

# Hyogo Supports its Children in Becoming Independent and Rich in Spirit

▶ Cultivating their ability to carve a path into the future ◀



Hyogo mascot,  
Habatan



**1**  
Promoting Education that Cultivates  
“Zest for Life”

**2**  
Developing a Learning-Friendly Environment

**3**  
Promoting 100-year Lifetime Learning

\* The three fundamental principles of the Basic Education Plan

## Ideals We Encourage the Children to Strive to Become

1. A person who balances knowledge, morals and physical health and can independently make efforts to achieve his/her own dream or ambition through his/her 100-year lifetime
2. A person who loves their birthplace, and can help others as they contribute to the development of Hyogo and Japan in the future
3. A person with creativity and a spirit of coexistence who can, with a foundation based on Japan’s tradition and culture, be active both within and beyond Japan’s borders



– What we do to prevent COVID-19 infections –



- We will take infection prevention measures at schools by encouraging students to wash their hands, cover their mouth and nose when coughing, ventilate the rooms, and wear face masks.
- We will utilize ICT in classes regularly and create a system to grasp the lifestyle problems of children/students and support them while working with their families.

- We will take thorough infection prevention measures such as wearing face masks, ventilating the rooms, physical distancing, and washing hands when providing educational activities that have a higher risk of infection.
- We will accommodate children/students who suffer from psychological stress such as anxiety and fear of COVID-19.

- In cultivating Solid Academic Abilities, Rich Hearts and Healthy Bodies, we emphasize the connections and balance between different stages of education, starting with early childhood.
- We comprehensively cultivate children’s “Zest for Life” through career education designed to develop social and occupational independence, inclusive special needs education and other initiatives.



## Cultivating Solid Academic Abilities

### Enhancing Individual-oriented Instruction

#### *Elementary school 1-4*

In order for students to best obtain basic life skills and learning habits, classes are composed of 35 students.

#### *Elementary school 5-6*

The curriculum features the subject teacher system that utilizes subject-specific teachers allocated by the national government and exchange classes conducted by homeroom teachers.

#### *Junior high school 1-3*

Intensive instruction in accordance with the actual situations of the schools and students is provided by allowing each school to select either small group lessons or classrooms with 35 students (this can be applied only to one school grade).

### Utilizing Information & Communication Technology (ICT) in Education

By utilizing the ICT environment introduced in each school under the GIGA School Program and other projects, we will provide guidance for each subject more effectively and help students acquire information literacy that will be required in the future.



### Cultivating Information-utilization Ability

In line with the programming education that has been in place in elementary, junior high and high schools, we cultivate students’ foundations in information-utilization and information ethics via learning activities using ICT.

### Hyogo Assisted Learning Time

We help students obtain and improve basic academic abilities during classes and after school with the help of people in the community, while utilizing “Hyogo Collection of Instruction Cases for Learning Missteps” and handouts tailored to each student.

### Hyogo Research Project for Academic Improvement

In line with the new course of study, we will work on improving the classes to develop the students’ required qualities and abilities.

### Developing Attractive and Distinctive High Schools

The project “Inspire high school” aims to make prefectural high schools more attractive and distinctive. The project focuses on fields including science, mathematics, and technology education, international exchange, and artistic and cultural advancement.

### Promoting Hyogo-style “STEAM Education”

We implement educational programs focused on developing students’ unique imagination and creativity to design a new value based on comprehensive learning of Science, Technology, Engineering, Art, and Math. The “E” in Hyogo-style STEAM also includes English.



### Promoting International Exchange for High School Students

We promote international exchange online and in other forms and support study abroad activities and other programs so that high school students can gain an interest in other countries.

## Developing Healthy Bodies

### Improvement of Students’ Physical Abilities

We promote improvement in physical strength and athletic ability by introducing the “3 minutes P.E. video lessons for elementary schools” which teach the fun and know-how of sports and exercise

### Promoting Dietary Education

Each school promotes dietary education in cooperation with students’ homes and their local community. Please help them establish preferable eating habits at home too.



### Approach on Club Activities

We focus on instruction through communication so that students can develop interpersonal relationships and embrace their individuality. Also, to help prevent sports injuries, improve training efficiency and guarantee a balanced lifestyle, we have stipulated that clubs have a minimum of two “no-club rest days” a week.



## Enhancing Special Needs Education

In every school we guide and support each student who needs special support according to their educational needs in order to encourage their self-reliance and becoming working members of society.

