, I don't know. Hint, please. ※What's this? / Can you guess?など追加で質問し、児童とやりとりする。 ALT: Great! We can ... <SDGsの目標に関連した内容でまとめる>			
5	Intro & Goal	17 Goals Keywords	
	1) SDGsの17の目標を絵カードを使って確認する。 2) 本日のめあてを確認する。		教材: SDGs目標絵カード(日英)
[英会話(スキット)の実演] HRT: Today we have a special lesson. ALT: Yes, special lesson! SDGs lesson. HRT: Do you remember the goals? ※学級担任は他教科や総合学習で学んだSDGsの目標について尋ね、ALTはそれぞれの英語での言い方を紹介する。 ALT: These are the goals for our future. Sustainable Development Goals. We have 17 goals. HRT: Today, let's think about the 17 goals together. ※適宜日本語を使って補助しながら、各目標について説明をする。			
5	Activity	Association Game-Class	
	1) 教科書付属のミニカードから、これまでに児童が慣れ親しんだ単語を取り上げる。 2) ワークシートを使って、どの単語がそれぞれの目標と関係があるか考えてカードを置く活動をすることを伝える。 3) 黒板に見本を貼り、いくつかの単語について児童の考えを引き出しながら一緒に取り組む。		教材: ミニカード、目標ワークシート ※17の目標をすべて使っても、一部の目標を選んでよい。
[英会話(スキット)の実演] HRT: Next, let's do an activity. ALT: Let's play "Association Game". HRT: Look at this. <見本の用紙を貼る> ALT: We have a worksheet and cards here. What's this? <絵カードを見せて尋ねる> Yes, it's a hamburger. I like hamburgers. HRT: どんな目標と関係があるかな? ALT: Good idea! We can place it here in the Goal #2. Any other ideas? <何枚かのカードを選び、どんな目標と関わっているか児童の意見を引き出しそれぞれ貼っていく> ※活動を始める前に単語の練習をすといい。 ※決まった答えはなく、自由に考えてよいことを伝える。			
12	Let's think	Association Game	
	1) 教科書付属のミニカードを用意させ、目標ワークシートを一人ひとりに配布する。 2) ワークシートを使って、どの単語がそれぞれの目標と関係があるか考えてカードを置くよう指示する。		教材: ミニカード、目標ワークシート ※17の目標をすべて使っても、一部の目標を選んでよい。
[英会話(スキット)の実演] HRT: Nice ideas everyone. Now, let's think about more words. ALT: Here is your worksheet. Please prepare mini cards. HRT: Let's put your cards on your worksheet. Okay? Let's start! ※決まった答えはなく、自由に考えてよいことを伝える。			

BOL SDGs Lesson Plan		ES	Lesson 1
Time 45	Theme: What's SDGs?		SDGs : All 
	Goal: Learn about the 17 goals from SDGs and think and talk about English words associated with them.		
Vocabulary: I can / We can --. I like --. It's -----. sustainable, goal(s)			
Time	HRT·ALT		Remarks
5	Greeting & Small Talk	ALT's Self-Introduction with SDGs	Materials: Photos and materials on SDG-related case studies Note: Pick something easy for students to understand and/or something interesting
	1) Greeting 2) The JTE & ALT talk about what is being done about SDGs in the ALT's home country, while showing the materials. 3) Involve the students in the conversation and elicit their ideas.		
[English script with JTE/ALT] HRT: Hello everyone. ALT: Hello! How are you? <Check if they can respond to greeting and answer how they feel/days of the week/today's weather> ※ The ALT should prepare photos, real things, etc. related to SDG initiatives in the ALT's own country. HRT: (ALT's name) sensei, what's this? <while showing the materials the ALT has prepared > ALT: Oh, it's from (ALT's hometown). Do you know? What's this? <Ask students> HRT: Oh, I don't know. Hint, please. ※Ask students some questions like "What's this?" or "Can you guess?" to communicate. ALT: Great! We can ... <Summarize what can be done, with content related to SDGs>			
5	Intro & Goal	17 Goals Keywords	Materials: SDGs picture goal cards (English/Japanese)
	1) Check SDGs goals. 2) Check today's goal.		
[English script with JTE/ALT] HRT: Today we have a special lesson. ALT: Yes, special lesson! SDGs lesson. HRT: Do you remember the goals? ※Reviews the SDGs goals that they learned in the integrated studies classes and other classes, and ALT says each goal in English. ALT: These are the goals for our future. Sustainable Development Goals. We have 17 goals. HRT: Today, let's think about the 17 goals together. ※Use Japanese as needed when confirming each goal or asking the reasons behind each goal.			
5	Activity	Association Game-Class	Materials: Mini cards, goal worksheets ※All 17 goals or only some of them may be used.
	1) Use words that students have become familiar with from the mini cards that come with the textbook. 2) Tell the students to use the worksheet to do an activity where they match the words on cards with each goal from SDGs. 3) Post some examples on the blackboard and work with the students on some of the words, eliciting the students' ideas.		
[English script with JTE/ALT] HRT: Next, let's do an activity. ALT: Let's play "Association Game". HRT: Look at this. <Post an example on the blackboard> ALT: We have a worksheet and cards here. What's this? <Ask the students while showing the picture card> Yes, it's a hamburger. I like hamburgers. HRT: Which goal is this about? ALT: Good idea! We can place it here in the Goal #2. Any other ideas? <Pick some cards and post them on the blackboard, while eliciting the students' ideas> ※The vocabulary can be practiced before the activity. ※Tell the students that there are many answers and that they can think outside the box.			
12	Let's think	Association Game	Materials: Mini cards, goal worksheets ※All 17 goals or only some of them may be used.
	1) Have students prepare the mini cards that come with the textbook and hand out the goal worksheet to each student. 2) Tell them to use the worksheet to match the words on cards with each goal from SDGs.		
[English script with JTE/ALT] HRT: Nice ideas everyone. Now, let's think about more words. ALT: Here is your worksheet. Please prepare mini cards. HRT: Let's put your cards on your worksheet. Okay? Let's start!			

時間	学級担任(HRT)・ALT	留意点
10	Let's share SDGs Snakes and Ladders 1) Snakes and Laddersのワークシートを用意する。 2) さいころを振って止まったゴールについて、Association Gameで扱った単語を使って自分がどんなカードを置いたかを伝える。 3) 黒板に見本を貼り、いくつかの単語について児童の考えを引き出しながら一緒に取り組む。	教材: ミニカード、目標ワークシート、SDGs Snakes & Ladders ※17の目標をすべて使っても、一部の目標を選んでよい。
[英会話(スキット)の実演] HRT: Next, let's share your ideas. ALT: Let's use "Snakes & Ladder" worksheet to share. HRT: Look at this. <見本の用紙を貼る> ALT: We have a worksheet and dice here. I go first! <さいころを振り、出た目の分進める> I have Goal #2 here. I have (hamburger). ALT: My turn. <同様に進める> HRT: Let's share your ideas. ALT: Let's share "what card did you put?" <必要に応じて児童を巻き込んで再度実演する> HRT: Here are the worksheet for you. ALT: Please play and share your ideas in pairs. <ワークシートを児童に配布する> HRT: Okay? Let's start!		
7	Reflect Goal setting worksheet 1) 活動内容について振り返り、フィードバックする。 2) ワークシートに今日わかったことや、これから自分が知っていききたいこと、気になる目標などを記入させる。 3) 時間があれば数名に発表してもらう。	教材: ワークシート
[英会話(スキット)の実演] HRT: Great job everyone! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What you studied today". ALT: You can write "What do you want to study". HRT: Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※ワークシートに振り返りを記入させる。 HRT: Any volunteers to share your ideas to everyone?		
1	Closing Goodbyes あいさつをする。	教材: なし

Time	HRT • ALT	Remarks
10	Let's share	SDGs Snakes and Ladders
	1) Prepare the "Snakes and Ladders" worksheets. 2) Tell which card was placed about the goal when the dice was rolled, using the words covered in the Association Game. 3) Post some examples on the blackboard and work with the students on some of the words, eliciting the students' ideas.	Materials: Mini cards, goal worksheets, SDGs Snakes & Ladders ※All 17 goals or only some of them may be used.
[English script with JTE/ALT] HRT: Next, let's share your ideas. ALT: Let's use the "Snakes & Ladder" worksheet to share. HRT: Look at this. <Post an example on the blackboard> ALT: We have a worksheet and dice here. I go first! <Roll the dice and move forward according to the number shown on it> I have Goal #2 here. I have (hamburger). ALT: My turn. <Do the same way> HRT: Let's share your ideas. ALT: Let's share "What card did you put?" <Demonstrate again, involving the students if necessary.> HRT: Here are the worksheet for you. ALT: Please play and share your ideas in pairs. <Hand out the worksheets to the students> HRT: Okay? Let's start!		
7	Reflect	Goal setting worksheet
	1) Recap students' activities and give feedback. 2) Tell the students to reflect on what they have learned in the lesson and to write down what they want to do, or which goals they are interested in for next time . 3) Have some students share their goals (what they want to do), if time permits.	Materials: Worksheets
[English script with JTE/ALT] HRT: Great job everyone! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What you studied today". ALT: You can write "What do you want to study". HRT: Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※Have them write their opinions and thoughts on their worksheet. HRT: Any volunteers to share your ideas with everyone?		
1	Closing	Goodbyes
	Greeting	Materials: None

Lesson 1 What's "SDGs"? -SDGsってなんだろう-

■めあて■ _____

Grade	Class	なまえ
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

Let's listen!

先生のお話を聞いて、気づいたことをメモしよう。

Goal Setting

気になる目標（□のなかに番号を書こう）

理由

これから調べてみたいこと・やってみたいこと

SDGs Word Game



SDGs Word Game



SDGs Word Game



SDGs Word Game



SDGs Word Game



SDGs

Snakes and Ladders



5 GENDER EQUALITY	4 QUALITY EDUCATION	33	8 DECENT WORK AND ECONOMIC GROWTH	35	Goal
30	29	28	17 PARTNERSHIPS FOR THE GOALS	26	25
24	15 LIFE ON LAND	22	21	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	14 LIFE BELOW WATER
13 CLIMATE ACTION	14	15	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17	18
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	11 SUSTAINABLE CITIES AND COMMUNITIES	10 REDUCED INEQUALITIES	9	8	7 AFFORDABLE AND CLEAN ENERGY
1 NO POVERTY	2	3 GOOD HEALTH AND WELL-BEING	4	2 ZERO HUNGER	6 CLEAN WATER AND SANITATION
Start					

SDGs

Snakes and Ladders

5 GENDER EQUALITY 	32		34		Goal
		28	27	26	25
24	15 LIFE ON LAND 	22		20	14 LIFE BELOW WATER
	14	15	16		18
12 RESPONSIBLE CONSUMPTION AND PRODUCTION 	11	10	9	8	7 AFFORDABLE AND CLEAN ENERGY
1 NO POVERTY 	2	3 GOOD HEALTH AND WELL-BEING 	4	2 ZERO HUNGER 	6
Start					

BOL SDGs Lesson Plan		小学校	Lesson 2
時間 45	テーマ: Do you like animals? - 世界の動物 - 目標: あなたの好きな動物や、世界のいろいろな動物について調べて、自分の考えを言おう。	関連する目標例:  	
語彙: I like ... / We have ... in ~. / How many ... ? / They eat ... 動物・国名・食べ物など			
時間	学級担任(HRT)・ALT	教材・留意点	
5	Greeting & Small Talk	What animal do you like?	
1) あいさつをする。 2) 学級担任・ALTの好きな動物について話す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: 動物の写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Hello everyone. ALT: Hello! How are you? <あいさつや体調/曜日/天気などの確認をする> HRT: (ALTの名前) sensei, what animal do you like? ALT: I like ○○. Look at this picture! <実物の写真を見せる> It's so (cute)! HRT: Nice! Do you like ○○? <児童にたずねる> ※What animal do you like? / Why? など質問を加えて、児童の好きな動物と理由をランダムにたずねる。			
5	Intro & Goal	Picture Quiz	
1) 本時のめあてを確認する。(SDGsの目標13, 14, 15などと関連することを絵カードを掲示して示す) 2) 数種類の動物(好きな動物、他教科授業で既出の動物、ALTの出身国の動物、絶滅危惧種など)の写真や絵を見せながらクイズを出題する。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: SDGs目標絵カード(No. 13, 14, 15など)、動物の写真・資料(シルエット・一部分を拡大したもの) ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Today, let's think about animals. ALT: Nice idea! Let's think about animals. <学級担任はめあてを日本語で確認する> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What animal? <一部分を拡大した写真を見せる> ※Is it big or small? / What do they eat? など追加で質問し、児童の興味を引き出す。			
5	Activity	Animal Mapping	
1) 導入で扱った動物がどの主にどの国や地域に住んでいるか、予想して地図に書き入れるか、ミニカードを置くよう指示する。 2) 数が少なくなっている動物にしるしをつけさせる。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: 地図ワークシート、動物の写真・資料 ※動物のミニカードを用意してもよい	
[英会話(スキット)の実演] HRT: Next, let's make a map of animals. ALT: Where are they from? Please look at the worksheet and make a map! HRT: Where are ○○s from? ALT: Do we have many ○○s? Yes or no? We don't have many ○○. HRT: They're on the red list. <絶滅危惧種などについて説明する> ※それぞれの動物について上記の質問をしながら、児童とやり取りをする。			
12	Let's think	Research Time	
1) 調べてみたい動物を一つ選び、調査するよう伝える。学級担任とALTは例を示す。 2) 机間指導を行い、児童の伝えたい内容について英語にする補助をする。 3) 調べた内容をワークシートにメモさせる。		教材: ワークシート、動物の写真・資料、タブレット等調査ツール	
[英会話(スキット)の実演] HRT: Great job everyone. Now, let's think about animals. ALT: Let's research. First, please choose one animal. You can choose from this map, or you can choose other one. HRT: For example, I choose (導入で扱った動物のうち1つ) and search on the Internet. ALT: Nice idea! Umm, I choose (導入で扱っていない動物). I'll search on the Internet and in the book. Let's search "Where they live?", "What they eat?", "What they like?" for example, cold weather, etc... And "How many in the world?". HRT: Okay? Please take notes using your worksheet. Let's start! ※授業内、または授業外で調べる時間をとる。			

BOL SDGs Lesson Plan		ES	Lesson 2
時間 45	テーマ: Do you like animals? - 世界の動物 - Goal: Research about your favorite animals and various animals in the world and express your opinions.		SDGs :  
Vocabulary:: I like ... / We have ... in ~. / How many ... ? / They eat ... / animals, countries, foods, etc....			
時間	HRT・ALT	Remarks	
5	Greeting & Small Talk 1) Greeting 2) JTE/ALT talk about their favorite animals 3) Involve the students in the conversation and elicit their ideas. [English script with JTE/ALT] HRT: Hello everyone. ALT: Hello! How are you? <Check if they can respond to greeting and answer how they are/days of the week/today's weather> HRT: (ALT's name) sensei, what animal do you like? ALT: I like ○○. Look at this picture! <Show a picture of the animal> It's so (cute)! HRT: Nice! Do you like ○○? <Ask students> ※Pick a few students indiscriminately and ask them what animals they like and why they like them. (What animal do you like? / Why?)	What animal do you like? Materials: Photos/ICT of animals Note: Pick something easy for students to understand and/or something intriguing	
5	Intro & Goal 1) Check the goal of the class. (Put the SDGs picture cards for #13, 14 and 15 to show today's topic is related to them.) 2) Do some animal quizzes with pictures/photos (favorite animals, animals they learned in other classes, animals from ALT's country, endangered animals) 3) Carry a conversation while involving the students and elicit their ideas. [English script with JTE/ALT] HRT: Today, let's think about animals. ALT: Nice idea! Let's think about animals. <JTE checks the goal in Japanese> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What animal is it? <Show a picture of an enlarged part of an animal> ※Ask students follow-up questions such as "Is it big or small? / What do they eat?" and keep them engaged and interested.	Picture Quiz Materials: SDGs goal picture cards (#13, 14, 15 etc.), Photos/materials of animals (silhouette/enlarged part of animals) Note: Pick something easy for students to understand, and/or something intriguing	
5	Activity 1) Instruct students to guess which countries/areas the animals from the introductions live, and tell them to draw/write down in the map worksheet, or place animal mini cards on their map. 2) Have students mark the animals that are decreasing in number (endangered) 3) Carry the conversation while involving students and elicit their ideas. [English script with JTE/ALT] HRT: Next, let's make a map of animals. ALT: Where are they from? Please look at the worksheet and make a map! HRT: Where are ○○s from? ALT: Do we have many ○○s? Yes or no? We don't have many ○○. HRT: They're on the red list. <Explain about endangered animals> ※Ask students questions above for each animal and carry a conversation with them.	Animal Mapping Materials: map worksheet, photos/materials of animals Note: you can make mini animal cards	
12	Let's think 1) Tell students to select one animal and research it. JTE/ALT show examples. 2) Go around the class and help students translate what they want to say into English. 3) Have them write down what they researched on their worksheet. [English script with JTE/ALT] HRT: Great job everyone. Now, let's think about animals. ALT: Let's research. First, please choose one animal. You can choose from this map, or you can choose other one. HRT: For example, I choose (one of the animals from the introduction) and search on the Internet. ALT: Nice idea! Umm, I choose (an animal that was not included in the introduction). I'll search on the Internet and in the book. Let's search "Where they live?", "What they eat?", "What they like?" for example, cold weather, etc... And "How many in the world?". HRT: Okay? Please take notes using your worksheet. Let's start! ※Give them some time to do research inside or outside the class.	Research Time Materials :Worksheet, photos/material of animals, research tools such as tablets.	

