

# Application for Participation

## *Associated Schools Project (ASP) for Promoting International Education*

### Outline of the way the Project(s) will be implemented in the institution

(please use extra sheets if necessary)

#### Description of the Project (プロジェクトの概説)

In this school, with help of the local facilities and cultures, community-based educational activities are being implemented. In addition, in order to create a sustainable society and promote education, the research team for the year 2012 created, "We Love Hatcho" project, to enable students to talk about their hometown eagerly and cultivate pride in themselves and their schoolmates. We can understand what the ancestors in this area thought and did by learning about Hatcho: the history, the culture and the people with the aim of instilling community pride.

In order to ensure the promotion of ESD, we remade the curriculum from the viewpoint of ESD. We made an ESD calendar putting the local facilities and cultures to account in all subjects, especially Life Environment Studies and the Period for Integrated Studies in all grades. It is believed that if the activities based on the ESD calendar in each grade are continually conducted, the children would recognized relationships with other people, the society, and the environment and respect the relationships.

#### Objectives of the Project (プロジェクトの目的)

We think that ESD is the education that can make the children deepen understanding of the relationships with the local culture and the people living in the region, and that can nurture leaders to foster a sustainable society. Hatcho Elementary School aims to develop four kinds of activities with their respectable objectives:

##### (1) Activities to involve local history and culture

By deepening comprehension and understanding of local history and culture, the children respect their connections with the area, and live as a member of the area.

- Studies of the Thanksgiving Festival and *Oni* (goblin) Festival of Akumi Sinmei Shrine and *Gion* Festival of Yoshida Shrine, and participation in the festivals.
- Study of Toyohashi Fude (a writing brush) and experience of making it.

##### (2) Activities to know the facilities in the region

The children know about this area, think what they can do for it, work for it and love it.

- Exploration of Toyohashi Park
- Visit to Yoshida Castle, The Orthodox Church, Toyohashi City Hall, Toyohashi Town Hall, etc.
- Visit to the welfare facility and welfare experience

##### (3) Activities to involve people in the community

The children have regard for others through interacting the people living in the region

- Participation in "The Activity to beautify Hatcho-Street with flowers"
- Exchange activities with the old people in the region
- Investigation into the shops and farmers in this area, and work experience
- Learning from the old people; the old days, the old play, the war experiences and so on

##### (4) Activities linked to events, etc.

The children foster the importance on involvement and connections with people by showing the result of the educational activities to parents/guardians and local residents.

- Sports day, School play, Exhibition of Arts and Crafts, Classroom visitation, Open school, Hatcho Festival

## Execution (プロジェクトの実施)

(e.g. through a specially designed course, through an existing course(s) or as an extracurricular activity)

The school is 140 years old and located at downtown in Toyohashi. The National Route 1 goes through this area, Hatcho. Hatcho also has historical and cultural places nearby, such as; Yoshida Castle, Toyohashi Park, Toyohashi Town Hall, the City Hall, the Art Museum, and an athletics field.

In this kind of environment, the children can learn about the region they live in, be able to form their own opinions and talk about them and eventually come to love Hatcho more.

Therefore, to be able to achieve these objectives, activities are promoted by creating an ESD calendar for the following.

- The educational activities related to the region are set in all grades.

(Learning in the region → Learning the region → Living in the region)

- We utilize the regional potential not only in Life Environment Studies and the Period for Integrated Studies, but also many other subjects.

<ESD calendar for utilizing the regional potential>

	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
1st				Exploration in Toyohashi Park			Play in fall with old people	Making rice cake with old people		Play in old days with old people		
2nd										Making "Hatcho Map"		
3rd	Learning about Hatcho	Visiting and learning about the shops in Hatcho						The work experience on the farm			Learning life in old days from old people	
4th				Visiting the fire station	Learning disaster prevention			Making Toyohashi Fude (a writing brush)				
5th		Flower beatification of Hatcho	Learning social welfare and visit the welfare facility									
6th				Story about the war by old people	Let's introduce the goodness of Hatcho					Learning about <i>Gion Festival</i> and <i>Oni Festival</i>	Visiting the Art Museum	
		Rediscovering our town Hatcho –Learning from old people–										
all		Story about dreams for the future by a senior	Participation in <i>Gion Festival</i>	Making garden lantern for <i>Akumi Shrine</i>	<i>Furusai</i> Meeting -Inviting old people-			Participation in <i>Hatcho Festival</i>			Participation in <i>Oni Festival</i>	

### (1) Activities to involve local history and culture

*Oni* (goblin) Festival (The nation's designated significant intangible folklore cultural assets) is a traditional event in the area. Many residents participate in the festival. The children also participate in *kagura* sacred music and dance to succeed to the tradition. They need a lot of practice.

