

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

Outline of the way the ASP implementation at Matsuba Elementary School

(please use extra sheets if necessary)

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

The number of three-generation families is high around this school. Most of the local residents have graduated from this school; as such, there is a sense of shared pride in the community and residents participate in school activities as readily as students do.

Matsuba Elementary School received study permission for "home training" from the Toyohashi Board of Education's Community Program Planning Committee. This committee was created to revitalize young people's interest in historical and traditionally important customs in the area, all based on the theme "link together".

Through a period of three years, was announced our practical study in October 2013.

Under these flow, when toward the point of view to education for sustainable development, Similarly, continued efforts to connect with family and community and school, so far to develop. That means we thought have regional love, to be able to nurture their children that can contribute in the near future region.

Objectives of the Project (プロジェクトの目的)

To deepen the learning connection for industry and nature, culture, climate, and people of the school district, cultivate regional love, this project will promote the education to nurture the leaders of the society of the future.

(1) Children relate with local

In each grade, to strengthen the relationship with the school district, and each unit in the concept of class, a practice that fosters regional love.

There are "go to school districts" as districts explore, and such as instructor to ask the people of the school district, "related" initiatives with the human resources in the region. In addition, "to taste, to experience" By, some of them can touch the way of life of the people, or to realize the goodness of local business.

(2) Child lead with parent

Taking advantage of the locality home who is self-employed, such as shops and offices, the more you want to feel the attitude to work of the a familiar adult children.

In this area, residents are exemplars. Children can be exposed to the way of life of the these adults. Then, while pride to the local community, children are nurtured a dream, a hope for the future.

Main Initiatives : ○ Welcome senior ○ Career experience

(3) Relationship between child and child

Wave of the low fertility are flocking to this school district. And they now specialize in mobile phones and personal computers, and they will not play outside, children have been increased solo play. It has become weak may communicate with people therefore.

So, we incorporate vertically divided group activities. To create a scene or place for children to interact beyond the age, and to nurture compassion and joy associated with people, along with the improvement of the communication skills. , we want to make children discover the good points of local with thier friends.

Main Initiatives : ○Divided group activities ○“Nakayoshi” festival

(4) Relationship between parent and parent

Child Similarly, isolation of the parents are also worried about. By having a place where parents and parents and hand in hand, or thinking of raising children, and to act together, parents themselves feel the connection and merits of the region, also the child of others as well as my child can be a hazard.。

Main Initiatives : ○Matsuba “IDOBATA” meeting

(5) Region will relate the school

Based on the idea of "Children treasure of the region", Regional movement voluntarily held emergency drills, summer festival, bazaar of winter, they are familiar with the school district. We believe children participate actively, strengthen the awareness of as a member of the local and regional love, and nurture the mind Ru get moving as a member of the school district.

Main Initiatives : ○Emergency drills ○“Waku Waku” summer holiday
○ Friendship bazaar

Execution (プロジェクトの実施)

(e.g. collectively through specially planned courses, through an existing courses and as extracurricular activities)

This Matsuba elementary school district is a treasure trove of the rich learning for children. First, in the cultural, cultural heritage center, the future children hall are located in the center of the school district. Also, Toyohashi City Hall, Toyohashi City Museum and Art Hall “PLAT”, public facilities for learning government, education, culture, and art are adjacent to each other. Walking the school district, there are shops and offices that follow from Toyohashi Station lined. A lot of self-employed around the school district, and we can see directly the people who work there.

As for the natural environment, on the west side of the school district, first-class river "Toyo river" is flowing. As well as agricultural water and drinking water, as an important waterway for transporting raw silk and wood of the the upstream, the river, supported the industry in this school district in the old days. Wave of the modernization came, is changing and the residential area now, but landscape of a

bygone era full of human touch is left in everywhere today. In this way, industry, culture, nature, history is condensed this school district. However, it is not possible to talk without the think of the people who love a local and live in Matsuba school district respect the culture of the bygone era.