時間	学級担任(HRT)・ALT	教材・留意点
10	Let's share	Group share
	1) 調べた内容をペアやグループで伝えあうよう促し、学級担任とALTで実演する。 2) いくつかのペアを指名し、全体で意見を共有しあう。	教材: ワークシート、動物の写真・資料
[英会話(スキット)の実演] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (ALTのえらんだ動物). They live in (住んでいる場所). They eat (食べるもの). They like (好きな環境など). We have (現在の生息数). They're on the red list! <写真などを見せながら発表する> HRT: Thank you. It's my turn. <同様に実演する> ALT: Thank you. What did you hear? <話した内容について児童とやり取りする> HRT: Nice listening! Are you ready to talk? Let's start! ※ペアやグループで調べた内容について伝え合う。 HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?		
7	Reflect	Reflection worksheet
	1) 発表内容について振り返り、フィードバックする。 2) ワークシートに調査・発表活動の振り返り、これから自分が行動していきたいことを記入させる。 3) 時間があれば数名に発表してもらう。	教材: ワークシート
[英会話(スキット)の実演] HRT: Great presentations! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the animals. Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※ワークシートに振り返りを記入させる。 HRT: Any volunteers to share your ideas to everyone?		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

2時間で実施の場合

第1時: Greeting ~ Let's thinkまでを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Intro & Goal (めあての確認)	第1時で題材に親しみ、調べるところまで行うことを伝える。
10	Activity (テーマに合わせた活動)	
20	Let's think (テーマに合わせた調べ学習)	
3	Closing (次回の確認・あいさつ)	次回に発表を行う点を伝え、追加の調査が必要であれば適宜行うよう指示する。

第2時: Let's share ~ Reflectを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Review & Goal (前時の内容・本時のめあて確認)	前時のIntroやActivityを活用し振り返る。 第2時では発表を行うことを確認する。
10	発表の練習	個人・ペアなどで練習時間をとり、指導者は机間指導を行う。
15	Let's share (調べた内容の発表)	
7	Reflect (振り返り)	
1	Closing (あいさつ)	

時間	HRT・ALT	Remarks
10	Let's share	Group share
	1) Encourage students to share their research in pairs or groups. JTE/ALT demonstrate and show examples. 2) Pick a few pairs and share their opinions with the class.	Materials: Worksheet, photos/materials of animals
<p>[English script with JTE/ALT] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (the animal of ALT's choice). They live in (where the animal lives). They eat (food the animal eats). They like (living environment the animal prefers). We have (current population of the animal). They're on the red list! <explain with some photos> HRT: Thank you. It's my turn. <Demonstrate as mentioned above> ALT: Thank you. What did you hear? <Ask students about what they talked with their partner about and carry a conversation> HRT: Nice listening! Are you ready to talk? Let's start! ※Share what they researched with a pair/group HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?</p>		
7	Reflect	Reflection worksheet
	1) Recap students' presentations and give feedback. 2) Tell students to reflect on their research work and presentations and have them write down what they want to do (are going to do) moving forward. 3) Have some students share their goals (what they want to do) if the time allows.	Materials: Worksheet
<p>[English script with JTE/ALT] HRT: Great presentations! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the animals. Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※Have them write their opinions and thoughts on their worksheet. HRT: Any volunteers to share your ideas to everyone?</p>		
1	Closing	Goodbyes
	Greeting	Materials: None

In the case of breaking down the lesson plan into 2 lessons

1st lesson : Greeting ~ Let's think

Time	Contents	Remarks
5	Greeting and Small Talk	
7	Intro & Goal	Clarify the goal of 1st lesson: To be familiar with the topic and do a research
10	Activity	
20	Let's think	
3	Closing	Explain to students that they will give a presentation in the next lesson and encourage them to research more about the presentation topic as needed.

2nd lesson : Let's share ~ Reflect

時間	内容	Remarks
5	Greeting and Small Talk	
7	Review & Goal	Do a review using the previous lesson contents. Confirm they are having presentations in this lesson.
10	Presentation practice	Let sts practice their presentations individually, in pairs and in groups etc. HRT and ALT will walk around the classroom to help them.
15	Let's share	
7	Reflect	
1	Closing	

Lesson 2 Do you like animals? -世界の動物-

■めあて■ _____

Grade	Class	なまえ
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

My favorite animal

世界や日本のめずらしい動物をえらんで、英語とイラストであらわそう。

Research Time

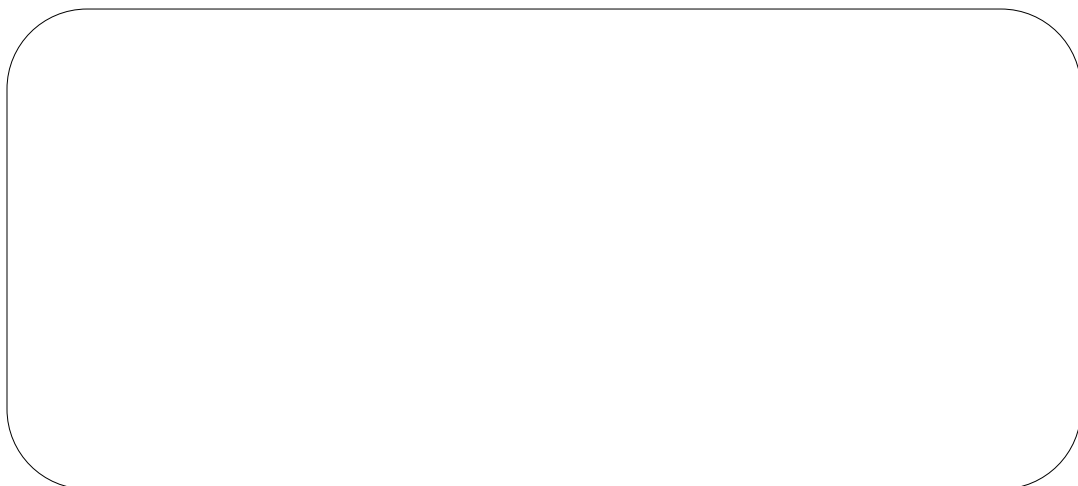
えらんだ動物のことを調べて、まとめよう。

		MEMO
場所	<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/>	
食べ物	<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/>	
その他	<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/>	

わかったこと・気になるゴール

Let's share

調べた内容を英語でつたえてみよう！



This is

live in





eat

MEMO

感想

これから取り組んでみたいこと

BOL SDGs Lesson Plan		小学校	Lesson 3
時間 45	テーマ: Where is it from? - 食べ物の産地 - 目標: 身近な食べ物の産地について知り、自分の考えを言おう。	関連する目標例:    	
語彙: This is my ... / ○○ is from ... / It's ... 食べ物・国名・味など			
時間	英語科教員・ALT	教材・留意点	
5	Greeting & Small Talk	What did you eat?	
1) あいさつをする。 2) 学級担任・ALTの好きな食べ物について話す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: 食べ物の写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身国の食べ物を紹介するのもよい。	
[英会話(スキット)の実演] HRT: Hello everyone. ALT: Hello! How are you? <あいさつや体調/曜日/天気などの確認をする> HRT: (ALTの名前) sensei, what did you eat yesterday? ALT: I ate ○○. Do you know ○○? <実物の写真を見せる> It's so yummy! HRT: Nice! Do you like ○○? <児童にたずねる> ※What food do you like? / Why? など質問を加えて、児童の好きな食べ物と理由をランダムにたずねる。			
5	Intro & Goal	Picture Quiz	
1) 本時の目標を確認する。(SDGsの目標2, 12などに関連することを絵カードを掲示して示す) 2) いろいろな食べ物の写真や絵を見せながら、Where is it from?と尋ねる。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: SDGs目標絵カード(No. 2, 12など)、食べ物の写真・資料	
[英会話(スキット)の実演] HRT: Today, let's think about food. ALT: Nice idea! Let's think about food around the world. <学級担任はめあてを日本語で確認する> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What food is it? Where are they from? <一部分を拡大した写真やシルエットなどを見せる> ※Is it sweet/spicy/salty/sour? Do you like this?など追加で質問し、児童の興味を引き出す。			
5	Activity	Where is it from? Pointing	
1) いろいろな食べ物が一覧になったゲームワークシートを使って、ポインティングゲームをする。 2) 学級担任とALTは初めに実演する。 3) 食べ物の名前が読まれたら、その絵を指さし、一番生産の多い国や地域を答えるよう確認した後、活動を行う。		教材: 食べ物の写真・資料(ICT)	
[英会話(スキット)の実演] HRT: Next, let's do an activity. ALT: Let's play "Where is it from?" pointing game. HRT: Look at this. <見本の用紙を貼る、または電子黒板に映す> ALT: We have many kinds of food here. I'll ask the questions, "Where are carrots from?" HRT: Carrots are from ○○. <絵を指さして、生産地を答える> ALT: Great! Here are the worksheets for you. <ワークシートを児童に配布する> HRT: Let's point and answer. Okay? Let's start! ※学級担任とALTで交互に質問をしていく。			
12	Let's think	Research Time	
1) 自分の好きなメニューを一つ選ぶよう伝える。 2) 選んだメニューの材料と主な産地を調べるよう伝え、学級担任とALTで例を示す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: ワークシート	
[英会話(スキット)の実演] HRT: Great job everyone. Now, let's think more about foods. ALT: Let's research. First, please choose one menu you like and draw a picture here. HRT: For example, I choose (small talkで話したメニュー). ALT: Nice idea! Umm, I choose (ALTの好きな食事など). I'll search on the Internet and in the book. Let's search "Ingredients". Sensei, how do you say "Ingredients" in Japanese? HRT: ざいりょう! ALT: Thank you very much! Let's search "zairyo" and "Where are they from?". HRT: Okay? Please take notes on your worksheet. Let's start! ※授業内、または授業外で調べる時間をとる。			

BOL SDGs Lesson Plan		ES	Lesson 3
時間 45	テーマ: Where is it from? - 食べ物の産地 - Goal: Learn about food around us and where they are from and Express your opinions.		SDGs :    

Vocabulary: This is my ... / ○○ is from ... / It's ... (food/counties/taste, etc...)

時間	英語科教員・ALT	教材・留意点
5	Greeting & Small Talk 1) Greeting 2) JTE/ALT talk about their favorite food. 3) Carry a conversation while involving students and elicit their ideas.	What did you eat? materials: Photos/ICT of food Note: Pick something easy for students to understand and/or something intriguing. May be a good idea to introduce food from ALT's country.
[English script with JTE/ALT] HRT: Hello everyone. ALT: Hello! How are you? <Check if they can respond to greeting and answer how they are/days of the week/today's weather> HRT: (ALT'S name) sensei, what did you eat yesterday? ALT: I ate ○○. Do you know ○○? <Show a picture of the animal> It's so yummy! HRT: Nice! Do you like ○○? <Ask students> ※※pick a few students indiscriminately and ask them what animals they like and why they like them.(What food do you like? / Why?)		
5	Intro & Goal 1) Check the goal for the class. (Put the SDGs picture cards for #2 and 12 to show today's topic is related to them.) 2) Ask the class "Where is it from?" when showing photos/pictures of various food. 3) Carry a conversation while involving students and elicit their ideas	Picture Quiz Materials: SDGs goal picture cards (#2, 12, etc.), Photos/materials of food.
[English script with JTE/ALT] HRT: Today, let's think about food. ALT: Nice idea! Let's think about food around the world. <JTE checks the goal in Japanese> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What food is it? <Show a picture of an enlarged part of food> ※Ask students follow-up questions such as "Is it sweet/spicy/salty/sour? Do you like this?" and keep them engaged and interested.		
5	Activity 1) Play the "Pointing Game" with a game worksheet where there is list of various food. 2) JTE/ALT demonstrate first and show examples 3) Before playing the game, make sure that students understand that they need to answer a country/region they think is the world's No.1 producer of the food, while JTE/ALT point out and read aloud each food in the list.	Where is it from? Pointing Materials: photos/ICT of Food
[English script with JTE/ALT] HRT: Next, let's do an activity. ALT: Let's play "Where is it from?" pointing game. HRT: Look at this. <put the example sheet on the blackboard or display on an electric board> ALT: We have many kinds of food here. I'll ask the questions, "Where are carrots from?" HRT: Carrots are from ○○. <Point to the picture and answer where they are produced.> ALT: Great! Here are the worksheets for you. <Hand out worksheets to students> HRT: Let's point and answer. Okay? Let's start! ※JTE and ALT takes turn and ask questions		
12	Let's think 1) Tell students to pick one menu they like 2) Tell students to research the ingredients and which countries are known for these ingredients. JTE/Alt demonstrate and show examples. 3) Carry a conversation while involving students and elicit their ideas.	Research Time Materials: Worksheet
[English script with JTE/ALT] HRT: Great job everyone. Now, let's think more about foods. ALT: Let's research. First, please choose one menu you like and draw a picture here. HRT: For example, I choose (one of the menus that were covered during the small talk). ALT: Nice idea! Umm, I choose (food/meal of ALT's choice). I'll search on the Internet and in the book. Let's search "Ingredients". Sensei, how do you say "ingredients" in Japanese? HRT: ざいりょう(Zairyo)! ALT: Thank you very much! Let's search "zairyo" and "Where are they from?". HRT: Okay? Please take notes on your worksheet. Let's start! ※Give them some time to do a research inside or outside the class.		

時間	英語科教員・ALT	教材・留意点
10	Let's share	Group share
	1) 調べた内容をペアやグループで伝えあうよう促し、学級担任とALTで実演する。 2) いくつかのペアを指名し、全体で意見を共有しあう。	
[英会話(スキット)の実演] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (ALTの選んだメニュー). We have (材料) in ○○. (材料) is from (主な産地). HRT: Thank you. It's my turn. <同様に実演する> ALT: Thank you. What did you hear? <話した内容について児童とやり取りする> HRT: Nice listening! Are you ready to talk? Let's start! ※ペアやグループで調べた内容について伝え合う。 HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?		
7	Reflect	Reflection worksheet
	1) 発表内容について振り返り、フィードバックする。 2) ワークシートに調査・発表活動の振り返り、これから自分が行動していきたいことを記入させる。 3) 時間があれば数名に発表してもらう。	
[英会話(スキット)の実演] HRT: Great presentations! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the animals. Japanese is okay. ALT: Of course, English is welcomed!! I can help you. ※ワークシートに振り返りを記入させる。 HRT: Any volunteers to share your ideas to everyone?		
1	Closing	Goodbyes
	あいさつをする。	
		教材: なし

2時間で実施の場合

第1時: Greeting ~ Let's thinkまでを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Intro & Goal (めあての確認)	第1時で題材に親しみ、調べるところまで行うことを伝える。
10	Activity (テーマに合わせた活動)	
20	Let's think (テーマに合わせた調べ学習)	
3	Closing (次回の確認・あいさつ)	次回に発表を行う点を伝え、追加の調査が必要であれば適宜行うよう指示する。

第2時: Let's share ~ Reflectを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Review & Goal (前時の内容・本時のめあて確認)	前時のIntroやActivityを活用し振り返る。 第2時では発表を行うことを確認する。
10	発表の練習	個人・ペアなどで練習時間をとり、指導者は机間指導を行う。
15	Let's share (調べた内容の発表)	
7	Reflect (振り返り)	
1	Closing (あいさつ)	

時間	英語科教員・ALT	教材・留意点
10	Let's share	Group share
	1) Encourage students to share their research in pairs or groups. JTE/ALT demonstrate and show examples. 2) Pick a few pairs and have them share their ideas with the class.	Materials: Worksheet
<p>[English script with JTE/ALT] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (menu of ALT's choice). We have (ingredients) in ○○. (ingredients) is from (main/famous area of production). HRT: Thank you. It's my turn. < demonstrate as mentioned above > ALT: Thank you. What did you hear? < Ask students about what they talked with their partner about and carry a conversation > HRT: Nice listening! Are you ready to talk? Let's start! ※Share what they researched with a pair/group</p> <p>HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?</p>		
7	Reflect	Reflection worksheet
	1) Recap students presentation and give feedback. 2) Tell students to reflect on their research work and presentations and have them write down what they want to do (are going to do) moving forward. 3) Have some students share their goals (what they want to do) if time allows.	Materials: Worksheet
<p>[English script with JTE/ALT] HRT: Great presentations! ALT: Yeah, great job everyone. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the animals. Japanese is okay. ALT: Of course, English is welcomed! I can help you. ※Have them write their opinions and thoughts on their worksheet.</p> <p>HRT: Any volunteers to share your ideas to everyone?</p>		
1	Closing	Goodbyes
	Greeting	Materials: None

In the case of breaking down the lesson plan into 2 lessons

1st lesson : Greeting ~ Let's think

Time	Contents	Remarks
5	Greeting and Small Talk	
7	Intro & Goal	Clarify the goal of 1st lesson: To be familiar with the topic and do a research project
10	Activity	
20	Let's think	
3	Closing	Explain to students that they will give a presentation in the next lesson and encourage them to research more about the presentation topic as needed.