### Promoting Career Education and Employment Support

We further promote employment support through the utilization of certifications related to job skills, such as building cleaning, coffee service, and PC skills, and instructional improvement supported by advisors from private enterprises or companies.



### Individual Education for Students with Special Needs

Elementary, junior high, and some high schools offer instruction in a separate classroom according to each student’s individual needs for those who require special education.

### Promoting Friendship and Collaborative Learning

We encourage both children with and without disabilities to work together to deepen their mutual understanding through inter-school friendship and collaborative learning between special needs education schools and elementary, junior and high schools. This will contribute to the students’ understanding of humanity.



### Improving the Schools’ Functions as Centers for Special Needs Education

With strong relations to other institutions and organizations, special needs schools play a central role in local communities. This includes the role of advisor for neighboring schools.



## Fostering Rich Hearts

### Utilizing Unique Materials on Hyogo's Attractions

We distribute this series of materials to all junior high school students to increase their appreciation for Hyogo Prefecture by introducing Hyogo's nature, industries, history, traditions, and famous people with concise explanations.

(Contents)

- I What kind of place is Hyogo?
- II Industries utilizing Hyogo's rich nature
- III The history of Hyogo
- IV Traditions passed down
- V Manufacturing in Hyogo
- VI Furusato Hyogo for the future

\* Available at some bookstores in the prefecture.



### Hyogo Edition of Moral Education

The "Moral Education Supplementary Readings" are used in students' moral education lessons to help them actively learn. These readings are intended to make a deep impression on students. They feature regional characteristics like famous people from Hyogo.



### Hyogo's Disaster Risk Reduction Education

In order to develop the ability to protect oneself from various natural disasters, we teach students how to acquire appropriate knowledge and skills, the ability to make decisions and take actions proactively, and the spirit of helping each other and volunteering.

## Hyogo-style "Career Education"

### 12 years of career education from elementary to high school

We provide Hyogo-style career education for 12 years from elementary to high school to help students achieve independence, play unique roles in society, and develop their own lifestyles for the future, based on the Hyogo Career Passport and Hyogo-style hands-on learning.

#### Main Goals

##### Elementary School

- Let's look at our strengths
- Let's think about greetings, promises and rules
- Let's think about our roles
- Let's look back on this year's efforts

##### Junior High School

- Let's look at ourselves
- Let's look at our futures
- Let's think about the point of learning
- Let's think about our future paths
- Let's think about connections between people

##### Senior High School

- Learn about ourselves
- Analyze what we want to learn
- Make interpersonal relationships
- Understand occupations through hands-on experience
- Design lifestyles
- Design senior high school life

Hyogo Career  
Passport

Elementary

Hyogo Career  
Passport

Junior High

Elementary



## Enrichment of Early Childhood Education

- We foster great sensibilities, expression, thinking abilities, and communication skills through play and everyday activities.
- Facilities for preschoolers will cooperate with parents/guardians to improve early childhood education.

### Applying the Parenting Booklet & Notebook "Sukusuku Hyogokko"

We created this material to help you deepen your understanding of preschoolers' development and how to communicate with your children. Please make good use of it.



## Hyogo-style "hands-on education"

Children can deeply look inside themselves and recognize their good points through their relationships with nature, society and people in their local community. We foster children's skills necessary for taking action with compassion for others and a positive attitude to find out and solve any problem.

### Elementary

#### Hands-on Environmental Projects

To help third year elementary school students study the importance of life, they will carry out hands-on environmental studies of cultivation and breeding within the region.



#### Nature Education Schools

Fifth year elementary school students will carry out a week-long study with a variety of hands-on activities within the natural environment to build understanding of man, nature and regional communities.

### Junior High

#### Exciting Orchestra Activities

Authentic classical concerts for first year junior high school students will be held at the Hyogo Performing Arts Center.



#### "Try-yaru Week"

Second year students in junior high schools and special needs schools, under the coordination of their school, family and community, will spend one week experiencing a variety of hands-on activities in natural areas and away from school.



### Special Needs Schools

#### Barrier-free Promotion Program

We promote students' participation in regional community events, friendship activities in their neighborhood and outdoor activities, in order to encourage their self-support.



### Senior High



#### Local Contribution Activities

Senior high school students' voluntary participation in local contribution activities will make them more conscious of their role in the community.