Children will realize initiatives such as the following, the splendor of the Matsuba school district.

	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
1 grade												
2 grade	The school district exploration											
3 grade		Occupation studied around the school district				Shopping district studied				Factory tour of the school district		
4 grade		Research of Toyo river			Inviting the people of the school district in half coming-of-age ceremony							
5 grade	Rice farming	Rice planting			Harvesting, threshing		Outdoor activity		festival of harvesting			
6 grade		School district disaster prevention		School district disaster prevention activities		To learn about War and Peace						
Events			School health committee meeting							School health committee meeting		
	“Nakayoshi” Festival			“WakuWaku” summer holiday				Friendship bazaar				
	“IDOBATA” meeting					“IDOBATA” meeting			“IDOBATA” meeting			
Committee	Continuation of vertically divided activities											

(1) Children relate with local Life environmental studies ・ Global learning”

we worked according to the developmental stage of the child in each grade, the unit learning foster regional love

1 grade Activities of knowing their family

2 grade 3 grade Activities of knowing the school district through the school district exploration, exploration in the town

4 grade Activities know the nature of the school districts and the research activities such as the Toyo river

5 grade Activities to learn the profession and rice farming, activities and professions know the people of the school district

6 grade Children hear the experiences of the war and war ruins tour. Activities knowing the history of the school district



Exploration in the town "Asa Ichi" morning market



Rice farming "rice harvesting"

- (2) Child lead with parent "Welcome senior"
 Children learn way of life from adults of school district, it became a place where can think about their own future, or dreams. Listen to the story of the work of local people together in parent and child, as well as local love, family conversation and interaction between parents and children has increased



"Welcome senior" tennis coach

- (3) Relationship between child and child
 "Nakayoshi" festival

The school attaches great importance to the activities of vertically divided team that is made up of children from 1 graders to 6 graders. Throughout the year, in the vertically divided group, they are working to plan activities and play.



"Nakayoshi" festival

In particular, Nakayoshi Festival is the main event. and they walk to "Toyo river" in the vertically divided group, enjoyed alternating current in molding sand and clam take. Through interaction, relate between children have spread in the area.

- (4) Relationship between parent and parent
 Matsuba "IDOBATA" meeting

Parent and the parent, become as fellow sitting in a circle of the same child-rearing, and they committed to exchange views on child-rearing. It can say that the parent and the parent will relate, community relations is strong, adults also raised regional love.



Matsuba "IDOBATA" meeting

(5) Region will relate the school “Disaster drills”

Disaster prevention training began in 2002. In preparation for the Invades of tsunami and the upcoming big earthquake, residents' association plays a central role, local residents will be united, think about disaster prevention school district, it is taking action.

In case of emergency, the school becomes a refuge, but as a member of the local, children of upper grades had built up learning that it let us to contribute actively



“Disaster drills”

Besides that there are “Waku Waku” summer holiday and Friendship bazaar.

Type of materials to be used (使用する教材)

- 「小学校 キャリア教育の手引き」文部科学省 2010
- 「かがやくとよはし」平成23年4月1日発行 豊橋市立小学校社会科副読本研修委員会発行 豊橋市教育委員会
- 社会科副読本「まっば」昭和62年3月発行 豊橋市立松葉小学校

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)

- In the course of a normal dayteachers, to observe the attitude of the children, attitude. In addition, it is possible to evaluate student records, the description of the life diary, it is irregular, to issue a class news, to ascertain the response from parents.
- Observe the appearance of children of practice presentation and classroom visitations as a summary of the activities and learning, to be evaluated
- Conducted a survey of teachers and children and parents targeted for the evaluation of school events and after "questionnaire", we will verify the results of the "promotion of educational activities that walk with community."

On behalf of my institution, I am applying for participation in the UNESCO Associated Schools Project and give the assurance that this institution will make an active contribution to it, as outlined above, for the minimum of two years. At the end of each year, I shall submit a progress report 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。)

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職) Principal

Institution's name (学校名)

Matsuba Elementary School