2nd lesson : Let's share ~ Reflect

時間	内容	Remarks
5	Greeting and Small Talk	
7	Review & Goal	Do a review using the previous lesson contents. Confirm they are having presentations in this lesson.
10	Presentation practice	Let sts practice their presentations individually, in pairs and in groups etc. HRT and ALT will walk around the classroom to help them.
15	Let's share	
7	Reflect	
1	Closing	

Lesson 3 Where is it from? -食べ物の産地-

■めあて■ _____

Grade	Class	なまえ

My Menu あなたの好きなメニューを1つ、考えて英語とイラストで表そう。

Research Time

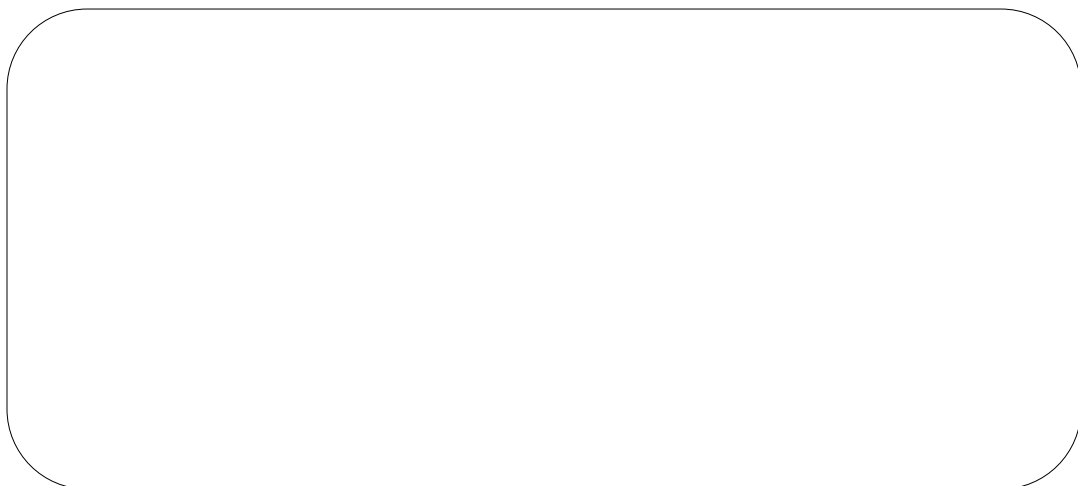
えらんだメニューに使われている食べ物の産地を調べて、まとめよう。

材料	産地
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

わかったこと・気になるゴール

Let's share

調べた内容を英語でつたえてみよう！



This is my _____.

_____ is from _____.

It's _____.

MEMO

感想

これから取り組んでみたいこと

BOL SDGs Lesson Plan		小学校	Lesson 4
時間 45	テーマ: Do you like mountains? - 日本と世界の山・森 - 目標: 日本や世界の山や森について知り、自分の考えを伝えよう。	関連する目標例:  	
語彙: This is ... / We have ... in ~. / How many ... ? / It's ... 自然・植物・動物・虫など			
時間	英語科教員・ALT	教材・留意点	
5	Greeting & Small Talk	Small Talk about mountains	
1) あいさつをする。 2) 学級担任・ALTの好きな動物について話す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: 山や森の写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Hello everyone. ALT: Hello! How are you? <あいさつや体調/曜日/天気などの確認をする> HRT: (ALTの名前) sensei, what did you do in summer vacation? ALT: I went to Mt. ○○. I enjoyed hiking. Look at this picture! <実物の写真を見せる> It's so (beautiful)! HRT: Nice! Do you like hiking and mountains? <児童にたずねる> ※Did you go Mt.○○? / What did you enjoy? など質問を加えて、ランダムに尋ねる。			
5	Intro & Goal	Picture Quiz	
1) 本時の目標を確認する。(SDGsの目標13, 15などと関連することを絵カードを掲示して示す) 2) 日本や世界の山、森(有名な場所、他教科授業で既出の内容、ALTの出身国にあるものなど)の写真や絵を見せながらクイズを出題する。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: SDGs目標絵カード(No. 13, 15など)、山や森といった環境に関する写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Today, let's think about mountains and forests. ALT: Nice idea! Let's think about mountains and forests around the world. <学級担任はめあてを日本語で確認する> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What's this? What country? <山や森、そこに住む生き物などの写真を見せる> ※Do you like animals/insects in mountains(forests)?など追加で質問し、児童の興味を引き出す。			
5	Activity	Association Game	
1) 教科書付属のミニカードから、これまでに児童が慣れ親しんだ単語を取り上げる。 2) 環境ワークシートを使って、どの単語が山や森と関係があるか考えてカードを置くよう指示する。3) 黒板に見本を貼り、いくつかの単語について児童の考えを引き出しながら一緒に取り組む。		教材: ミニカード、環境ワークシート	
[英会話(スキット)の実演] HRT: Next, let's do an activity. ALT: Let's play "Association Game". HRT: Look at this. <見本の用紙を貼る> ALT: We have a worksheet and cards here. What's this? <絵カードを見せて尋ねる> Do ○○ live in the mountains? HRT: Yes! They live in the mountains. <何枚かのカードを選び、山や森に住んでいるものをそれぞれ貼っていく> ALT: Great! Here are the worksheets for you. Please prepare your mini cards. <ワークシートを児童に配布する> HRT: Let's put your cards on your worksheet. Okay? Let's start! ※活動を始める前に単語の練習をするとよい。 ※時間があれば、どのようにカードを分けたか共有しあう。			
12	Let's think	Research Time	
1) 調べてみたい山・森林の一つを選び、調査するよう伝える。学級担任とALTは例を示す。 2) 机間指導を行い、児童が自分の考えをまとめられるよう英語表現などの補助をする。 3) 調べた内容をワークシートにメモさせる。		教材: ワークシート、動物の写真・資料、タブレット等調査ツール	
[英会話(スキット)の実演] HRT: Great job everyone. Now, let's think more about mountains and forests. ALT: Let's research. First, please choose one mountain. HRT: For example, I choose (導入で扱った山). ALT: Nice idea! Umm, I choose (ALTの出身国の山). I'll search on the Internet. HRT: I'll search on the Internet and books. ALT: Let's research "Where is the mountain?", "What animals / insects are living there?", and "What flowers / plants are there?". HRT: Okay? Please take notes on your worksheet. Let's start! ※授業内、または授業外で調べる時間を取る。			

BOL SDGs Lesson Plan		ES	Lesson 4
Time 45	Theme: Do you like mountains? Goal: Learn about mountains/forests in Japan and the world and express your opinions.		SDGs :  
Vocabulary: This is ... / We have ... in ~. / How many ... ? / It's ... / nature, plants, animals, insects, etc....			
Time	JTE・ALT		Materials and considerations
5	Greeting & Small Talk Small Talk about mountains		Materials: Photos/ICT of mountains and forests Note: Pick something easy for students to understand and/or something intriguing
	1) Greeting 2) JET/ALT talk about their favorite animals. 3) Carry a conversation while involving students and elicit their ideas.		
[English script with JTE/ALT] HRT: Hello everyone. ALT: Hello! How are you? <Check if they can respond to greeting and answer how they are/days of the week/today's weather> HRT: (ALT's name) sensei, what did you do in summer vacation? ALT: I went to Mt. ○○. I enjoyed hiking. Look at this picture! <Show a picture of the mountain> It's so (beautiful)! HRT: Nice! Do you like hiking and mountains? <Ask students > ※Pick a few students indiscriminately and ask them what animals they like and why they like them. (Did you go Mt.○○? / What did you enjoy?)			
5	Intro & Goal Picture Quiz		Materials: SDGs goal picture cards (#13, 15, etc.), Photos/ICT that are related to the environment such mountains/forests Note: Pick something easy for students to understand and/or something intriguing
	1) Check the goal for the class. (Put the SDGs picture cards for #13 and 15 to show today's topic is related to them.) 2) Do nature quizzes with mountains/forests in Japan and the world (famous places, places they learned in other classes, places from ALT's country), using photos/ pictures. 3) Carry a conversation while involving students and elicit their ideas.		
[English script with JTE/ALT] HRT: Today, let's think about mountains and forests. ALT: Nice idea! Let's think about mountains and forests around the world. <<JTE checks the goal in Japanese>> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What's this? What country? <Show photos of mountains/forests and animals that live there> ※Ask students follow-up questions such as "Do you like animals/insects in mountains (forests)?" and keep them engaged and interested.			
5	Activity Association Game		Materials: Mini cards, environment worksheet
	1) Use mini cards that come with the textbook and pick and work with vocabulary words that students are familiar with. 2) Instruct students to think about which vocabulary words may be related to mountains/forests and place them on the environment worksheet. Put the environment worksheet on the blackboard and work together with the class while eliciting students' ideas on a few vocabulary words to show and demonstrate as examples.		
[English script with JTE/ALT] HRT: Next, let's do an activity. ALT: Let's play "Association Game". HRT: Look at this. <put the example sheet on the blackboard or display on an electric board> ALT: We have a worksheet and cards here. What's this? <show a picture card and ask students > Do ○○ live in the mountains?" HRT: Yes! They live in the mountains. <Choose some cards and put up each one that lives in the mountain or forest> ALT: Great! Here are the worksheets for you. Please prepare your mini cards.<Hand out worksheets to students> HRT: Let's put your cards on your worksheet. Okay? Let's start! ※The vocabulary can be practiced before the activity. ※If there is time, share with each other how you divided the cards.			
12	Let's think Research Time		Materials: Worksheet. Photos/ICTs of animals, research tools such as tablets.
	1) Tell students to pick and research one mountain/forest they want to research. JTE/ALT demonstrate and show examples. 2) Go around the class and help students translate what they want to say into English. 3) Have them write down what they researched on their worksheet.		
[English script with JTE/ALT] HRT: Great job everyone. Now, let's think more about mountains and forests. ALT: Let's research. First, please choose one mountain. HRT: For example, I choose (the mountain show in the intro). ALT: Nice idea! Umm, I choose (a mountain in the country he ALT comes from). I'll search on the Internet. HRT: I'll search on the Internet and books. ALT: Let's research "Where is the mountain?", "What animals / insects are living there?", and "What flowers / plants are there?". HRT: Okay? Please take notes on your worksheet. Let's start! ※Take time to research in or outside of class.			

時間	英語科教員・ALT	教材・留意点
10	Let's share	Group share
	1) 調べた内容をペアやグループで伝えあうよう促し、学級担任とALTで実演する。 2) いくつかのペアを指名し、全体で意見を共有し合う。	
[英会話(スキット)の実演] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (ALTの選んだ山). We have (動物/昆虫/植物) in ○○. We have (植物) in ○○. It's very (beautiful). HRT: Thank you. It's my turn. <同様に実演する> ALT: Thank you. What did you hear? <話した内容について児童とやり取りする> HRT: Nice listening! Are you ready to talk? Let's start! ※ペアやグループで調べた内容について伝え合う。 HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?		
7	Reflect	Reflection worksheet
	1) 発表内容について振り返り、フィードバックする。 2) ワークシートに調査・発表活動の振り返り、これから自分が行動していきたいことを記入させる。 3) 時間があれば数名に発表してもらう。	
[英会話(スキット)の実演] HRT: Great presentations! ALT: Yeah, great job everyone. Every mountain and forest has great points. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the forests. Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※ワークシートに振り返りを記入させる。 HRT: Any volunteers to share your ideas to everyone?		
1	Closing	Goodbyes
	あいさつをする。	
		教材: なし

2時間で実施の場合

第1時: Greeting ~ Let's thinkまでを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Intro & Goal (めあての確認)	第1時で題材に親しみ、調べるところまで行うことを伝える。
10	Activity (テーマに合わせた活動)	
20	Let's think (テーマに合わせた調べ学習)	
3	Closing (次回の確認・あいさつ)	次回に発表を行う点を伝え、追加の調査が必要であれば適宜行うよう指示する。

第2時: Let's share ~ Reflectを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Review & Goal (前時の内容・本時のめあて確認)	前時のIntroやActivityを活用し振り返る。 第2時では発表を行うことを確認する。
10	発表の練習	個人・ペアなどで練習時間をとり、指導者は机間指導を行う。
15	Let's share (調べた内容の発表)	
7	Reflect (振り返り)	
1	Closing (あいさつ)	

Time	JTE・ALT	Materials and considerations
10	Let's share	Group share
	1) Encourage students to share their research in pairs or groups. JTE/ALT demonstrate and show examples. 2) Pick a few pairs and have them share their ideas with the class.	
<p>[English script with JTE/ALT] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. This is (a mountain the ALT chose). We have (animals/insects/plants) in ○○. It's very (beautiful). HRT: Thank you. It's my turn. <Demonstrate the same way the ALT did> ALT: Thank you. What did you hear? <Discuss with sts what the JTE and ALT talked about> HRT: Nice listening! Are you ready to talk? Let's start! ※Share what they researched with a pair/group</p> <p>HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?</p>		
7	Reflect	Reflection worksheet
	1) Recap students presentation and give feedback. 2) Tell students to reflect on their research work and presentations and have them write down what they want to do (are going to do) moving forward. 3) Have some students share their goals (what they want to do)if the time allows.	
<p>[English script with JTE/ALT] HRT: Great presentations! ALT: Yeah, great job everyone. Every mountain and forest has great points. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the forests. Japanese is okay. ALT: Of course, English is welcomed! I can help you. ※Have them write their opinions and thoughts on their worksheet.</p> <p>HRT: Any volunteers to share your ideas to everyone?</p>		
1	Closing	Goodbyes
	Greeting	
		Materials: None

In the case of breaking down the lesson plan into 2 lessons

1st lesson : Greeting ~ Let's think

Time	Contents	Remarks
5	Greeting and Small Talk	
7	Intro & Goal	Clarify the goal of 1st lesson: To be familiar with the topic and do a research project
10	Activity	
20	Let's think	
3	Closing	Explain to students that they will give a presentation in the next lesson and encourage them to research more about the presentation topic as needed.