#### Internship Programs

Internships in industrial workplaces will be conducted for senior high school students to gain work experience.

# Developing a Learning-Friendly Environment



- Schools take a gestalt approach to bullying and non-attendance.
- Schools, homes and communities cooperate to create a total-society approach to promote education.

## Dealing with bullying and non-attendance

### Anti-Bullying Initiatives

Hyogo prefecture makes every effort to prevent, recognize and deal with the problem of bullying, based on Hyogo's fundamental policies on the matter. "Bullying-Busting Teams" have been organized at each school, in accordance with each school's bullying-prevention policy, to systematically tackle bullying.

### Prevention

We facilitate the enrichment of children's minds so that they value life and human rights throughout their school life and conduct counseling skill training for teachers. We empower student groups, and encourage an active student council and the formation of organizations that do not tolerate bullying.

### Early Recognition

- School counselors are arranged in order to establish a better school counseling system.
- We have established the Hyogokko bullying, corporal punishment, children's safety 24-hour counselling hotline, and social media counselling program to provide counselling over the phone, in person, or via social media, etc., to Hyogo's children and parents.

### Fast Action

- Every school tackles the issue systematically and swiftly using its Bullying-Busting Team.
- The School Issue Support Teams, consisting of school support experts, school counselors, and school social workers supply schools with professional and multifaceted support.



### Attendance Initiatives

- We are working towards creating more attractive schools through initiatives to prevent non-attendance, such as creating classes/groups and having appropriate involvement.
- We provide individual support at schools with the help of local supporters in the communities.
- While considering the students' circumstances, we support their social independence by cooperating with facilities such as education support centers (special guidance classrooms) and Tajima Yamabiko-no-Sato and using "guidelines for private facilities that support non-attenders."

## Our Requests to Guardians

We request cooperation so that the children can learn basic life skills and become independent and grow to have rich hearts.

### Greetings & manners

Are you teaching your children to say "hello" and "thank you" to people at home and in the community?

### Children's feelings

Are there any changes in your children's attitude towards friends or their everyday life?

### Healthy sleeping and breakfast

Are you teaching your children to sleep early, wake early, and eat breakfast every day?

### Home learning

Are you acknowledging your children's efforts and encouraging them so that they can complete the learning time that they decided?

### Rules for internet usage

Are you talking with your children and deciding rules for using smartphones, computers and other devices?

### Rapport with family

Are you talking with your children about stuff at school and learning, using the time before bed and eating with them?

### Helping at home

Have you decided what chores they can do everyday and have you delegated tasks?

### Dreams and goals

Have you talked to your children about dreams and goals?

### Reading habits

Are you helping your children develop reading habits by reading picture books to them and taking them to libraries?

### Hands-on activities

Are you making it easy for your children to experience lots of things by participating in community events and efforts?

## Our Requests to the Communities

We request that communities proactively participate in the education of children who will support our society's future.

### Community School Cooperative Activities

We request cooperation with school support activities (e.g., safety patrol for students on their way to school, disaster risk reduction, infectious disease prevention) and learning support and hands-on activities in the community (e.g., after-school supplemental learning, sports, cultural experience programs).

### School Safety Volunteers

To protect the safety of school and the roads to school, we ask for cooperation for watching over young students.

### Open Schools

We show classes and other everyday education activities at the school to the public to help people in the area feel close to school and the education system.

### Try-yaru Week

Junior high school students learn and develop their "Zest for Life" through proactively participating in various activities in the region and in nature. This experience is a valuable opportunity for them, which will be useful in the future. We request your cooperation with Try-yaru Week. (The period depends on each school.)

# Promoting 100-year Lifetime Learning

- We promote creation of an environment where each and every resident can expand their possibilities and live a fulfilling life.
- We promote creation of a "Do, See, Support" sports environment where people can have fun with sports and exercise for the entirety of their 100-year lives.



## Enrichment of Learning Facilities for Living Independently

### Enrichment of Social Education Facilities

We are planning the enrichment of social education facilities so they can be used more effectively by providing programs tailored to various learning needs.



## Creation of a "Do, See, Support" Sports Environment

### Promoting Competitive, Lifetime, and Para-Sports

We are promoting the creation of a society filled with vitality including economic and regional revitalization, realization of a coexistent society, and promotion of health. We are promoting facilities for sports for those with disabilities and increasing the level of competitive sports and also Sports Club 21 Hyogo for promoting familiarity with sports.