

2024

GIP PROGRAM

Primary School Program

Curriculum developed by Youth For Future

Curriculum operated by YouMeWe & Youth For Future



Youth For Future



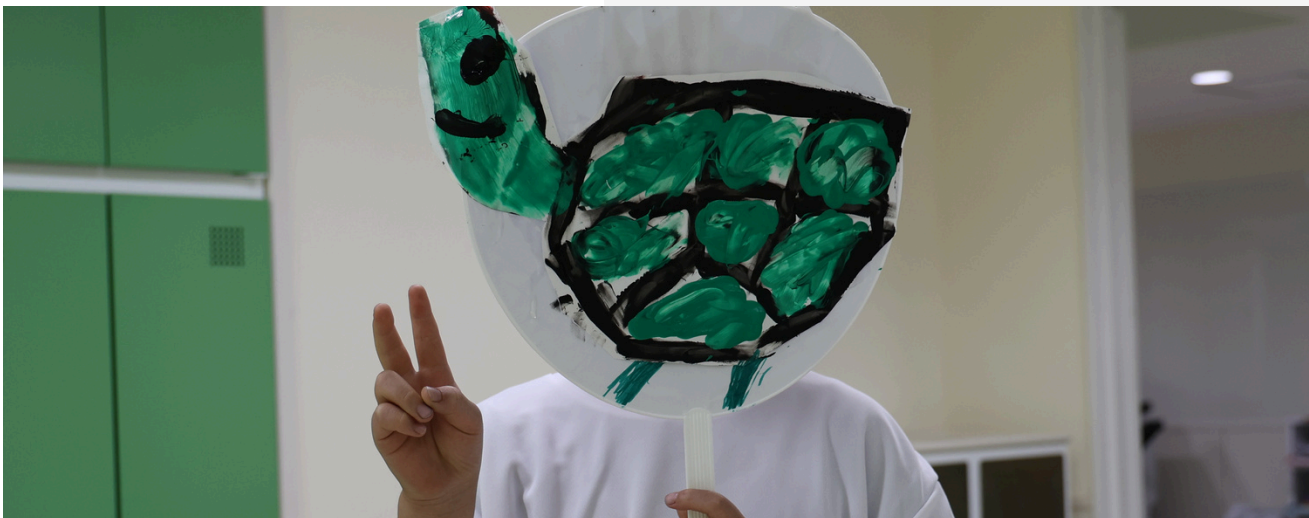
YouMeWe

Purpose & Vision

The Global International Perspectives (GIP) program is tailored to support elementary through high school students living in orphanages across Japan. This program is dedicated to equipping these children with the skills and knowledge needed to achieve full independence by the age of 18. There are two main shifts in Japan: the increasingly multicultural society and the rapid development in technology. The GIP program focuses on preparing students to thrive in this dynamic environment, allowing them to understand their own role and responsibility in the global society.

The program promotes a project-based learning approach, empowering children to take control of their own life journey, while exploring and working towards achieving their own interests and passions.

This document outlines the primary school segment of the GIP curriculum.



The 3 Pillars & Significance of GIP

The three pillars of the GIP program are structured to allow the children to be able to self-discover, adapt, and gain independence in Japan's rapidly increasing multicultural society and advancements in technology. Below are the three pillars with their descriptions and significance.

Pillar	Description	Significance
English Literacy	Students will develop the ability to understand and increase their English comprehension skills, having the ability to communicate confidently through simple sentence structure	Although results vary, it is said that only 2~8% of the Japanese population is bilingual, being proficient in English and Japanese. We believe that through increasing English literacy, this will allow children in orphanages to take advantage of this when job searching.
Global citizenship	Students will have the opportunity to learn and appreciate the different nationalities, cultures, and diversity present around the world, increasing their international mindedness. Through doing so, they will be able to understand their own responsibility within the global community, understanding their role in fostering a more connected and compassionate world.	Global citizenship is important for children in orphanages in Japan because it broadens their perspectives, helping them understand and navigate Japan's multicultural society and the global society when they become independent at the age of 18. It empowers them by fostering a sense of inclusion and responsibility in society, showing them the significance of them as an individual in shaping and impacting the society. This approach equips them with the skills and mindset needed to become independent, compassionate contributors to both their local and global communities.
Digital citizenship	Students will be equipped to navigate the online world safely, ethically, and effectively, using digital tools and resources responsibly.	Children in orphanages do not gain access to digital devices such as mobile phones until they are a high school student. Our aim is to equip them with digital literacy that will allow them to understand how to safely and responsibly navigate the digital society.

*In addition to these, the middle school and high school program feature a mentorship program that allows them to gain one-on-one specialized support to support their passion. Through experienced the primary program, students will be able to better understand where in society they want to take part in, with the mentorship program tailored for us to help them strive towards their passion.



Unit of Inquiry: Scope of Curriculum

Units of Inquiry serve as a way for students to explore various topics in different fields, helping them discover their passions and what they want to focus on as they move into middle and high school.

Unit of Inquiry	Description
Identity and Diversity	Encourage students to explore their own identities and appreciate the diversity within their community and the wider world, fostering respect, empathy, and an understanding of different perspectives.
Social Responsibility	Guide students in developing a strong sense of responsibility towards their local and global communities, emphasizing the importance of ethical behavior, community service, and making positive contributions to society.
Global Business Connections	Introduce students to the fundamentals of global commerce, helping them understand how businesses operate across different countries and how interconnected economies contribute to the global market.
Technology and Communication	Equip students with the skills to effectively communicate across cultures using technology, while promoting responsible and ethical use of digital tools in a globally connected world.
Cultures and Traditions	Foster an appreciation for the rich tapestry of global cultures, encouraging students to understand and respect different cultural practices, traditions, and values.
Global Education Systems	Engage students in comparing and contrasting educational systems around the world, while exploring issues of inequality and the importance of access to quality education for all children.