2nd lesson : Let's share ~ Reflect

時間	内容	Remarks
5	Greeting and Small Talk	
7	Review & Goal	Do a review using the previous lesson contents. Confirm they are having presentations in this lesson.
10	Presentation practice	Let sts practice their presentations individually, in pairs and in groups etc. HRT and ALT will walk around the classroom to help them.
15	Let's share	
7	Reflect	
1	Closing	

Lesson 4 Do you like mountains? -日本と世界の山・森-

■めあて■ _____

Grade	Class	なまえ
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

My Place あなたの調べてみたい山や森を1つ、考えて英語とイラストで表そう。

Research Time

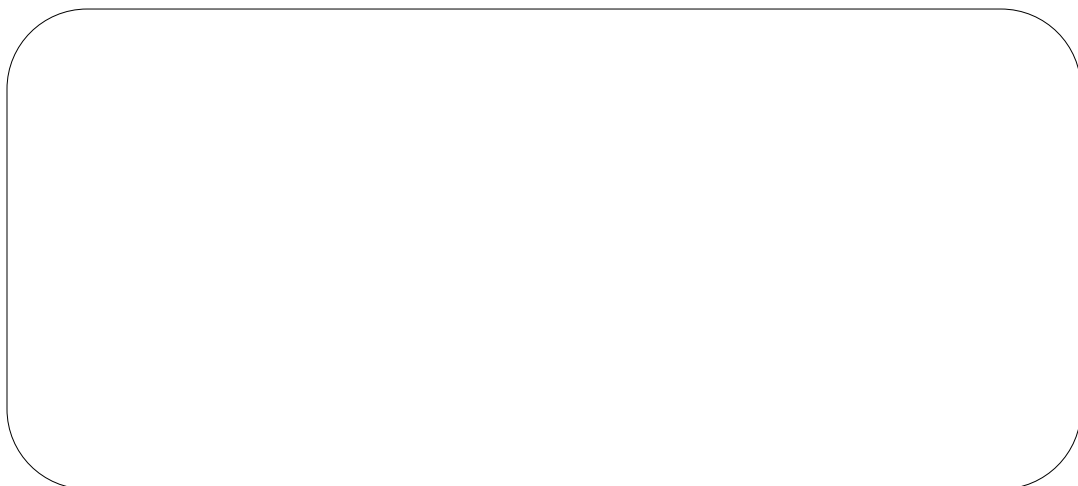
えらんだ山や森のことを調べて、まとめよう。

		MEMO
場所	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
生き物	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
植物	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	

わかったこと・気になるゴール

Let's share

調べた内容を英語でつたえてみよう！



This is

is in



It's

MEMO

感想

これから取り組んでみたいこと

BOL SDGs Lesson Plan		小学校	Lesson 5
時間 45	テーマ: I want to go to the sea. - 日本と世界の海・水 - 目標: 日本や世界の海や水環境について知り、自分の考えを伝えよう。		関連する目標例:  
語彙: I want to go to ... / We have ... / We can enjoy ... / It's ... 生き物・自然・水環境など			
時間	英語科教員・ALT	教材・留意点	
5	Greeting & Small Talk	Small Talk about holidays (sea/river/lake)	
1) あいさつをする。 2) 学級担任・ALTの行きたい、または行った経験のある海、湖など、水にまつわる場所について話す。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: 各場所の写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Hello everyone. ALT: Hello! How are you? <あいさつや体調/曜日/天気などの確認をする> HRT: (ALTの名前) sensei, what did you do in summer vacation? ALT: I went to (海/川/湖の名前). I enjoyed barbecue there. Look at this picture! <実物の写真を見せる> It was so (good)! HRT: Nice! Do you like going to the sea, river, and lake? <児童に尋ねる> ※Did you go ○○? / What did you enjoy? など質問を加えて、ランダムに尋ねる。			
5	Intro & Goal	Picture Quiz	
1) 本時の目標を確認する。(SDGsの目標6, 14などと関連することを絵カードを掲示して示す) 2) 日本や世界の海、川、湖(有名な場所、他教科の授業で既出の内容、ALTの出身国にあるものなど)の写真や絵を見せながらクイズを出題する。 3) 児童を巻き込んで考えを引き出しながら話す。		教材: SDGs目標絵カード(No. 6, 14など)、水環境に関する写真・資料 ※児童にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] HRT: Today, let's think about water. Let's think about the sea, rivers, and lakes. ALT: Nice idea! Let's think about the sea, rivers, and lakes around the world. <学級担任はめあてを日本語で確認する> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What's this? What country? <海/川/湖、そこに住む人や生き物の写真を見せる> ※Do you know a nice beach?など追加で質問し、児童の興味を引き出す。			
5	Activity	River or Sea?	
1) 教科書付属のミニカードから、水に住んでいる生き物を用意させる。 2) 環境ワークシートを使って、川/海/湖にどんな生き物が住んでいるか考えてカードを置くように指示する。 3) 黒板に見本を貼り、いくつかの生き物について児童の考えを引き出しながら一緒に取り組む。		教材: ミニカード、環境ワークシート	
[英会話(スキット)の実演] HRT: Next, let's do an activity. ALT: Let's play "River or Sea?" game. HRT: Look at this. <見本の用紙を貼る> ALT: We have a worksheet and cards here. What's this? <絵カードを見せて尋ねる> Do ○○ live in the sea?" HRT: Yes! They live in the sea. <何枚かカードを選び、海に住んでいる生き物と川や湖に住んでいる生き物に分けてそれぞれ貼っていく> ALT: Great! Here are the worksheet for you. Please prepare your mini cards. <ワークシートを児童に配布する> HRT: Let's put your cards on your worksheet. Okay? Let's start! ※活動を始める前に単語の練習をするとよい。 ※時間があれば、どのようにカードを分けたか共有し合う。			
12	Let's think	Research Time	
1) 調べてみたい場所の一つを選び、調査するよう伝える。学級担任とALTは例を示す。 2) 机間指導を行い、児童の伝えたい内容について英語にする補助をする。 3) 調べた内容をワークシートにメモさせる。		教材: ワークシート、海/川/湖の写真・資料、タブレット等調査ツール	
[英会話(スキット)の実演] HRT: Great job everyone. Now, let's think more about the sea, rivers and lakes. ALT: Let's research. First, please choose one place. Where do you want to go? In Japan or any country is okay. HRT: For example, I choose (導入で扱った海/川/湖). ALT: Nice idea! Umm, I choose (ALTの出身国の海/川/湖). I'll search on the Internet. HRT: I'll search on the Internet and books. ALT: Let's research "Where is the place?", "What animals / fish are living there?", and "Is the water clean or dirty there?". HRT: Okay? Please take notes on your worksheet. Let's start! ※授業内、または授業外で調べる時間を取る。			

BOL SDGs Lesson Plan		ES	Lesson 5
Time 45	Theme: I want to go to the sea.– Water and Ocean around Japan and the world		SDGs :  
	Goal: Learn about the water and ocean environment and express your opinions.		
Vocabulary: I want to go to ... / We have ... / We can enjoy ... / It's ... / living things, nature, water environment, etc....			
Time	JTE・ALT		Materials and considerations
5	Greeting & Small Talk		Small Talk about holidays (sea/river/lake)
	1) Greeting 2) JTE/ALT talk about seas/lakes and/or places related to water that they have visited before and/or they want to go. 3) Carry a conversation while involving students and elicit their ideas.		
Materials: Photos/ ICTs of each place Note: Pick something easy for students to understand and/or something intriguing			
[English script with JTE/ALT] HRT: Hello everyone. ALT: Hello! How are you? <Check if they can respond to greeting and answer how they are/days of the week/today's weather> HRT: (ALT's name) sensei, what did you do in summer vacation? ALT: I went to (name of ocean/river/lake). I enjoyed a barbecue there. Look at this picture! <Show a picture of the real thing> It was so (good)! HRT: Nice! Do you like going to the sea, river, and lake? <Ask sts> ※※Ask students follow-up random questions such as Did you go ○○? / What did you enjoy?			
5	Intro & Goal		Picture Quiz
	1) Check the goal for the class. (Put the SDGs picture cards for #6 and 14 to show today's topic is related to them.) 2) Do quizzes surrounding seas/ rivers/ lakes in Japan and the world (famous places. Places they have learned in other classes and places from ALT's country) using some photos/pictures. 3) Carry a conversation while involving students and elicit their ideas.		
Materials: SDGs goal picture cards (#6, 14, etc.), Photos/ICTs that are related to water environment. Note: Pick something easy for students to understand and/or something intriguing			
[English script with JTE/ALT] HRT: Today, let's think about water. Let's think about the sea, rivers, and lakes. ALT: Nice idea! Let's think about the sea, rivers, and lakes around the world. <JTE checks the goal in Japanese> HRT: I have many pictures. Let's do a picture quiz. ALT: Can you guess? Look at this picture! What's this? What country? <Show a picture of "海/川/湖、そこに住む人や生き物"> ※Ask students follow-up questions such as "Do you know a nice beach?" and keep them engaged and interested.			
5	Activity		River or Sea?
	1) Have students take out animals that live in/near water from the mini cards that come with the textbook. 2) Instruct students to think about which vocabulary words may be associated with rivers/seas/lakes and place them on the environment worksheet. Put the environment worksheet on the blackboard and work together with the class while eliciting students' ideas on a few vocabulary words to show and demonstrate as examples.		
Materials: Mini cards, environment worksheet			
[English script with JTE/ALT] HRT: Next, let's do an activity. ALT: Let's play "River or Sea?" game. HRT: Look at this. <put the example sheet on the blackboard> ALT: We have a worksheet and cards here. What's this? <ask sts while showing the picture cards> Do ○○ live in the sea?" HRT: Yes! They live in the sea. <Choose some cards and put each one separately for the creatures that live in the ocean and those that live in rivers and lakes> ALT: Great! Here are the worksheet for you. Please prepare your mini cards.<Hand out worksheets to students> HRT: Let's put your cards on your worksheet. Okay? Let's start! ※The vocabulary can be practiced before the activity. ※If there is time, share with each other how you divided the cards.			
12	Let's think		Research Time
	1) Tell students to pick and research one mountain/forest they want to research. JTE/ALT demonstrate and show examples. 2) Go around the class and help students translate what they want to say into English. 3) Have them write down what they researched on their worksheet.		
Materials: worksheet, photos/ ICTs of seas/rivers/lakes and research tools such as tablets.			
[English script with JTE/ALT] HRT: Great job everyone. Now, let's think more about the sea, rivers and lakes. ALT: Let's research. First, please choose one place. Where do you want to go? In Japan or any country is okay. HRT: For example, I choose (sea/river/lake shown in the intro). ALT: Nice idea! Umm, I choose (sea/river/lake in the country the ALT comes from). I'll search on the Internet. HRT: I'll search on the Internet and books. ALT: Let's research "Where is the place?", "What animals / fish are living there?", and "Is it clean or dirty?". HRT: Okay? Please take notes on your worksheet. Let's start! ※Take time to research in or outside of class.			

時間	英語科教員・ALT	教材・留意点
10	Let's share	Group share
	1) 調べた内容をペアやグループで伝え合うよう促し、学級担任とALTで実演する。 2) いくつかのペアを指名し、全体で意見を共有し合う。	教材: ワークシート
<p>[英会話(スキット)の実演] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. I want to go to (ALTのえらんだ場所). We have (生き物) in ○○. Water is (clean) in ○○. It's very (beautiful). HRT: Thank you. It's my turn. <同様に実演する> ALT: Thank you. What did you hear? <話した内容について児童とやり取りする> HRT: Nice listening! Are you ready to talk? Let's start! ※ペアやグループで調べた内容について伝え合う。 HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?</p>		
7	Reflect	Reflection worksheet
	1) 発表内容について振り返り、フィードバックする。 2) ワークシートに調査・発表活動の振り返り、これから自分が行動していきたいことを記入させる。 3) 時間があれば数名に発表してもらう。	教材: ワークシート
<p>[英会話(スキット)の実演] HRT: Great presentations! ALT: Yeah, great job everyone. Now we know a lot about the sea, rivers, lakes and water there. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the water. Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※ワークシートに振り返りを記入させる。 HRT: Any volunteers to share your ideas to everyone?</p>		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

2時間で実施の場合

第1時: Greeting ~ Let's thinkまでを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Intro & Goal (めあての確認)	第1時で題材に親しみ、調べるところまで行うことを伝える。
10	Activity (テーマに合わせた活動)	
20	Let's think (テーマに合わせた調べ学習)	
3	Closing (次回の確認・あいさつ)	次回に発表を行う点を伝え、追加の調査が必要であれば適宜行うよう指示する。

第2時: Let's share ~ Reflectを実施

時間	内容	留意点
5	Greeting (あいさつ・Small Talk)	
7	Review & Goal (前時の内容・本時のめあて確認)	前時のIntroやActivityを活用し振り返る。第2時では発表を行うことを確認する。
10	発表の練習	個人・ペアなどで練習時間をとり、指導者は机間指導を行う。
15	Let's share (調べた内容の発表)	
7	Reflect (振り返り)	
1	Closing (あいさつ)	

Time	JTE・ALT	Materials and considerations
10	Let's share	Group share
	1) Encourage students to share their search in a pair or group. JTE/ALT demonstrate and show examples. 2) Pick a few pairs and have them share their ideas with the class.	
<p>[English script with JTE/ALT] HRT: Wow everyone worked very hard! ALT: Yeah, great research. Now, it's time for sharing! HRT: Please make pairs and talk. ALT: Let's practice how to share. I want to go to (a place the ALT chose). We have (a creature) in ○○. Water is (clean) in ○○. It's very (beautiful). HRT: Thank you. It's my turn. <Demonstrate the same way the ALT did> ALT: Thank you. What did you hear? <Discuss with sts what the JTE and ALT talked about> HRT: Nice listening! Are you ready to talk? Let's start! ※Share what they researched with a pair/group.</p> <p>HRT: Nice sharing everyone. ALT: Any volunteers to share your ideas to everyone?</p>		
7	Reflect	Reflection worksheet
	1) Recap students presentation and give feedback. 2) Tell students to reflect on their research work and presentations and have them write down what they want to do (are going to do) moving forward. 3) Have some students share their goals (what they want to do) if time allows.	
<p>[English script with JTE/ALT] HRT: Great presentations! ALT: Yeah, great job everyone. Now we know a lot about the sea, rivers, lakes and water there. Now, let's reflect what we studied. HRT: Let's think "What can we do?" for the water. Japanese is Okay. ALT: Of course, English is welcomed! I can help you. ※Have them write their opinions and thoughts on their worksheet.</p> <p>HRT: Any volunteers to share your ideas to everyone?</p>		
1	Closing	Goodbyes
	Greeting	

In the case of breaking down the lesson plan into 2 lessons

1st lesson : Greeting ~ Let's think

Time	Contents	Remarks
5	Greeting and Small Talk	
7	Intro & Goal	Clarify the goal of 1st lesson: To be familiar with the topic and do a research project
10	Activity	
20	Let's think	
3	Closing	Explain to students that they will give a presentation in the next lesson and encourage them to research more about the presentation topic as needed.

2nd lesson : Let's share ~ Reflect

時間	内容	Remarks
5	Greeting and Small Talk	
7	Review & Goal	Do a review using the previous lesson contents. Confirm they are having presentations in this lesson.
10	Presentation practice	Let sts practice their presentations individually, in pairs and in groups etc. HRT and ALT will walk around the classroom to help them.
15	Let's share	
7	Reflect	
1	Closing	

Lesson 5 I want to go to the sea. -日本と世界の海・水-

■めあて■ _____

Grade	Class	なまえ
		<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

My Place あなたの調べてみたい海・川・湖を1つ、考えて英語^{えいご}とイラストで表そう。

Research Time

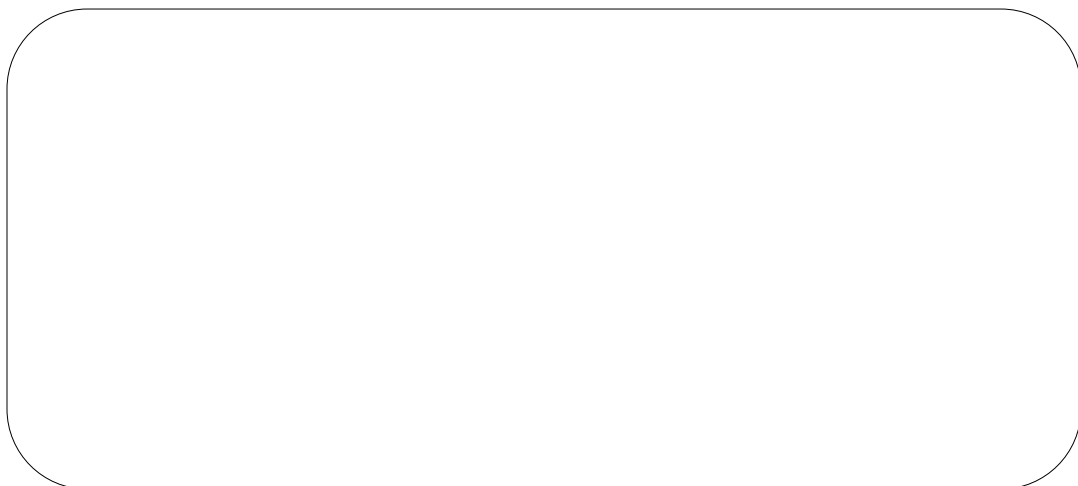
えらんだ海・川・湖のことを調べて、まとめよう。

		MEMO
場所	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
生き物	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
水のき れいさ	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	

