

Application for Participation

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

"Our town Matsuyama"

~We love Matsuyama, Our town Matsuyama, Keep Matsuyama~

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

(please use extra sheets if necessary)

Description of the Project:

This school has practiced the educational activities which aim at bringing up children who love and value the area. For example, making them feel connected with some parks in the areas such as "Matsuyama Park."

In 2008, students who had questions in how the parks are always kept beautiful, through their life environmental studies, learned about the people of the school district and city office that carry out park cleaning. Then they also joined in cleaning up some parks with the elder people in the school district.

In 2011, students noticed the merit of the parks of the area because they often play in the parks. After that, they introduced the importance of the parks to the other grades with their own TV program called "Matsuyama news station" and also through handmade posters. Moreover, they went to other nearby parks to help people in the area plant flowers and clean up the parks.

In order to connect this to ESD, we decided to improve the old curriculum and practice some activities in which students send information to the school district in from their life environmental studies.

We think that we can bring up children who notice the merit of the area and will love the area for years to come.

Objectives of the Project:

We start our practice for ESD with environmental preservation of the area. This is because many parks which people value and keep are located in the Matsuyama school district. It is also because the children have studied the importance of loving the surrounding area and built a relationship with the people in the neighborhood by starting to play in the parks themselves. In addition, 530 cleaning movements, recycling activities, and the flower full movement have been continued by all the children to the present time. We would like to raise children who try to keep the environment of the Matsuyama school district with people of the neighborhood.

We celebrated our 100th anniversary in 2011. The families that have had three generations of parents and children that have gone to Matsuyama elementary school have also increased in number. There are many homes which take pride in living in the Matsuyama school district. They all feel that they want to protect the Matsuyama school district together.

Therefore, in this school, the following targets are addressed using the following four activities:

- (1) Life environmental studies "Let's go! We love our parks"
 - Bring up children who realize the value of the parks and who have an attachment for the area while working together with friends using the parks as teaching materials for life environmental studies.
- (2) All the school activities such as "530 cleaning movement" and "recycling activities"
 - Aim at improvement of consciousness for the environmental beautification and the recycling of resources.
- (3) "Flower full movement" (Giving flowers to the people who take care of the students in the school district.)
 - Aim at building close relationship between the students and the people in the area as well as making the school district full of flowers so that the students have an attachment to the area.
- (4) Activities related with school events
 - Bring up children who have an attachment to the area and make a point of establishing human relationships through both the activities in which all the students, teachers, the school staff, parents, and people living in the area work together and the opportunities in which the students can announce the results of those activities.

Execution:

We start our practice for the ESD with environmental preservation. We believe that we can appreciate development of character, the autonomous heart, judgment, a sense of responsibility but also humans who respect relations with others. They are the children who will keep supporting and sustaining society.

- (1) Life environmental studies in 1st grade "Let's go! We love our parks"
 - Activities in which the students love the parks more and more by going to the parks to play consistently.
 - Activities in which each student accumulates what he/she feels and thinks (making his/her own book to write on) and make his/her own ideas certain.
 - Activities in which the students tell their ideas to each other and connect with one another.
- (2) All the school activities such as "530 cleaning movement" and "recycling activities"
 - "530 cleaning movement" where the Environment Committee takes the lead. This is the activity held two times every year. All the students are divided into groups in which all the grades are mixed. They clean parks, and shrines as well as the roads around the school. These are areas that are hard to clean at daily cleaning time
 - Resource recycling activities, such as "Aluminum can collection" and "PET bottle cap collection"

Three other resource recycling activities are held a year by PTA.
- (3) "Flower full movement" is the activity giving flowers to the people who take care of the students in the school district.
 - All the students cultivate the flowers with their peers following the horticulture committee's lead.
 - The flowers with words of gratitude from the higher grade levels are given to the people who always take care of the students in the area, such as "the child's rescue house" and the president

of neighborhood council who watches over the students when they come to school and go home from school every day.

(4) Activities related with the school events

- Class observation day Free visit - Sunday class
- Sports Festival within Matsuyama elementary school district - School plays
- Matsuyama festival - Work exhibition during summer vacation
- Exhibition of calligraphy and science sketches Greeting movement
- Reading and telling volunteers - Library volunteers

○Program of ESD Activities to promote

Month	4	5	6	7	9	10	11	12	1	2	3
Life environmental studies	Let's go! We love our parks		Let's go! We love our parks	Let's go! We love our parks		Let's go! We love our parks	Let's go! We love our parks				
Environmental activities		530 cleaning movement		Resource recycling	Resource recycling		530 cleaning movement			Resource recycling	
All the school activities						Flower full movement	Flower full movement				
All year round activities	Aluminum can collection →										
	PET bottle cap collection →										

(1) Life environmental studies in 1st grade



"Let's go! We love our parks"



○Students go to the parks often and play with friends.



○Students exchange ideas with friends.



○Students clean the parks with their elders.

(2) All the school activities such as "530 cleaning movement" and "Recycling activities."



○530 cleaning movement around school.



○Students separating garbage in 530 cleaning movement.



○Environment Committee takes the leading part in Aluminum can collection



○PET bottle caps collected in a box in each homeroom class.

(3) "Flower full movement" giving flowers to the people who take care of the students.



○Students are preparing the flowers with the horticulture committee's lead.



○Students are watering with their hearts.

Type of materials to be used

Keirinkan 「Seikatsu」

Kobun-shoin 「Seikatsu Zukan」 Shizen to Asobo (Shizen)

Kobun-shoin 「Seikatsu Zukan」 Tsukutte Asobo (Kousaku)

Seishinsya 「Wakkuwaku Zukan」 Syokubutsu Hakase

Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes?

Students are evaluated by teachers' observation during the activities or by the description on the reflection card. Moreover the following evaluations are taken.

- The students' attitudes are evaluated by observing the discussions and "3 minutes diary" which is written during the last homeroom time every day.
- Grasp the result of the various activities from the conclusions and comments of the children after the activities.

With the above-mentioned evaluation, we have some evaluations from the area through school advisory councillors and from the questionnaires filled out by the parents, teachers and the students. We use the evaluations to check our ESD activity program in order to treasure the students who love the area and keep living in the area.

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。)

28/ 1 2013

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職) Principal

Institution's name (学校名)

Toyohashi municipal MATSUYAMA elementary school