The Units of Inquiry are not only designed to allow children to explore various fields but also indirectly address the three pillars of the GIP program: English literacy, global citizenship, and digital citizenship.

Each semester will kick off with monthly subunits that help the children explore the unit of inquiry. After exploring various sub-units, each semester, the students will come up with their own final projects by choosing a section of the unit they have explored, either independently or collaboratively.



Program Timeline

The GIP Program is structured to run with two semesters each year: the spring semester and the fall semester. Each semester having a focus on a specific unit of inquiry (which can be viewed on page 7).

Month	Agenda
April	Semester 1 (monthly sub-unit #1) *Once in two months activity
May	Semester 1 (monthly sub-unit #2)
June	End of Semester Project *Once in two months activity
July	End of Semester Project
August	DAA Summer Camp (Celebration of Learning)
September	Semester 2 (monthly sub-unit #1)
October	Semester 2 (monthly sub-unit #2) *Once in two months activity
Novemeber	Semester 2 (monthly sub-unit #3)
December	End of Semester Project
January	End of Semester Project *Once in two months activity
February	End of Semester Project
March	Spring Camp (Celebration of Learning)

Table of Reference	
Once in two months activities	All orphanages who are getting taught the GIP program will come together for a fun activity that is relevant to the unit of inquiry being explored
Spring/Summer camps	fun annual camps that allow the children to show off their final projects to other students, sponsors, and volunteers to showcase their learning, alongside fun activities throughout the days of the camps.
Monthly sub-units	Each semester will kick off with monthly subunits that help the children explore the unit of inquiry.
End of semester project	Students choose a section of the unit they have explored to conduct an independent or collaborative project to showcase their learnings.



Summer/Spring Camps

Our summer/spring camps allow the children to present their final projects to other students, sponsors, and volunteers, showcasing their learning while also celebrating their efforts throughout the semester through fun activities that the children enjoy.

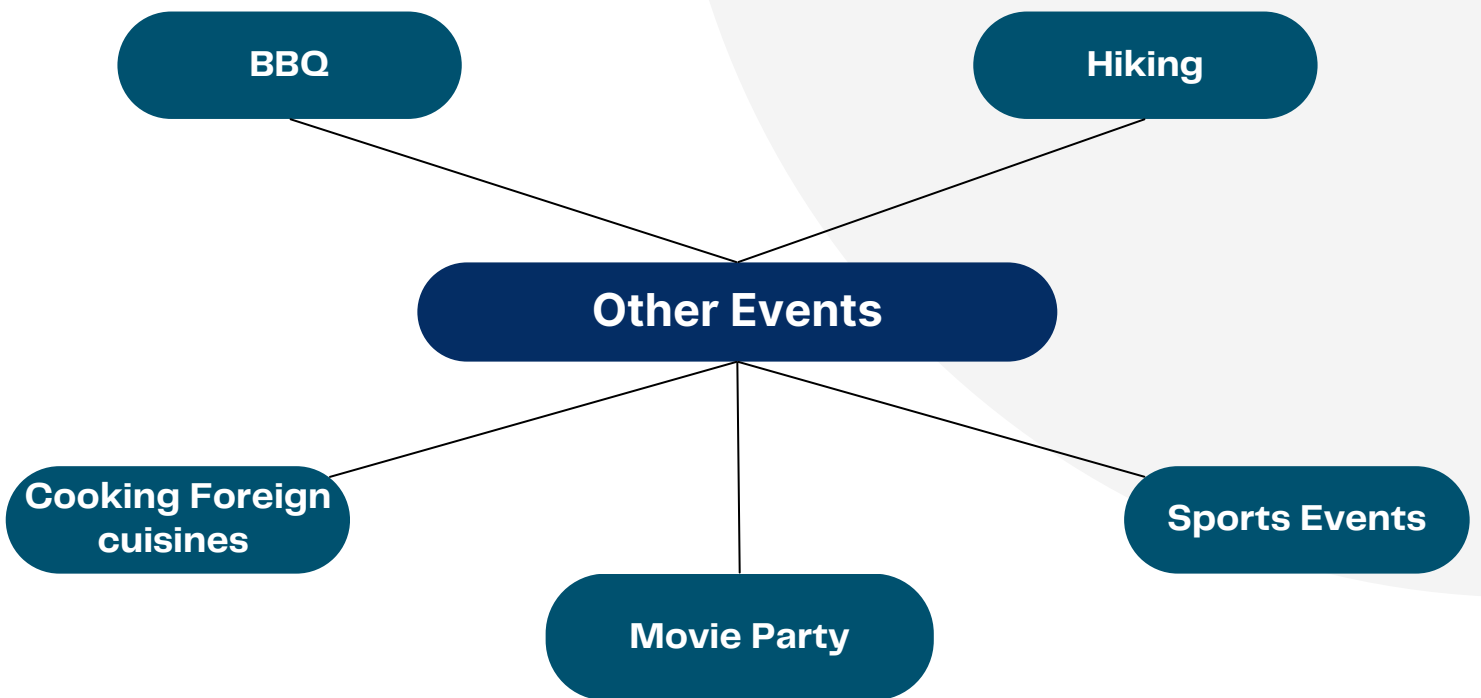
DAA Summer Camp 2024



Once in Two Month Activities

All orphanages who are getting taught the GIP program will come together for a fun activity once in two months. Events include sports such as futsal, hiking trips, BBQ events, and more.

Futsal with Amazon [2024 August]



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