わかったこと・気になるゴール

Let's share

調べた内容を英語でつたえてみよう！



This is

is in

It's


MEMO

感想

これから取り組んでみたいこと

中学校向けセクション

BOL SDGs Lesson Plan		中学校-Talk	Lesson 1
時間 50	テーマ: Do you like fast food? -食べ物について考える-		関連する目標例:    
	目標: 食べ物の消費について、理由をつけて考えをまとめて伝え合おう。		
言語材料: What did you eat? / I ate ... / Do you like fast food? / 食べ物・食習慣など			
時間	英語科教員・ALT		教材・留意点
3	Greeting & Small Talk	"What did you eat yesterday?"	
1) あいさつをする。 2) JTEとALTで昨日の食事について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 食材、料理などの写真・資料 ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。できればALTの自国の料理など。	
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), I heard you had a special dinner last night. What did you eat? ALT: Yes, I had a special dinner with my family. It was so nice! I ate ○○. JTE: Sounds yummy! ALT: Also I ate (出身国の料理). Do you know it? <生徒に投げかけ、コミュニケーションを取る> I like ... there. JTE: What kind of food is it? ALT: We need (食材を挙げる) to cook it. It tastes (sour/sweet/spicyなど). How about you (JTEの名前) sensei? JTE: I ate ●●. What did you eat yesterday? <生徒に問いかけて数名とやり取りをする>			
5	Warm-Up	1 minute pair talk "What did you eat yesterday?"	
1) 昨日食べたメニューとその感想について話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート	
[英会話(スキット)の実演] JTE/ALT: How about you? What did you eat yesterday? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "The food you ate yesterday" and "how was it". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal	SDGs intro "Do you like fast food?"	
1) ウォームアップで生徒が話した内容を振り返り、いくつかの食べ物を取り上げる。 2) ファストフードが好きかどうか、SDGsのどの目標と関連していそうか生徒に問いかける。 3) ファストフードや様々な世界の食べ物について考えていくことを伝える。		教材: ワークシート	
[英会話(スキット)の実演] JTE: Thank you for sharing. I noticed that someone had ○○... <多くの生徒が食べていたメニューや、興味深いメニューがあれば取り上げる> ALT: Sounds yummy! I like beef. Sometimes I go to (ファストフードの店) to get a hamburger. JTE: Oh, do you like fast food? ALT: Yes, I do. It's cheap and convenient. JTE: I agree. I like it but sometimes it has too much fat. ALT: That's true. It has both good points and problems. Do you like fast food? <生徒へ問いかける> JTE: Today, we're talking about fast food and eating habits around the world.			
5	Let's think	Pair brainstorm "Do you like fast food?"	
1) ファストフードの良い点と問題点について考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート	
[英会話(スキット)の実演] JTE: First, let's think about good points and problems about fast food. ALT: Please write down your thoughts in the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH - Talk	Lesson 1
Time 50	Theme: Do you like fast food?- Thinking about food		SDGs : 
	Objective: Thinking about food consumption with reasons discussing this topic		
Vocabulary: What did you eat? / I ate ... / Do you like fast food? / food, eating habit, etc....			
Time	JTE・ALT		Remarks
3	Greeting & Small Talk		"What did you eat yesterday?"
	1) Greeting 2) JTE & ALT talk about what they ate yesterday.. 3) Introduce the topic by asking students what they ate yesterday.		Materials: photos and materials of ingredients, dishes, etc. Note: Pick something that students know or easy to understand. Something interesting/intriguing that are local to ALT's home country would be ideal.
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <General Greeting> JTE: (ALT's name), I heard you had a special dinner last night. What did you eat? ALT: Yes, I had a special dinner with my family. It was so nice! I ate ○○. JTE: Sounds yummy! ALT: Also I ate (A cuisine from his/her home country). Do you know it? <Ask the class (point to a few students) and have some conversation> I like ... there. JTE: What kind of food is it? ALT: We need (name ingredients) to cook it. It tastes (sour/sweet/spicy/etc.). How about you (JTE's name) sensei? JTE: I ate ●●. What did you eat yesterday? <Talk to a few students and have some conversation back and forth>			
5	Warm-Up		1 minute pair talk "What did you eat yesterday?"
	1) Instruct students to talk about what they ate yesterday and what they think about the food (How they were). 2) Students share what they talked about with the class. 3) Pick up a few expressions that students used and use them as a hint to conversation later.		Materials: work sheet
[English script with JTE/ALT] JTE/ALT: How about you? What did you eat yesterday? JTE: I'll give you one minutes. Let's make pairs and ask each other. ALT: Let's talk about "The food you ate yesterday" and "how was it". Okay? <Give students a minute to talk with their partner> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <Pick a pair/pairs to share with the class> ✳Write down what students talked about on a blackboard or ICT tools, and make a summary of their opinions.			
3	Intro & Goal		SDGs intro "Do you like fast food?"
	1) Recap what students talked about during the warm-up and review some food 2) Ask the class whether they like fast food or not, and which one of the SDG goals it is connected to. 3) Ask and encourage the students to think about fast food and various food in the world.		Materials: worksheet
[English script with JTE/ALT] JTE: Thank you for sharing. I noticed that someone had ○○...<Pick up any menu items that many students ate or anything interesting to them.> ALT: Sounds yummy! I like beef. Sometimes I go to (fast-food restaurant) to get a hamburger. JTE: Oh, do you like fast food? ALT: Yes, I do. It's cheap and convenient. JTE: I agree. I like it but sometimes it has too much fat. ALT: That's true. It has both good points and bad points. Do you like fast food? <Ask some sts> JTE: Today, we're talking about fast food and eating habits around the world.			
5	Let's think		Pair brainstorm "Do you like fast food?"
	1) Ask the class to think about the pros and cons about fast food. 2) Have students write down key words of their opinions on their worksheet. 3) Once they have written down their ideas, ask students to make a pair and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		Materials: worksheet
[English script with JTE/ALT] **What are the good points (things) and not so good points (things)? Well, the good points (things) are ... and the bad (not so good) points (things) are ...** JTE: First, let's think about the good points and not so good points about fast food. ALT: Please write down your thoughts on the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take time to share opinions> JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	英語科教員・ALT	教材・留意点
15	Research Time	Food around the world
	1) 世界の食にまつわる状況について調べることを伝える。 2) JTE/ALTで会話しSDGsとのつながりのヒントを示す。 3) 調べる国や地域、食べ物、食習慣、関連したSDGsを設定して調べ、ワークシートにまとめよう伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Next, let's research about food around the world. ALT: Please choose one country and research the popular food and food habits. Please write down what you found on the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.		
8	Let's share	Group share
	1) 調べた内容についてペアやグループで簡単に伝え合う。 2) 伝え合った内容を踏まえ、まとめた内容を修正する。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. Please talk about what you researched with your partner. <またはグループで話す> ALT: Please use your worksheet and share. For example, we have ... It's very delicious but it contains a lot of oil. It's not healthy ... <ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and comments! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスを> JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	My Action
	1) JTE/ALTで会話し、日常生活でどんな取り組みができるかヒントを示す。 2) 自分の調べた内容をもとに実行していきたいことをワークシートにまとめよう伝える。 3) 時間があれば共有し合う。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's good to search the ingredients if possible to see if the food is healthy and safe... It's related to Goal 3, "Good Health and Well-being" <ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT	Remarks
15	Research Time	Food around the world
	1) Let students know that they will be researching about situations surrounding food around the world. 2) JTE/ALT have a conversation and gives hints/clues that shows connections to SDGs. 3) Tell students to decide a country/region, food, eating habits that are related to SDGs that they will be researching and to make a summary on their worksheet.	Materials: worksheet
	[English script with JTE/ALT] JTE: Next, let's research about food around the world. ALT: Please choose one country and research a popular food and food habits. Please write down what you found on the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.	
8	Let's share	Group share
	1) Encourage students to briefly discuss what they have researched in pair/group. 2) Have students revise their research summary if necessary based on their discussion with a pair/group.	Materials: worksheet
	[English script with JTE/ALT] JTE: Now, let's share. Please talk about what you researched with your partner. <Or talk in a group.> ALT: Please use your worksheet and share. For example, we have ... It's very delicious but it contains a lot of oil. It's not very healthy ... < Demonstrate with ALT examples. > JTE: Okay? Let's start. ✖ While the student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and comments! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ✖ If there is time, pick a few sts to share with the whole class.	
10	Reflect	My Action
	1) JTE/ALT have a conversation and gives hints/clues to what we can do in our everyday lives. 2) Encourage students to make a summary on what they want to (are going to) do based on their research and write it down on their worksheet. 3) Share their ideas with the class if the time allows.	Materials: worksheet
	[English script with JTE/ALT] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's good to search the ingredients if possible, to see if the food is healthy and safe... It's related to Goal 3, "Good Health and Well-being" <Demonstrate with ALT examples> JTE: Okay? Let's start. ✖ Give time to have students summarize their thoughts. JTE: Any volunteers to share? ✖ If there is time, pick a few sts to share with the whole class.	
1	Closing	Goodbyes
	Greeting	Materials: none

Lesson 1 Do you like fast food?

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: What food did you eat?

My food

My friend's food

Let's Think: Do you like fast food?

Good points

Bad points

Share ideas with your friends!




Research Time: Food around the world

Think with SDGs: (No.)

We have _____

My Action

BOL SDGs Lesson Plan		中学校-Talk	Lesson 2
時間 50	テーマ: Do you like shopping? - 買い物について考える- 目標: おすすめの買い物場所について、理由をつけて考えをまとめて伝え合おう。		関連する目標例:   
言語材料: I like to go to ... / My favorite (restaurant / café / shop) is ... / We can (buy / eat / drink) ... / I use my bag. 買い物・食べ物・日用品など			
時間	英語科教員・ALT		教材・留意点
3	Greeting & Small Talk	"What is your favorite shop?"	
1) あいさつをする。 2) JTEとALTでお気に入りの店について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 買い物場所、レストランなどの写真・資料 ※生徒にとって分かりやすいもの、興味を引くものを選ぶ	
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), what do you usually do on the weekend? ALT: I always go shopping with my family. JTE: Oh that's nice. I enjoy shopping. Where did you go? ALT: I went to ○○. It's my favorite shop in this city. <地元のお気に入りの店を紹介する> Do you know ○○? <生徒に投げかけ、コミュニケーションを取る> I like ... there. JTE: Sounds good! ALT: What's your favorite shop, (JTEの名前) sensei? JTE: My favorite ... cafe is okay? ALT: Of course! JTE: My favorite cafe is ●●. I like the cheese cake there!			
5	Warm-Up	1 minute pair talk "What is your favorite shop?"	
1) お気に入りのお店とその理由について話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート	
[英会話(スキット)の実演] JTE/ALT: How about you? What is your favorite shop? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "your favorite shop" and "why". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal	SDGs intro "Do you like shopping?"	
1) ウォームアップで生徒が話した内容を振り返り、いくつかの店を取り上げる。 2) 買い物の習慣について生徒に問いかける。 3) おすすめの買い物場所や方法、買い物の習慣について考えることを伝える。		教材: ワークシート	
[英会話(スキット)の実演] JTE: Thank you for sharing your favorite shops and restaurants. ALT: I also like ○○... We have ... <生徒の話を受けて指導者の考えや経験を話す> JTE: (ALTの名前) sensei, do you like shopping? ALT: Yes, I do! I like going shopping and also like online shopping. JTE: Today, we're talking about our shopping habits.			
3	Let's think	Pair brainstorm "Do you like shopping?"	
1) 買い物の良い点と問題点について考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート	
[英会話(スキット)の実演] JTE: First, let's think about the good points and problems about shopping. ALT: Please write down your thoughts in the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH - Talk	Lesson 2
Time 50	Theme: Do you like shopping?- Thinking about shopping		SDGs :   
	Objective: Thinking about shopping locations with reasons discussing this topic		
Vocabulary: I like to go to ... / My favorite (restaurant / café / shop) is ... / We can (buy / eat / drink) ... / I use my bag. / shopping, food, daily necessities, etc....			
Time	JTE・ALT		Remarks
3	Greeting & Small Talk		"What is your favorite shop?"
	1) Greeting 2) JTE/ALT talk about their favorite shops. 3) Introduce the topic by asking students what their favorite shops.		
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <General Greeting> JTE: (ALT's name), what do you usually do on the weekend? ALT: I always go shopping with my family. JTE: Oh that's nice. I enjoy shopping. Where did you go? ALT: I went to ○○. It's my favorite shop in this city. <Introduce ALT's favorite shop in their neighborhood/city> Do you know ○○? <Ask the class (point to a few students) and have a conversation> I like ... there. JTE: Sounds good! ALT: What's your favorite shop, (JTE's name) sensei? JTE: My favorite ... cafe is okay? ALT: Of course! JTE: My favorite cafe is ●●. I like the cheesecake there!			
5	Warm-Up		1 minute pair talk "What is your favorite shop?"
	1) Encourage students to talk about their favorite shops and why they like the shops. 2) Share what students talked about with the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.		
[English script with JTE/ALT] JTE/ALT: How about you? What is your favorite shop? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "your favorite shop" and "why", okay? <Give students one minute to discuss with their partner> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair/pairs to share with the class> ※Write down what students talked about on the blackboard or record them with ICT tools, and make a summary of their opinions.			
3	Intro & Goal		SDGs intro "Do you like shopping?"
	1) Recap what students talked about during the warm-up and review some shops. 2) Ask the class about their shopping habits. 3) Encourage students to think about their favorite shops, methods, and their shopping habits.		
[English script with JTE/ALT] JTE: Thank you for sharing your favorite shops and restaurants. ALT: I also like ○○... We have ... <Share the teacher's thoughts and experiences in response to the student's story.> JTE: (ALT's name) sensei, do you like shopping? ALT: Yes, I do! I like going shopping and also like online shopping. JTE: Today, we're talking about our shopping habits.			
3	Let's think		Pair brainstorm "Do you like shopping?"
	1) Encourage them to think about the good points and not so good points of shopping. 2) Have students write down key words of their opinions on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		
[English script with JTE/ALT] JTE: First, let's think about the good points and not so good points about shopping. ALT: Please write down your thoughts in the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take time to share opinions.> JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	英語科教員・ALT	教材・留意点
15	Research Time	Food around the world
	1) SDGsの観点から考えるよう伝える 2) JTE/ALTのお気に入りの店にある、SDGsに配慮した商品やサービスについて触れる 3) ワークシートに書いたおすすめのお店に、関連したSDGs目標を考え書き加えてもらう 4) 持続可能な工夫をしている商品やサービスについて調べて書くよう伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Next, let's research about sustainable shopping habits. ALT: Please choose one favorite shop and find any project to achieve SDGs. For example, my favorite cafe is ○○. They're not using plastics and using paper instead. <ALTの例を挙げて実演する> JTE: Please write down what you found in the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.		
10	Let's share	Group share
	1) 調べた内容についてペアやグループで簡単に伝え合うよう促す。 2) 伝え合った内容を踏まえ、まとめた内容を修正する。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. Please talk about your favorite shop with your partner. <またはグループで話す> ALT: Please use your worksheet and share. For example, my favorite shop is ... They sell ... It's eco-friendly and good for ... <ALTの自国の例を出しながら実演する> JTE: Okay? Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまぎのポイントなど、表現のアドバイスを> JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	My Action
	1) JTE/ALTで会話し、日常生活でどんな取り組みができるかヒントを示す。 2) 自分の調べた内容をもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有し合う。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's good to choose the items with this ecology labels. <認証エコラベルの例を見せる> It's related to Goal ○○.<ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT	Remarks
15	Research Time	Food around the world
	1) Encourage them to think from the perspective of the SDGs 2) Talk about the SDGs-conscious products and services at their favorite stores. 3) Ask the students to think about and add relevant SDG goals to the shops they recommended on the worksheet. 4) Encourage them to research and write about products and services that use sustainable practices.	Materials: worksheet
<p>[English script with JTE/ALT] JTE: Next, let's research about sustainable shopping habits. ALT: Please choose one favorite shop and find any project to achieve SDGs. For example, my favorite cafe is ○○. They're not using plastics and using paper instead. <Demonstrate with ALT examples.> JTE: Please write down what you found in the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.</p>		
10	Let's share	Group share
	1) Encourage students to briefly discuss what they have researched in pair/group. 2) Have students revise their research summary based on their discussion with a pair/group.	Materials: worksheet
<p>[English script with JTE/ALT] JTE: Now, let's share. Please talk about your favorite shop with your partner. <or talk in a group> ALT: Please use your worksheet and share. For example, my favorite shop is ... They sell ... It's eco-friendly and good for ... <Demonstrate with examples from ALT's home country.> JTE: Okay? Let's start. ✖While the student is speaking, instruct the student at the desk as appropriate. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.</p>		
10	Reflect	My Action
	1) JTE/ALT have a conversation and gives hints/clues to what we can do in our everyday lives. 2) Encourage students to make a summary on what they want to (are going to) do based on their research and write it down on their worksheet. 3) Share their ideas with the class if time allows.	Materials: worksheet
<p>[English script with JTE/ALT] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's good to choose the items with this ecology labels. <Show examples of ecology labels.> It's related to Goal ○○.<Demonstrate with ALT examples.> JTE: Okay? Let's start. ✖Give time to have students summarize their thoughts. JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.</p>		
1	Closing	Goodbyes
	Greeting	Materials: none

Lesson 2 Do you like shopping?

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: Nice shops in our town

My favorite shop

My friend's favorite shop

Let's Think: Do you like shopping?

Good points

Bad points

Share ideas with your friends!