All students at the school go to *Akumi Kanbe* Shrine to see their friends dancing and playing the instrument, and pick up *tankiri-ame* (a candy made with flour) thrown by them. They say eating *tankiri-ame* can help people not get sick.



### Oni Festival

*Iwato-no-mai* (Iwato *kagura* sacred dance)  
-the fifth and sixth graders-



**Making Toyohashi *Fude* (a writing brush)**

-the fourth graders-

The 4<sup>th</sup> graders learn the history of Toyohashi *Fude* from a traditional craft man living in the area.

### ***Tezutsu Hanabi* (arm-held fireworks) of *Gion* Festival**

-the sixth graders-

The 6<sup>th</sup> graders learn the history of *Gion* Festival from the people supporting.



## **(2) Activities to know the facilities in the region**



**Exploration in Toyohashi Park**

-the first graders-



**Work experience on the farm**

-the third graders-

The first graders explore in Toyohashi Park in Life Environment Study to learn the basics of hometown study. The park has a lot of teaching benefits for all graders.

The third graders visit a farm in the area and get work experience there. They learn difficulties and pleasures of work through the experience.

## **(3) Activities to involve the community**

The students participate in the flower beautification of the Hatcho area and invite the seniors in the area to school. A lot of people help and support the students. They become friends and use their names when talking.

## **(4) Activities linked to events, etc.**



### **Flower beautification of Hatcho**

- the fifth and sixth graders-



### **With seniors -six graders-**

Around the Respect-for-Aged Day, we hold "Fureai Meeting" inviting about 50 seniors from the area to school and have a great time together.

## Type of materials to be used (使用する教材)

*“Elementary School Career Education Guide”*

*Ministry of Education, Culture, Sports, Science and Technology 2010*

*“Shining Toyohashi” Toyohashi Board of Education 2010*

*“A voyage to find and fulfill a dream: Note” Aichi Prefecture Board of Education 2012*

*“Toyohashi Oni(goblin) Festival” Toyohashi Oni Festival Preservation Society 2012*

*“Records of the culture and geography of a province for the children in Hatcho”*

*Hatcho Elementary School 1984*

## Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes? (プロジェクトに対する生徒の理解と姿勢の評価方法)

Evaluation of a child's understanding and attitude is done as follows:

- The children's understanding is evaluated as a result of the different activities conducted to convey their grasp on the different subjects by soliciting their own summary or opinions.
- As a summary of learning and activities, classroom visitations, exhibitions, presentations and the like are observed, evaluated in terms of their motivation and attitude.

Along with the above assessment, the following are further conducted to enhance ESD activities

- A questionnaire after each activity and a survey in December about improving education in school are given out to find out the effectiveness of “effectiveness of community learning”, “consciousness of love and pride for the community” and the like.
- The results are presented to the board of school trustees to get advice, three times a year.
- The ESD calendar is reviewed yearly and specific activities related to community learning are duly improved.

*On behalf of my institution, I apply for participation in the UNESCO Associated Schools Project and give the assurance that this institution will make an active contribution to the Project, as outlined above, for a minimum period of two years. At the end of every year, I shall submit a report of the Project to the ASP National Co-ordinator of my country.*

(本学校を代表して、ユネスコASPの参加申請をし、少なくとも2年間は上記概要にそってASPに貢献する活動を行うことを確約します。また、毎年ASPコーディネーター(※日本の場合は日本ユネスコ国内委員会)に活動のレポートを提出します。)

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Date (日付)

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Principal's name (校長名 (※直筆))

Position, (役職) Principal

Institution's name (学校名) Hatcho Elementary School