

GIP Program: Primary School Program

Youth For Future & YouMeWe

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Curriculum developed by Youth For Future

Curriculum operated by YouMeWe & Youth For Future

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Purpose and 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 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, which officially launches in April 2025, with a mock unit starting in September 2024, at St. Francis Children's home.

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The 3 Pillars & Significance of GIP

The three pillar 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 and the descriptions for each one, as well as the significance which indicate the importance of each of the pillars of the Global Identity Program.

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*

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primary program, students will be able to understand their purpose and the mentorship program is tailored for us to help them strive towards their passion.

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). The

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)

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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.

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Units of Inquiry

Rather than directly teaching these areas of focus, students will explore various topics through units of inquiry, addressing these themes simultaneously.

Unit of Inquiry	Description
Identity and Diversity	<p>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.</p> <p>Sub-unit #1: Countries Line of inquiry: How are Countries Similar and Different From Each Other?</p> <p>Sub-unit #2: Cultures Line of inquiry: How are we Similar and Different From Others Around the World?</p> <p>Sub-unit #3: Social Norms Line of inquiry: How are Social Norms in Japan Similar to and Different from Countries Around the World?</p>
Social Responsibility	<p>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.</p>
Global Business Connections	<p>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.</p>
Technology and Communication	<p>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.</p>
Cultures and Traditions	<p>Foster an appreciation for the rich tapestry of global cultures, encouraging students to understand and respect different cultural practices, traditions, and values.</p>
Global Education Systems	<p>Engage students in comparing and contrasting educational</p>

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	systems around the world, while exploring issues of inequality and the importance of access to quality education for all children.
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