Research Time: Sustainable shopping


Recycled/Eco-friendly items

Think with SDGs: (No. _____)

My favorite shop is _____

My Action

BOL SDGs Lesson Plan		中学校-Talk	Lesson 3
時間 50	テーマ: Urban or rural? - 都市か田舎か - 目標: 都市での生活と田舎での生活について比較しながら、自分の考えを伝えよう。	関連する目標例:     	
言語材料・語彙: Which do you like, city life or country life? / This is my dream town. We have ... 建物・施設・自然・生活様式など			
時間	英語科教員・ALT	教材・留意点	
3	Greeting & Small Talk	"Nice places in Japan/World"	
1) あいさつをする。 2) JTEとALTで日本や世界の好きな場所や、そこでの生活について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 都市や田舎の写真・資料 ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国などを絡めて紹介する。	
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), how long have you been in Japan? ALT: I've been in Japan for ○○ years. JTE: I see. Did you travel to some places in Japan? ALT: Yes, I did. I went to ○○. It's my favorite place in Japan. How about you? Do you know ○○? <生徒に投げかけ、コミュニケーションを取る> I like ... there. JTE: Sounds good! ALT: What's your favorite sightseeing place, (JTEの名前) sensei? <日本のお気に入りの場所や他国のおすすめ観光地などについて話す>			
5	Warm-Up	1 minute pair talk "Nice places in Japan"	
1) 日本の好きな場所について、簡単な理由とともに話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート	
[英会話(スキット)の実演] JTE/ALT: How about you? Do you know any nice places in Japan? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "Which do you like, cities or countries?" and "why". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal	SDGs intro "Sustainable life in cities and countries"	
1) ウォームアップで生徒が話した内容を振り返り、いくつかの場所を取り上げる。 2) JTEとALTで都市部と田舎の生活について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: ワークシート	
[英会話(スキット)の実演] JTE: Thank you for sharing your favorite places. ts. ALT: I also like ○○... We have ... <生徒の話を受けて指導者の考えや経験を話す> JTE: By the way (ALTの名前) sensei, do you like cities or the countryside? ALT: Good question! Umm, I think both have good points and problems. JTE: Today, we're talking about "Which is better, cities or the countryside?", let's think together.			
3	Let's think	Pair brainstorm "Which do you like, cities or countries?"	
1) 都市部と田舎の生活について、どちらが良いと思うか自分の意見を持ったうえで良い点と問題点について考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート	
[英会話(スキット)の実演] JTE: First, which is better, cities or the countryside? ALT: Please write down your thoughts on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH - Talk	Lesson 3
Time 50	Theme: Urban or rural? - 都市か田舎か - Objective: Sharing your thoughts as you compare life in the city to life in the countryside.		SDGs : 
Vocabulary: Which do you like, city life or country life? / This is my dream town. We have ... / buildings, facilities, nature, lifestyle, etc...			
Time	JTE・ALT		Remarks
3	Greeting & Small Talk	"Nice places in Japan/World"	
	1) Greeting 2) JTE/ALT talk about their favorite places in Japan and around the world and their life there. 3) Introduce the topic by asking students what their favorite places are in Japan and around the world, and what life is like there.		Materials: photos and materials of cities and the countryside *Select something that is easy to understand and interesting to the students, and introduce it in terms of the ALT's hometown/country of
	[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <Basic greetings> JTE: (ALT's name), how long have you been in Japan? ALT: I've been in Japan for ○○ years. JTE: I see. Did you travel to some places in Japan? ALT: Yes, I did. I went to ○○. It's my favorite place in Japan. How about you? Do you know ○○? <Ask sts a question to communicate.> I like ... there. JTE: Sounds good! ALT: What's your favorite sightseeing place, (JTE's name) sensei? <Talk about a favorite place in Japan and a place you recommend in another country. >		
5	Warm-Up	1 minute pair talk "Nice places in Japan"	
	1) Encourage students to talk about their favorite places in Japan with a/some simple reasons. 2) Share what students talked about with the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.		Materials: worksheet
	[English script with JTE/ALT] JTE/ALT: How about you? Do you know any nice places in Japan? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "Which do you like, cities or countries?" and "why". Okay? <Give sts about a minute.> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair of sts.> ※Record what sts talk about on the board/ICT equipment and summarize the opinions that come up.		
3	Intro & Goal	SDGs intro "Sustainable life in cities and countries"	
	1) Recap what students talked about during the warm-up and review some places 2) JTE and ALT have a conversation about urban and rural life. 3) Introduce the topic by asking students about urban and rural life.		Materials: worksheet
	[English script with JTE/ALT] JTE: Thank you for sharing your favorite places. ALT: I also like ○○... We have ... <Share the teacher's thoughts and experiences in response to the student's story.> JTE: By the way (ALT's name) sensei, do you like cities or the countryside? ALT: Good question! Umm, I think both have good points and not so good points. JTE: Today, we're talking about "Which is better, urban or rural?", let's think together.		
3	Let's think	Pair brainstorm "Which do you like, cities or countries?"	
	1) Encourage them to think about the good points and not so good points of urban and rural life, having their own opinions about which they think is better. 2) Have students write down key words of their opinions on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		Materials: worksheet
	[English script with JTE/ALT] JTE: First, which is better, cities or the countryside? ALT: Please write down your thoughts on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take time to share opinions.> JTE: Thank you for sharing. Any volunteers to share your ideas?		

時間	英語科教員・ALT	教材・留意点
15	Research Time	Sustainable life in cities and countries
	1) JTE/ALTが暮らしで大切だと思うポイントについて、SDGsに触れながら示す。 2) 理想の街について考え、ワークシートにメモをさせる。 3) 意見がまとまったらグループで話し合い、ひとつの理想の街を作ることを伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: Both cities and countryside have a lot of good points and problems. Now, let's search any unique projects around the world and think about your ideal city/town. For example, I like calm countryside. We can ○○ there. I found ○○ project so would like to try it. <ALTの例を挙げて実演する> JTE: Please write down what you found in the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.		
10	Let's share	Group discussion
	1) 自分の考えた理想の街について、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート、グループ共有用ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. Please talk about your dream "sustainable" town in groups. ALT: Please use your worksheet and share. For example, this is my dream town. There is ... It's good for ... We also have ... ○○ can enjoy ... <ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスを> JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	Reflection worksheet
	1) 生徒から出た意見を引き出し、日常生活でどんな取り組みができるか問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有し合う。	
[英会話(スキット)の実演] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to protect forests in countryside. We can support this project for that. It's related to Goal ○○. <ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT	Remarks
15	Research Time	Sustainable life in cities and countries
	1) JTE/ALT talk about important points in our lives while referring to SDGs in the conversation. 2) Have students think about ideal cities and write their ideas down on their worksheet. 3) Once they have written down their ideas, tell students to discuss in a group, and then bring everyone's ideas together and make one ideal city as a group.	Materials: worksheet
	[English script with JTE/ALT] JTE: Thank you for sharing. ALT: Both cities and the countryside have a lot of good points and not so good points. Now, let's search any unique projects around the world and think about your ideal city/town. For example, I like the calm countryside. We can ○○ there. I found ○○ project so would like to try it. <Demonstrate with ALT examples.> JTE: Please write down what you found on the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.	
10	Let's share	Group discussion
	1) Encourage students to exchange their ideas on their ideal city. 2) Have students to write down what they have discussed in the group on the work sheet for group sharing.	Materials: worksheet, worksheet for group sharing
	[English script with JTE/ALT] JTE: Now, let's share. Please talk about your dream "sustainable" town in groups. ALT: Please use your worksheet and share. For example, this is my dream town. There is ... It's good for ... We also have ... ○○ can enjoy ... <Demonstrate with ALT examples.> JTE: Okay? Let's start. ✖ While the student is speaking, instruct the student at the desk as appropriate. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.	
10	Reflect	Reflection worksheet
	1) Elicit students' ideas and ask the class what we can do in our everyday lives. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.	Materials: worksheet, work sheet for group sharing
	[English script with JTE/ALT] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to protect forests in the countryside. We can support this project for that. It's related to Goal ○○. <Demonstrate with ALT examples.> JTE: Okay? Let's start. ✖ Give time to have students summarize their thoughts. JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.	
1	Closing	Goodbyes
	Greeting	Materials: none

Lesson 3 City life or Country life

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: Nice places in Japan

My idea:

Reason:

My friend's idea:


Let's Think: Which do you like, city life or country life?

I like _____

Reasons

Share ideas with your friends!

BOL SDGs Lesson Plan		中学校-Talk	Lesson 4
時間 50	テーマ: Cold countries or Hot countries - 寒い国か暑い国か- 目標: 寒い国と暑い国について比較しながら自分の考えを伝えよう。	関連する目標例:     	
言語材料・語彙: Which do you like, cold countries or hot countries? / Our opinion is ... 気候・自然・国・生活様式など			
時間	英語科教員・ALT	教材・留意点	
3	Greeting & Small Talk	"Which season do you like?"	
1) あいさつをする。 2) JTEとALTで日本や世界の好きな季節について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 様々な季節の写真・資料 ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国など絡めて紹介する。	
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), which season do you like? ALT: I like (summer). I like swimming and hot weather. How about you? JTE: I like winter. I like winter holidays very much. Also I don't like hot weather. <生徒に投げかけ、コミュニケーションを取る>			
5	Warm-Up	1 minute pair talk "Which season do you like?"	
1) 好きな季節について、簡単な理由とともに話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート	
[英会話(スキット)の実演] JTE/ALT: How about you? Which season do you like? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "Which season do you like?" and "why". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal	SDGs intro "Life in hot countries and cold countries"	
1) ウォームアップで生徒が話した内容を振り返り、いくつかの意見を取り上げる。 2) JTEとALTで暑い国と寒い国の生活について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: ワークシート	
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: I also like ○○... We have ... <生徒の話を受けて指導者の考えや経験を話す> JTE: It's one of the good points of summer. Do you know summer in other countries? ALT: In my home country, we can ... It's very hot country. JTE: Today, we're talking about "Which do you think is better, life in hot countries or cold countries?", let's think together.			
3	Let's think	Pair brainstorm "Which do you like, cold countries or hot countries?"	
1) 暑い国と寒い国について、どちらが良いと思うか自分の意見を持ったうえで良い点と問題点について考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート	
[英会話(スキット)の実演] JTE: First, which is better, life in hot countries or cold countries?? ALT: Please write down your thoughts on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH - Talk	Lesson 4
Time 50	Theme: Cold countries or Hot countries - 寒い国か暑い国か-		SDGs : 
	Goal: Compare cold countries and hot countries and express your opinions.		
Vocabulary: Which do you like, cold countries or hot countries? / Our opinion is ... / climate, nature, countries, lifestyle, etc...			
Time	JTE・ALT		Remarks
3	Greeting & Small Talk		"Which season do you like?"
	1) Greeting 2) JTE/ALT talk about their favorite seasons in Japan and in the world. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: Photos and materials for various seasons ※Pick something that students know, easy to understand or something interesting/intriguing. Talk about their hometown/ country during the introduction.
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <Basic greetings> JTE: (ALT's name), which season do you like? ALT: I like (summer). I like swimming and hot weather. How about you? JTE: I like winter. I like winter holidays very much. Also I don't like hot weather. <Ask sts a question to communicate.>			
5	Warm-Up		1 minute pair talk "Which season do you like?"
	1) Instruct students to talk about their favorite seasons with brief reasons 2) Share what students talked about with the class 3) Pick up expressions that students used and use them as a hint to start a conversation later.		Materials: Worksheet
[English script with JTE/ALT] JTE/ALT: How about you? Which season do you like? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "Which season do you like?" and "why", okay? <Give sts about a minute.> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair of sts.> ※Record what sts talk about on the board/ICT equipment and summarize the opinions that come up.			
3	Intro & Goal		SDGs intro "Life in hot countries and cold countries"
	1) Recap what students talked about during the warm-up and review some opinions. 2) JTE/ALT talk about lives in hot countries and cold countries. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: Worksheet
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: I also like ○○... We have ... <Share the teacher's thoughts and experiences in response to the student's story.> JTE: It's one of the good points of summer. Do you know summer in other countries? ALT: In my home country, we can ... It's a very hot country. JTE: Today, we're talking about "Which do you think is better, life in hot countries or cold countries?", let's think together.			
3	Let's think		Pair brainstorm "Which do you like, cold countries or hot countries?"
	1) Tell students to think about whether they like hot countries or cold countries. Then tell them to think about the good points and not so good points of the places they chose. 2) Have students write down key words of their opinions on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		Materials: worksheet
[English script with JTE/ALT] JTE: First, which do you think is better, life in hot countries or cold countries? ALT: Please write down your thoughts on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take some time to share opinions.> JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	英語科教員・ALT	教材・留意点
15	Research Time	Sustainable life in hot / cold countries
	1) JTE/ALTが暑い国と寒い国の様子について、SDGsに触れながら示す。 2) どちらの国をお勧めするかについて考え、ワークシートにメモをさせる。 3) 意見がまとまったらグループで話し合い、暑い国と寒い国のどちらかについてまとめた資料を作ることを伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: Both hot countries and cold countries have a lot of good points and problems. Now, let's search any unique things around the world and think about your recommendations. For example, I think hot countries are better. We can ○○ there. In my country ○○, we have 2 seasons, the dry season and the rain season. Our tropical fruits are very tasty. It's a little too hot in the summer, but we ... to make our life comfortable and sustainable. <ALTの例を挙げて実演する> JTE: Please write down what you found on the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.		
10	Let's share	Group discussion
	1) 自分の考えた内容をもとに、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. Please talk about things in groups. ALT: Please use your worksheet and share. For example, I like cold countries better. The good point is ... But they have problems... <ALTの例を出しながら実演する> JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスをする> JTE: Any volunteer to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	Reflection worksheet
	1) 生徒から出た意見を引き出し、日常生活でどんな取り組みができるか問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有しあう。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to protect forests to avoid global warming. It'll be helpful for hot countries. We can support this project for that. It's related to Goal ○○.<ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE・ALT	Remarks
15	Research Time	Sustainable life in hot / cold countries
	1) JTE/ALT talk about situations in hot/cold countries, while referring to SDGs in the conversation. 2) Have them think about which countries they recommend and write their ideas down on their worksheet. 3) Once they have written down their ideas, tell students to discuss in a group. Then tell students to make documents that summarize about either hot or cold countries.	Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Thank you for sharing. ALT: Both hot countries and cold countries have a lot of good points and not so good points. Now, let's search any unique things around the world and think about your recommendations. For example, I think hot countries are better. We can ○○ there. In my country ○○, we have 2 seasons, the dry season and the rainy season. Our tropical fruits are very tasty. It's a little too hot in the summer, but we ... to make our life comfortable and sustainable. <Demonstrate with ALT examples.> JTE: Please write down what you found on the worksheet. JTE: When you finish writing down, please talk in groups and share your opinions.</p>		
10	Let's share	Group discussion
	1) Encourage students to exchange their ideas on their opinions. 2) Have students to write down what they have discussed in the group on the worksheet for group sharing	教材: ワークシート
<p>[English script with JTE/ALT] JTE: Now, let's share. Please talk about things in groups. ALT: Please use your worksheet and share. For example, I like cold countries better. The good points are ... But they also have not so good points, such as ... <Demonstrate with ALT examples.> JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ※While a student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ※If there is time, pick a few sts to share with the whole class.</p>		
10	Reflect	Reflection worksheet
	1) Elicit students' ideas and ask the class what we can do in our everyday lives. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.	Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to protect forests to avoid global warming. It'll be helpful for hot countries. We can support this project for that. It's related to Goal ○○.< Demonstrate with ALT examples.> JTE: Okay? Let's start. ※Give time to have students summarize their thoughts. JTE: Any volunteers to share? ※If there is time, pick a few sts to share with the whole class.</p>		
1	Closing	Goodbyes
	Greeting	Materials: none

Lesson 4 Cold countries or Hot countries

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: Which season do you like?

My idea:

Reason:

My friend's idea:

Let's Think:

Which do you like, cold countries or hot countries?

I like _____

Reasons


Share ideas with your friends!

Group Discussion:

Think with SDGs: (No.)






Our opinion is _____

My Action

BOL SDGs Lesson Plan		中学校-Talk	Lesson 5
時間 50	テーマ: Schools around the world - 世界の学校 -		関連する目標例: 
	目標: 世界の学校について調べ、話し合ったり発表したりしよう。		

言語材料・語彙: What is your favorite school event? / What do we need in schools? 学校生活・国・学問・生活様式など

時間	英語科教員・ALT	教材・留意点
3	Greeting & Small Talk	ALT's Introduction "Schools in ○○"
	<p>1) あいさつをする。 2) JTEとALTで日本や世界の学校について話す。特にALTの出身国のことを紹介する。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。</p> <p>教材: 様々な国や地域の学校の写真・資料 ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国など絡めて紹介する。</p> <p>[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ></p> <p>JTE: (ALTの名前), what was your school life in (ALTの出身国) like? ALT: In my country, we had... <写真などを見せながら、母国の学校の様子などを紹介する> My favorite school event was (特色のある学校行事). It was ○○. We had ... JTE: Wow, it's very different from Japan! ALT: Yeah, it's totally different. How about you? What's your favorite school event? JTE: My favorite school event was (好きな学校行事) <生徒に投げかけ、コミュニケーションを取る></p>	
5	Warm-Up	1 minute pair talk "What is your favorite school event?"
	<p>1) 好きな学校行事について、簡単な理由とともに話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。</p> <p>教材: ワークシート</p> <p>[英会話(スキット)の実演] JTE/ALT: How about you? What is your favorite school event? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "What is your favorite school event?" and "why". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。</p>	
3	Intro & Goal	SDGs intro "Quality education"
	<p>1) ウォームアップで生徒が話した内容を振り返り、いくつかの意見を取り上げる。 2) JTEとALTで各国の教育の現状について話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。</p> <p>教材: ワークシート、世界の学校についての資料 (例) https://www.jica.go.jp/hiroba/teacher/material/prmiv1000002l2r-att/2015_01.pdf</p> <p>[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: It's really interesting to know school events in Japan. I especially like ... <生徒の話を受けて指導者の考えや経験を話す> JTE: It's very interesting. Do you know about schools and education in other countries? ALT: There are lot of different type of schools and surprising facts. Look at these photos. <いくつかの国の学校や教育の状況について説明する> JTE: Today, we're talking about schools around the world and think about SDGs #4 "Quality education", Let's think together.</p>	
3	Let's think	Pair brainstorm "What do we need in schools?"
	<p>1) 学校に必要なと感じるものについて、簡単な理由とともに考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。</p> <p>教材: ワークシート</p> <p>[英会話(スキット)の実演] JTE: Now, let's think about "What do we need in schools?" ALT: Please write down your thoughts in the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?</p>	

BOL SDGs Lesson Plan		JH - Talk	Lesson 5
Time 50	Theme: Schools around the world		SDGs :     
	Goal: Research about schools in the world and talk and make/give a presentation about them.		

