



Sapporo Odori High School

(Part-time, general course, and credit-based system high school)

The educational goal

Foster students who seek to achieve an objective, pursuit for a purpose in life, and make rich human relations.

Various styles of learning and versatile partnership (Guidebook page 6 & 7)

Learning not only from textbooks, not only at school – there is more than one learning style –

It goes without saying that learning basics in class is important. However, at Odori High School, we value learning through participating in various movements actually happening in the world and actually taking actions ourselves, in order to become “a person who can play an active role” in society.

Examples are shown below. Example 1) is an event in which every student participates. Examples 2) to 4) are optional experiences for students, and if they meet certain conditions, they could be counted for credits.

Example 1) Working on presentations – convey and take in their activities – [Presentation convention]

Odori High School is a school where students can experience wide-range learning through various classes, characteristic club activities, efforts linked with various groups outside the school, etc.

The presentation convention held every March is an event where students, teachers, and administrators present, share, and encourage each other about what they have learned or noticed in the past year, and enhance the learning culture of Odori High School.



Example 2) Multicultural coexistence and international understanding education – we promote education which cultivates a “tolerant mind” which recognizes others –

Students with various backgrounds, including ones who came or returned from abroad, are enrolled at Odori High School. We are trying to cultivate “a broad mind which can coexist with others” to respect each other when students meet people with different ways of thinking or values.

Odori High School is a member of UNESCO Associated Schools.

UNESCO Associated Schools are schools which practice principles shown in the Constitution of UNESCO. Our school was the very first high school in Hokkaido to be certified as a



UNESCO Associated School. Moreover, UNESCO Associated Schools promote ESD*, and our school is engaged in various classes and cultural exchange activities under the ESD principles.

***ESD: Education for Sustainable Development.** It is an education which cultivates a person who creates a sustainable society, valuing the connections between people, culture, nature, and society.



Example 3) Honeybee project – experience production to sales in a cross-curricular way –

This is an urban apiculture activity, utilizing our location next to the botanical garden, and a versatile hands-on study where classes, club activities, local residents, etc. can be flexibly involved.

The flow centering around classes is as follows. Students taking the “Craftwork” class create a honeybee comb frame → observe the state of bees in “Animal ecology” → students in the biology club and volunteers collect honey → in “Art” and “Calligraphy,” labels and packages are designed → sold at Autumn Fest, etc. → recipes are developed and submitted to High School Challenging Gourmet Contest → “media club” publicizes the series of events in school → sales

revenue will be used for the next year's development cost. Students can experience the operation of the primary to tertiary industry by being involved in these various situations. We also have a class about honeybees.

Moreover, Students who are deeply involved in the project will participate in the Honey Festival and the Beekeeping Summit. In the activities of 'Yugo' club, they conveyed the technology of their developed eco wrap (beeswax wrap film) to the social welfare corporation *Kusanomikai*, and the sales contribute to the income for disabled people and are partially donated to UNICEF.



校舎屋上で内検



はちみつを使用した開発商品



オータムフェスト



商品の準備



つながる市

Example 4) School and society integration course – learn together with adults –

This is a course in which school education and social education are merged and high school students and the general public learn together. In the classrooms of Odori High School, “Sapporo Citizen College” of the Sapporo City Lifelong Learning Center (Chieria) is held. One course lasts 15 weeks, and students can gain 1 credit by studying in the course. Various courses are held in both the first half and the second half of the year. (The following shows examples of courses held in FY2025.)

Communicating with visually impaired people /Calligraphy pen /Core Training /Excel /Rough Sketch /Classical guitar /Tai Chi /Honey bees and Sapporo /Italian language and culture /Sign language, etc.



目の不自由な方とのコミュニケーション



筆ペン



体幹トレーニング



エクセル



デッサン



はじめてのクラシックギター



太極拳



ミツパチがつくるサッポロ



イタリア語と文化



手話

Career education (career exploration study) at Odori High School and the career paths

(Guidebook page 8~9)

Education at Odori High School – let’s think about how “the independent member of society” which suits you should be, through career education! –

Career education is to “encourage career development through cultivating capability and attitude which will be a necessary foundation towards each individual’s social and professional independence.” How students can be socially and professionally independent should be considered by the students themselves. In order to think for themselves, in addition to understanding themselves, the key is to build up knowledge through their experiences (=career exploration study) about “the present and future” of the actual world by acting spontaneously; e.g., participating in social activities, working at workplaces, hearing from professionals. After such a build-up, your own image of “independence” will emerge.

*At Odori High School, under the school education goals, each student can work on creating the foundation towards his or her own future “independence” by combining class activities, special activities, activities outside the school, etc.

Activities to explore the area, society, and people (comprehensive exploratory time)

DORI-time (1st to 4th year)

The students enhance the capability to convey their thoughts to others presentation skills as well as facing themselves and school with the theme “to live while valuing yourself.”

Career planning (first half of the 1st year, second half of the 2nd year)

The students deepen self-understanding and learn what is necessary to relate to others in the first year. Through internships, the students deepen their ideas about their future in the second year.



じぶん新聞

Activities outside school where you can learn from people in the local area and society

Career exploration (school-designated courses): participate in experiential activities related to career exploration (collaborative_projects with organizations outside the school).

- School-to-school partnership programs including “Food and agriculture experience program.”
- Short-term program including “Childcare support volunteer.”

OJT (school-designated courses, On-the-job-training): cultivate professional view and labor view through employed labor by practical business (part-time job, etc.)



学校間連携プログラム (アニマドーレ)

Career exploration study – we promote education that values working and helping society as a life plan – (Guidebook page 9)



短期型プログラム (あそびば桑園)

With the goal of nurturing students who can live strongly in society we strive for fostering their ability to think and make decisions for themselves about social contribution after graduating high school.



実務代替 (OJT)

< Career exploration seminar >

This is a program in which all 1st year students from Sapporo's municipal high schools gather and listen to the lectures and advice from people who are active and chasing their dreams in society, and discuss their dreams with each other. We hold this seminar every year for all new students, hoping that the enrolled students will gain ability to think strongly about "their future" and vitalize the city of Sapporo.



進路探究セミナー

< Internship >

With the cooperation of about 80 businesses in Sapporo, students will think about "the meaning and role of working" through their experiential activities. 2nd year students participate, and report what they learned through their experiences, using PowerPoint.



インターンシップ

We also secure a place for career exploration study under "multi-stage inclusive partnership," which is a triangular partnership among welfare-related employment experts, companies, and the school

Three parties, including Odori High School, external experts (welfare-related employment coordinators), and companies from a cooperative relationship called a "multi-stage inclusive partnership." Companies cooperate with the school so that various students can experience practical working outside school. They can go through information sessions at school, company tours, working experiences, internships, job trainings, part-time jobs, and paths for future employment. The coordinator supports students personally both at school and in the workplace. Multiple options are provided so that the students can learn comfortably, and will be conducted with consultation, customized for the individual characteristics of each student.