Vocabulary: What is your favorite school event? / What do we need in schools? / school life, countries, education, lifestyle, etc....

Time	JTE・ALT	Remarks
3	Greeting & Small Talk	ALT's Introduction "Schools in ○○"
	1) Greeting 2) JTE/ALT talk about schools in Japan and around the world. Especially introduce how schools are in the ALT's country. 3) Introduce the topic by throwing the question at the class during the conversation.	Materials: Photos and materials for schools in various countries and regions. ※Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction with schools in the ALT's country.
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <Basic greetings> JTE: (ALT's name) what was your school life in (the country the ALT comes from) like? ALT: In my country, we had... <Introduce the situation of schools in your home country, by showing pictures and other information> My favorite school event was (Distinctive school events). It was ○○. How about you? JTE: My favorite school event was (the JTE's favorite school event) <Ask sts a question to communicate.>		
5	Warm-Up	1 minute pair talk "What is your favorite school event?"
	1) Instruct them to talk about their favorite school events with simple reasons why they enjoyed them 2) Share what students talked about with the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.	Materials: worksheet
[English script with JTE/ALT] JTE/ALT: How about you? What is your favorite school event? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "What is your favorite school event?" and "why", okay? <Give sts about a minute> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair of sts> *Record what sts talk about on the board/ICT equipment and summarize the opinions that they share.		
3	Intro & Goal	SDGs intro "Quality education"
	1) Recap what students talked about during the warm-up and review some opinions. 2) JTE/ALT talk about current situations with education in each country. 3) Introduce the topic by throwing the question at the class during the conversation.	Materials: Worksheet, Materials about schools around the world https://www.jica.go.jp/hiroba/teacher/material/prmiv10000002l2r-att/2015_01.pdf
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: It's really interesting to know school events in Japan. I especially like ... <share the teacher's thoughts and experiences in response to the student's story> JTE: It's very interesting. Do you know about schools and education in other countries? ALT: There are lot of different type of schools and surprising facts. Look at these photos. <Describe the situation of schools and education in some countries> JTE: Today, we're talking about schools around the world and think about SDGs #4 "Quality education" - let's think together.		
3	Let's think	Pair brainstorm "What do we need in schools?"
	1) Tell students to think about what they think schools should have with brief reasons. 2) Have students write down their ideas on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.	Materials: Worksheet
[English script with JTE/ALT] JTE: Now, let's think about "What do we need in schools?" ALT: Please write down your thoughts on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take some time to share opinions> JTE: Thank you for sharing. Any volunteers to share your ideas?		

時間	英語科教員・ALT	教材・留意点
15	Research Time	Schools around the world
	1) JTE/ALTが学校に必要なだと感じるものについて、世界の事例やSDGsに触れながら示す。 2) 世界の学校の様子、良い点、課題などについて調べ学習をするよう指示する。グループで調べる内容や箇所の分担をする。 3) 意見がまとまったらグループで話し合い、まとめた資料を作ることを伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: You had many interesting ideas. I think we need ○○ in all the schools, because ...How about you? JTE: I agree with you. Also I think it's important to have ○○, because ... ALT: That's true. Now, let's choose one country and research about schools. JTE: First, please make groups and choose what country you'd like to research. Next, please decide what part each member works on. ALT: Please use your worksheet to write down your thoughts and research result. JTE: When you finish writing down, please talk in groups and make a presentation together. Let's start!		
10	Let's share	Group share
	1) 自分の考えた内容をもとに、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. Please talk about what you researched and your thoughts in groups. ALT: Please use your worksheet and share. For example, I researched about ... in schools in (調べた国). It's good to have ... It's very interesting. The problem is ... I think we need... at schools. JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスをする> JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	Reflection worksheet
	1) 生徒から出た意見を引き出し、日常生活でどんな取り組みができるか問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有し合う。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to have good equipment like desks or special rooms. In some countries, they don't have enough of them. We can support those schools and students by donation projects here. It's related to Goal ○○.<ALTの例を出しながら実演する> JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT	Remarks
15	Research Time	Schools around the world
	1) JTE/ALT talk about what they feel schools should have while referring to SDGs and some examples in the world. 2) Instruct students to research how schools are in the world and good points/not so good points, as well as the challenges. Choose the theme and assign the roles in groups. 3) Once students have come up with their ideas, tell them to discuss in a group and create documents that summarize their ideas.	Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Thank you for sharing. ALT: You had many interesting ideas. I think we need ○○ in all schools, because ...How about you? JTE: I agree with you. Also I think it's important to have ○○, because ... ALT: That's true. Now, let's choose one country and research about schools. JTE: First, please make groups and choose what country you'd like to research. Next, please decide what part each member works on. ALT: Please use your worksheet to write down your thoughts and research result. JTE: When you finish writing down, please talk in groups and make a presentation together. Let's start!</p>		
10	Let's share	Group share
	1) Encourage students to exchange their opinions based on their ideas. 2) Have students write down what they have discussed in the group on the work sheet for group sharing	materials: Worksheet
<p>[English script with JTE/ALT] JTE: Now, let's share. Please talk about what you researched and your thoughts in groups. ALT: Please use your worksheet and share. For example, I researched about ... in schools in (the country the ALT searched). It's good to have ... It's very interesting. The problem is ... I think we need... at schools. JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ✖While the student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.</p>		
10	Reflect	Reflection worksheet
	1) Elicit students' ideas and ask the class what we can do in our everyday lives. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.	Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Nice presentation! Now, let's think about our actions. ALT: Please write down what you think. For example, it's important to have good equipment like desks or special rooms. In some countries, they don't have enough of them. We can support those schools and students by donation projects here. It's related to Goal ○○. <Demonstrate with ALT examples> JTE: Okay? Let's start. ✖Give time to have students summarize their thoughts. JTE: Any volunteers to share? ✖If there is time, pick a few sts to share with the whole class.</p>		
1	Closing	Goodbyes
	Greeting	Materials: None

Lesson 5 Schools around the World

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk:

What is your favorite school event?

My favorite event

My friend's favorite event

Let's Think: What do we need in schools?

Share ideas with your friends!


Research Time: Schools around the world

Country name _____

Think with SDGs: (No. _____)

My Action

BOL SDGs Lesson Plan		中学校-Project	Lesson 1
時間 50	テーマ: What is the most important goal? - 一番大切な目標とは -		関連する目標例: すべて 
	目標: SDGsの目標について自分の考えをまとめ、話し合おう。		
言語材料: I think Goal #-- is important, because (I like / we have / people need...)			
時間	学級担任・ALT		教材・留意点
3	Greeting & Small Talk		"SDGs poster/sticker"
	1) あいさつをする。 2) JTEとALTで普段の生活で見かけるSDGsポスターや取り組みについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 街にあるSDGsのポスター、ステッカーなど ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国など絡めて紹介する。
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), do you know this poster? <SDGsに関連した取り組みが書かれた掲示物などを見せる> ALT: Oh, I have seen this before, but I don't understand the meaning very well. JTE: <生徒を巻き込んで尋ねる> Do you know this? Could you tell (ALTの名前) about this? ALT: Please tell me! ※ALTの国での似た取り組みも紹介する。			
5	Warm-Up		1 minute pair talk "SDGs around your life"
	1) 身の回りで見かける取り組みについてペアで話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート
[英会話(スキット)の実演] JTE/ALT: How about you? Do you know anything related to SDGs? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "SDGs around your life". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal		Mini Discussion "What is the important goal for you?"
	1) ウォームアップで生徒が話した内容を振り返り、いくつかの意見を取り上げる。 2) JTEとALTで17の目標のなかで何が大切だと感じるかについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: It's really interesting to know a variety of SDGs projects around your life. I especially like ... <生徒の話を受けて指導者の考えや経験を話す> JTE: It's very interesting. (ALTの名前), what is the most important goal? Do you have any ideas? ALT: Umm... it's a very difficult question! Every goal has the meaning and all of them seem important. How about you? <生徒に投げかけてやり取りする> JTE: Today, we're talking about "What is the most important goal for you?". Let's think together.			
3	Let's think		Pair brainstorm "What is the important goal for you?"
	1) 自分が最も大切だと感じる目標について、簡単な理由とともに考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's think about "What is the most important goal for you?" ALT: Please write down your thoughts and reasons in the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH-Project	Lesson 1
Time 50	Theme: What is the most important goal?		SDGs : All 
	Goal: Summarize your opinions about SDGs and talk about them.		
Vocabulary: I think Goal #-- is important, because (I like / we have / people need...)			
Time	JTE·ALT		Remarks
3	Greeting & Small Talk		"SDGs poster/sticker"
	1) Greeting 2) JTE/ALT talk about SDGs' posters and efforts that they see in their everyday lives. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: posters and stickers that can be found in cities. ※Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction with things in ALT's country.
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <Basic greetings> JTE: (ALT's name), do you know this poster? <Showing postings and other materials describing SDG-related initiatives> ALT: Oh, I have seen this before, but I don't understand the meaning very well. JTE: <Involve the students and ask >Do you know this? Could you tell (ALT's name) about this? ALT: Please tell me! *Similar initiatives in ALT countries will also be presented.			
5	Warm-Up		1 minute pair talk "SDGs around your life"
	1) Instruct students to talk about SDGs efforts that they see around them in pairs. 2) Share what students talked about with the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.		Materials: Worksheet
[English script with JTE/ALT] JTE/ALT: How about you? Do you know anything related to SDGs? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "SDGs around your life". Okay? <Give sts about a minute.> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair of sts.> ※Record what sts talk about on the board/ICT equipment and summarize the opinions that come up.			
3	Intro & Goal		Mini Discussion "What is the important goal for you?"
	1) Recap what students talked about during the warm-up and review some opinions. 2) JTE/ALT talk about which goals they feel are important among the 17 goals. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: Worksheet
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: It's really interesting to know a variety of SDGs projects around your life. I especially like ... <Share the teacher's thoughts and experiences in response to the student's story> JTE: It's very interesting. (ALT's name), what is the most important goal? Do you have any ideas? ALT: Umm... it's a very difficult question! Every goal has a meaning and all of them seem important. How about you? <Ask sts the question and communicate> JTE: Today, we're talking about "What is the most important goal for you?". Let's think together.			
3	Let's think		Pair brainstorm "What is the important goal for you?"
	1) Tell students to think about which goal they feel is the most important with some brief reasons. 2) Have students write down their ideas on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		Materials: Worksheet
[English script with JTE/ALT] JTE: Now, let's think about "What is the most important goal for you?" ALT: Please write down your thoughts and reasons on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Take some time to share opinions> JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	学級担任・ALT	教材・留意点
15	Research Time	Goal map
	1) 大切だと感じる目標を中心に、「大切だと感じる順」「つながっていると感じる順」「矛盾すると感じる順」など、自由にマッピングをさせる。 2) 意見がまとまったらグループで話し合い、まとめた資料を作ることを伝える。	教材: ワークシート、SDGs目標ミニカード
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: Next, let's make an "SDGs goal map" with your cards. You can place the cards freely to show "Which is the important one", "Which goals are similar to each other", "Which goals conflict each other". JTE: Please use your worksheet and place the cards on it. ALT: There is no set answer, so be creative! JTE: When you finish writing down, please talk in groups and make a map together. Let's start!		
10	Let's share	Group discussion
	1) 自分の考えた内容をもとに、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's share. What is the most important goal for you? How is each goal connected? Please talk about what you thought. ALT: Please use your worksheet and share. Next, please make a map in the group. There is no "correct" answer, so please be creative! JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスを> JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
10	Reflect	Reflection worksheet
	1) 生徒から出た意見を引き出し、気づいた点・面白いと感じた点など問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有し合う。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know some goals are connected to each other. JTE: Now, let's think about our actions. ALT: Please write down what you think from the discussion. It's Okay to pick up one or a few goals from all of them. JTE: Okay? Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE・ALT	Remarks
15	Research Time	Goal map
	1) Have them arrange (map) the goals freely around the goal they feel is the most important, in the order of "how important they are", "how connected they are" and "how they feel contradictory" to the goal they feel is the most important. 2) Once students have come up with their ideas, tell them to discuss in a group and create documents that summarize their ideas.	Materials: Worksheet, SDGs mini cards
<p>[English script with JTE/ALT] JTE: Thank you for sharing. ALT: Next, let's make an "SDGs goal map" with your cards. You can place the cards freely to show "Which is the important one", "Which goals are similar to each other", "Which goals conflict each other". JTE: Please use your worksheet and place the cards on it. ALT: There is no set answer, so be creative! JTE: When you finish writing down, please talk in groups and make a map together. Let's start!</p>		
10	Let's share	Group discussion
	1) Encourage students to exchange their opinions in a group based on their ideas. 2) Have students to write down what they have discussed in the group on the work sheet for group sharing	Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Now, let's share. What is the most important goal for you? How is each goal connected? Please talk about what you thought. ALT: Please use your worksheet and share. Next, please make a map in the group. There is no "correct" answer, so please be creative! JTE: Okay? Let's talk and discuss in groups and make your group opinion. Let's start. ※While the student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Any volunteers to share? ※If there is time, pick a few sts to share with the whole class.</p>		
10	Reflect	Reflection worksheet
	1) Elicit ideas from students and ask the class which points they felt were interesting and/or which points they became aware of through the class. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.	教材: ワークシート
<p>[English script with JTE/ALT] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know some goals are connected to each other. JTE: Now, let's think about our actions. ALT: Please write down what you think from the discussion. It's okay to pick up one or a few goals from all of them. JTE: Okay? Let's start. ※Give time to have students summarize their thoughts. JTE: Any volunteers to share? ※If there is time, pick a few sts to share with the whole class.</p>		
1	Closing	Goodbyes
	Greeting	Materials: None

Project 1 What is the most important goal?

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: Goals around our life

My ideas

My friend's ideas

Let's Think: What is the most important goal?


I think _____


Reasons

Share ideas with your friends!

Group Project: Let's make "Map of the goals".

My Action

BOL SDGs Lesson Plan		中学校-Project	Lesson 2
時間 50	テーマ: Let's plan the "Earth Day" event. - アースデイイベントを企画しよう		関連する目標例: すべて 
	目標: SDGsの観点を意識し、アースデイのイベントを企画しよう。		
言語材料: What is important for the earth? / What can we do for the event? / We have ... / We can (learn/enjoy/experience)...			
時間	学級担任・ALT		教材・留意点
3	Greeting & Small Talk	What is important for the earth?	教材: 地球環境に関連した資料・写真など ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国などから めて紹介する。
	<p>1) あいさつをする。 2) 日常生活の中で環境に関連する話題や改善のための身近な取り組みについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。</p> <p>[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), do you know this? <環境保護に関連した資料、実物などを見せる> ALT: Oh, I don't know it very well, but it seems to be related to the environment. JTE: <生徒を巻き込んで尋ねる> Do you know this? Could you tell (ALTの名前) about this? ALT: Please tell me! ※ALTの国での似た取り組みも紹介する。</p>		
5	Warm-Up	1 minute pair talk "What is important for the earth?"	教材: ワークシート
	<p>1) 環境に関連する話題をきっかけとして、地球にとって大切なことについてペアで話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。</p> <p>[英会話(スキット)の実演] JTE/ALT: What do you think? What is important for earth? JTE: I'll give you one minutes. Let's make pairs and ask each other. ALT: Let's talk about "What is important for earth?" and "Why?". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。</p>		
3	Intro & Goal	Earth Day intro	教材: アースデイに関連した資料・写真など ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国などから めて紹介する。
	<p>1) ウォームアップで生徒が話した内容を振り返り、いくつかの意見を取り上げる。 2) JTEとALTでアースデイの取り組みについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。</p> <p>[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: We have a lot of nice ideas. I especially like ... <生徒の話を受けて指導者の考えや経験を話す> JTE: It's very interesting and important to think about the environment. (ALTの名前), do you know the "Earth Day?" ALT: Oh, yes! I've heard about it before. How about you? Do you know the "Earth Day"? Do you know what day it is? <生徒に投げかけてやり取りする> Yes, it's April 22nd. <アースデイについて資料を見せながら紹介する> JTE: Today, we're talking about "Earth day" and make our original event plan. Let's think together.</p>		
3	Let's think	Pair brainstorm "What can we do for an Earth Day event"	教材: ワークシート
	<p>1) アースデイで伝えたいこと、取り組んでみたいことについて簡単な理由とともに考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。</p> <p>[英会話(スキット)の実演] JTE: Now, let's think about "Earth Day". ALT: What can we do for the event? Please write down your ideas in the worksheet. Key words are Okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?</p>		

BOL SDGs Lesson Plan		JH-Project	Lesson 2
Time 50	Theme: Let's plan the "Earth Day" event.		SDGs : All 
	Goal: Keep perspectives of SDGs in mind, plan Earth Day events.		
Vocabulary: What is important for the earth? / What can we do for the event? / We have ... / We can (learn/enjoy/experience)...			
Time	JTE·ALT		Remarks
3	Greeting & Small Talk	What is important for earth?	
	1) Greeting 2) Talk about topics related to the environment and efforts for improvement in our everyday lives. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: Photos/materials related to the earth's environment Note: Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction with the ALT's country.
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <General Greeting> JTE: (ALT's name), do you know this? <Show photos or materials that are associated with environmental conservation> ALT: Oh, I don't know it very well, but it seems to be related to the environment. JTE: <Involve students and ask questions> Do you know this? Could you tell (ALT's name) about this? ALT: Please tell me! ✖️ Introduce similar initiatives that are implemented in the ALT's country.			
5	Warm-Up	1 minute pair talk "What is important for the earth?"	
	1) Using the topics in the warm-up as a conversation starter, instruct students to talk about what is important for the earth in pairs. 2) Share what students talked about with the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.		Materials: Worksheet
[English script with JTE/ALT] JTE/ALT: What do you think? What is important for earth? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "What is important for the earth?" and "Why?". Okay? <Give sts about a minute> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <Pick a pair of sts> ✖️ Record what sts talk about on the board/ICT equipment and summarize the opinions that come up.			
3	Intro & Goal	Earth Day intro	
	1) Recap what students talked about during the warm-up and review some opinions. 2) JTE/ALT talk about Earth Day efforts. 3) Introduce the topic by throwing the question at the class during the conversation.		Materials: Photos/materials related to Earth Day ✖️ Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction with the ALT's country.
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: We have a lot of nice ideas. I especially like ... <Talk about JTE/ALT's opinions and/or experiences after hearing students' opinions> JTE: It's very interesting and important to think about the environment. (ALT's name), do you know the "Earth Day?" ALT: Oh, yes! I've heard about it before. How about you? Do you know the "Earth Day"? Do you know what day it is? <Throw questions at students and make a conversation> Yes, it's April 22nd. <Introduce Earth Day events with some photos/materials> JTE: Today, we're talking about "Earth Day" and make our original event plan. Let's think together.			
3	Let's think	Pair brainstorm "What can we do for an Earth Day event"	
	1) Tell students to talk about what they want to work on for Earth Day and initiatives they would like to start with brief reasons. 2) Have students write down their ideas on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		Materials: Worksheet
[English script with JTE/ALT] JTE: Now, let's think about "Earth Day". ALT: What can we do for the event? Please write down your ideas on the worksheet. Keywords are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Give students some time to share/exchange their opinions> JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	学級担任・ALT	教材・留意点
15	Research Time	Research Time
	1) 考えた内容をもとに、アースデイのイベントを企画する。 2) 意見がまとまったらグループで話し合い、まとめた資料を作ることを伝える。 3) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: Next, let's make a "Earth Day poster" with your event ideas. Please make groups. JTE: Please use your worksheet and share your event ideas in groups. ALT: After sharing the ideas, please make the project in the group. JTE: Please discuss in groups and make your original plan. Let's start!		
10	Let's share	Group share
	1) 自分の考えた内容をもとに、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's have a group presentation. What is your "Earth Day" program like? ALT: Please use your worksheet and think about how to share. Next, please make a presentation plan in the group. JTE: Okay? Let's practice the presentation in groups. Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスをする> JTE: Now, presentation time! Which group would like to go first? ※各グループで順に発表する。		
10	Reflect	Reflection worksheet
	1) 生徒から出たアースデイイベントの案を振り返り、気づいた点・面白いと感じた点など問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有し合う。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know... <生徒の企画の内容に触れて振り返る> JTE: Now, let's think about our actions. ALT: Please write down what you think from the presentations. Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT	Remarks
15	Research Time	Research Time
	1) Plan an Earth Day event, based on their ideas. 2) Once students have come up with their ideas, tell them to discuss in a group and create documents that summarize their ideas. 3) Have students write down what they have discussed in a group on the worksheet for group sharing	Materials: Worksheet
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: Next, let's make an "Earth Day poster" with your event ideas. Please make groups. JTE: Please use your worksheet and share your event ideas in groups. ALT: After sharing the ideas, please make the project in the group. JTE: Please discuss in groups and make your original plan. Let's start!		
10	Let's share	Group share
	1) Encourage students to exchange their opinions in a group based on their ideas. 2) Have students to write down what they have discussed in the group on the work sheet for group sharing	Materials: Worksheet
[English script with JTE/ALT] JTE: Now, let's have a group presentation. What is your "Earth Day" program like? ALT: Please use your worksheet and think about how to share. Next, please make a presentation plan in groups. JTE: Okay? Let's practice the presentation in groups. Let's start. ✖ While the student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Now, presentation time! Which group would like to go first? ✖Have each group give their presentation.		
10	Reflect	Reflection worksheet
	1) Recap students' ideas about Earth Day events and ask the class whether there is anything they found interesting or anything that they became aware of through the activity. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.	Materials: Worksheet
[English script with JTE/ALT] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know... <Recap and review students' plans> JTE: Now, let's think about our actions. ALT: Please write down what you think from the presentations. Let's start. ✖ Give students some time so that they can summarize their opinions. JTE: Any volunteers to share? ✖Pick a few students and have them share their opinions with the class if time allows.		
1	Closing	Goodbyes
	Greeting	Materials: Worksheet

Project 2 Let's plan the Earth Day event.

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk: What is important for earth?

My ideas

My friend's ideas


Let's Think: What can we do for the event?


Plans

Share ideas with your friends!

Group Project: Let's make "Earth Day poster".

My Action

BOL SDGs Lesson Plan		中学校-Project	Lesson 3
時間 50	テーマ: SDGs World Tour - 世界のSDGs -		関連する目標例: すべて 
	目標: 世界各国でのSDGsに向けた取り組みについて調べ、発表しよう。		
言語材料: What country would you like to research? / What is the interesting project in ... / They(We) have ... / They(We) encourage ... / We can see ...			
時間	学級担任・ALT		教材・留意点
3	Greeting & Small Talk	ALT's Introduction with SDGs	
1) あいさつをする。 2) ALTの出身国でのSDGs関連の取り組みについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: ALT出身国のSDGsに関連した資料・写真など ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国など絡めて紹介する。	
[英会話(スキット)の実演] JTE/ALT: Hello everyone! How are you? <基本的なあいさつ> JTE: (ALTの名前), we learned a lot of things about SDGs. ALT: Yes, especially, we learned things like environmental project and education. Today, I'd like to show you this. <ALTの出身国のSDGsに関連した資料を見せ、簡単に紹介する> JTE: Wow, they're (interesting). <生徒を巻き込んで尋ねる> Do you know this? ※Do you know this? / What do you think? など生徒に質問を投げかける。			
5	Warm-Up	1 minute pair talk "What country would you like to research?"	
1) ALTからの導入をきっかけとして、取り組みを調べてみたい国について理由とともにペアで話すよう指示する。 2) 生徒が話した内容を全体で共有する。 3) 生徒から出てきた表現などを取り上げ、以後のコミュニケーションのヒントとする。		教材: ワークシート	
[英会話(スキット)の実演] JTE/ALT: What do you think? What country would you like to research? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "What country would you like to research?" and "Why?". Okay? <生徒に一分間程度の時間を与える> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked? <任意のペアを指名する> ※生徒が話した内容を板書/ICT機器などで記録し、出てきた意見をまとめる。			
3	Intro & Goal	Research Intro	
1) ウォームアップで生徒が話した内容を振り返り、いくつかの意見を取り上げる。 2) JTEとALTでピックアップした国の取り組みについて話す。 3) 途中で生徒にも話題を投げかけ、題材の導入をする。		教材: 各国の取り組みに関連した資料・写真など ※生徒にとって分かりやすいもの、興味を引くものを選ぶ。ALTの出身地/出身国など絡めて紹介する。	
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: We have a lot of nice ideas. Personally, I'd like to research (任意の国) <生徒の話を受けて指導者の考えや経験を話す> JTE: It sounds very interesting! I'd like to ... <調査する国の例を挙げる> ALT: Nice! JTE: Today, we're doing research projects all over the world. Let's think together. ※学級全体である程度の調査対象やテーマを設定し、グループで分担するのもよい。			
3	Let's think	Pair brainstorm	
1) 選んだ国について関心を持ったこと、特色のある取り組みについて簡単な説明を考えるよう伝える。 2) 考えた内容をキーワードでワークシートにメモさせる。 3) 考えがまとまったらペアで話し合い、お互いの考えを聞いてメモを取る。 4) いくつかのペアを指名し、意見を全体で共有する。		教材: ワークシート	
[英会話(スキット)の実演] JTE: Now, let's start the research. First, please choose one country and project. ALT: Please think about "What goals are connected with the project". Please write down your ideas on the worksheet. Key words are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <意見を伝え合う時間を取る> JTE: Thank you for sharing. Any volunteers to share your ideas?			

BOL SDGs Lesson Plan		JH-Project	Lesson 3
Time 50	Theme: SDGs World Tour		SDGs : All 
	Goal: Research about efforts toward SDGs in each country across the world and make/give a presentation.		
Vocabulary: What country would you like to research? / What is the interesting project in ... / They(We) have ... / They(We) encourage ... / We can see ...			
Time	JTE·ALT		Remarks
3	Greeting & Small Talk	ALT's Introduction with SDGs	Materials: Photos/materials related to the SDGs in the ALT's home country Note: Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction in the ALT's country.
	1) Greeting 2) Talk about SDGs efforts in the ALT's country. 3) Introduce the topic by throwing the question at the class during the conversation.		
[English script with JTE/ALT] JTE/ALT: Hello everyone! How are you? <Basic Greeting > JTE: (ALT's name), we learned a lot of things about SDGs. ALT: Yes, especially, we learned things like environmental projects and education. Today, I'd like to show you this. <Show photos/materials that are associated with SDGs initiatives in the ALT's country and briefly introduce them > JTE: Wow, they're (interesting). <Involve students and ask questions > Do you know this? ※Throw questions (Do you know this? / What do you think? and others) at students.			
5	Warm-Up	1 minute pair talk "What country would you like to research?"	Materials: Worksheet
	1) Using the ALT's introduction (warm-up topics) as a conversation starter, instruct students to talk about what they want to research with brief reasons in pairs. 2) Share what students talked about in the class. 3) Pick up expressions that students used and use them as a hint to start a conversation later.		
[English script with JTE/ALT] JTE/ALT: What do you think? What country would you like to research? JTE: I'll give you one minute. Let's make pairs and ask each other. ALT: Let's talk about "What country would you like to research?" and "Why?". Okay? <Give sts about a minute.> JTE: Okay, time is up! Nice talk everyone! Could you share what you talked about? <Pick a pair of sts.> ※Record what sts talk about on the board/ICT equipment and summarize the opinions that come up.			
3	Intro & Goal	Research Intro	Materials: Photos/materials related to SDGs projects in the world ※Pick something that students know, easy to understand or something interesting/intriguing. Start the introduction with the ALT's country.
	1) Recap what students talked about during the warm-up and review some opinions. 2) JTE/ALT talk about certain country they choose. 3) Introduce the topic by throwing the question at the class during the conversation.		
[English script with JTE/ALT] JTE: Thank you for sharing. ALT: We have a lot of nice ideas. Personally, I'd like to research (country of ALT's choice) <Talk about JTE/ALT's opinions and/or experiences after hearing students' opinions > JTE: It sounds very interesting! I'd like to ... <give examples of countries to research > ALT: Nice! JTE: Today, we're doing research projects all over the world. Let's think together. ※It is ok to decide a theme or research target for the entire class, and then make groups, assign tasks to each group and let students work on their task as a group.			
3	Let's think	Pair brainstorm	Materials: Worksheet
	1) Tell students to come up with ideas to explain about interesting points and unique efforts in the country they chose. 2) Have students write down their ideas on their worksheet. 3) Once they have written down their ideas, ask students to make pairs and listen to each other's ideas and take notes. 4) Pick a few pairs and have them share their opinions.		
[English script with JTE/ALT] JTE: Now, let's start the research. First, please choose one country and project. ALT: Please think about "What goals are connected with the project". Please write down your ideas on the worksheet. Keywords are okay! JTE: When you finish writing down, please talk with your partner and share your opinions. <Give students some time to share/exchange their opinions > JTE: Thank you for sharing. Any volunteers to share your ideas?			

時間	学級担任・ALT	教材・留意点
15	Research Time	Research Time
	1) 考えた内容をもとに、選んだ国と取り組みについて掘り下げて調査するよう促す。 2) 意見がまとまったらグループで話し合い、まとめた資料を作ることを伝える。	教材: ワークシート
[英会話(スキット)の実演] JTE: Thank you for sharing. ALT: Next, let's research more. Please make groups. JTE: Please use your worksheet and share your ideas in groups. ALT: After sharing the ideas, please make the project in the group. You can choose one country in your group or introduce many countries from the members' ideas. JTE: Please discuss in groups and make your original presentation. Let's start!		
10	Let's share	Group share
	1) 自分の考えた内容をもとに、グループで意見交換をするよう促す。 2) 話し合った内容をグループ共有用ワークシートに記入させる。	教材: ワークシート
[英会話(スキット)の実演] JTE: Now, let's have a group presentation. What country and project did you choose? Please talk about what you thought about. ALT: Please use your worksheet and think about how to share in the class. Next, please make a presentation plan in a group. JTE: Okay? Let's practice the presentation in groups. Let's start. ※生徒が話している間は適宜机間指導を行う。 ALT: Nice presentation and talk! You can say ... <生徒に共通したつまづきのポイントなど、表現のアドバイスを> JTE: Now, presentation time! Which group would like to go first? ※各グループで順に発表する。		
10	Reflect	Reflection worksheet
	1) 生徒の発表内容を振り返り、気づいた点・面白いと感じた点など問いかける。 2) 自分の調べた内容やグループの話し合いをもとに実行していきたいことをワークシートにまとめるよう伝える。 3) 時間があれば共有しあう。	教材: ワークシート
[英会話(スキット)の実演] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know... <生徒の企画の内容に触れて振り返る> JTE: Now, let's think about our actions. ALT: Please write down what you think from the presentations. Let's start. ※生徒に考えをまとめさせる時間を取る。 JTE: Any volunteers to share? ※時間があれば数名の生徒を指名して全体で共有する。		
1	Closing	Goodbyes
	あいさつをする。	教材: なし

Time	JTE·ALT		Remarks
15	Research Time	Research Time	
	1) Encourage students to dig deeper and delve into the country and its efforts, based on their ideas. 2) Once students have come up with their ideas, tell them to discuss in a group and create documents that summarize their ideas.		Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Thank you for sharing. ALT: Next, let's research more. Please make groups. JTE: Please use your worksheet and share your ideas in groups. ALT: After sharing the ideas, please make the project in the group. You can choose one country in your group or introduce many countries from the members' ideas. JTE: Please discuss in groups and make your original presentation. Let's start!</p>			
10	Let's share	Group share	
	1) Encourage students to exchange their opinions in a group, based on their ideas. 2) Have students write down what they have discussed in the group on the worksheet for group sharing		Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Now, let's have a group presentation. What country and project did you choose? Please talk about what you thought about. ALT: Please use your worksheet and think about how to share in the class. Next, please make a presentation plan in a group. JTE: Okay? Let's talk and discuss in groups and make your group plan. Let's start. ※While the student is speaking, instruct the student at the desk appropriately. ALT: Nice presentation and talk! You can say ... <Give advice on expressions, such as commonly used words among students.> JTE: Now, presentation time! Which group would like to go first? ※Have each group give their presentation.</p>			
10	Reflect	Reflection worksheet	
	1) Recap students' presentations and ask the class whether there is anything they found interesting or anything that they became aware of through the activity. 2) Tell students to summarize what they want to (are going to) do based on their research and group discussion. 3) Share their ideas with the class if time allows.		Materials: Worksheet
<p>[English script with JTE/ALT] JTE: Nice presentation! ALT: Yes! Everyone had a variety of ideas. It was interesting to know... <Recap and review students' plans> JTE: Now, let's think about our actions. ALT: Please write down what you think from the presentations. Let's start. ※Give students some time so that they can summarize their opinions. JTE: Any volunteers to share? ※Pick a few students and have them share their opinions with the class if time allows.</p>			
1	Closing	Goodbyes	
	Greeting		Materials: Worksheet

Project 3 SDGs World Tour

Grade () Class () Number () Name ()

■ Goal ■ _____

One Minute Talk:

What country would you like to research?

My ideas

My friend's ideas

Let's Think: Country Research

Plans

Share ideas with your friends!

Group Project: Let's share projects in the world!

Country name _____

My Action

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