

Application for Participation

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

人々の生活や地域文化・環境を守り続ける生徒の育成
～ボランティア活動や地域住民との交流を通して～

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

(please use extra sheets if necessary)

Description of the Project

The history of our volunteer activities started 20 years ago. On July 12th 1993, a big earthquake and tsunami hit Okushiri Island in Hokkaido. The island was badly destroyed. This disaster inspired a second grade junior high school student to do something. She gave a speech, “let’s do something all junior high students can do”. Her speech helped start the first volunteer activity in November 1994. We started collecting aluminum cans to donate. All the students got involved with this activity. Hojo Junior High School’s volunteer activity started like this and it’s still going on. Volunteering is one of the most important things for the students.

The definition of “volunteer” is to do jobs willingly without pay. Therefore, volunteering is not giving, but “learning and growing together”. Through the volunteer activities, we would like to increase the sense of connection with society and understand each other.

Today, many people are concerned with volunteer activities. Also People have different values. Therefore, volunteer activities are no longer “special activities few people do” but “activities anybody can do”. We think that these activities are “voluntary activities for society and local community”. Through volunteering activities, we would like to motivate students to take part in local welfare.

Also, in our town, we have Ningyo Joruri, a traditional local performance art involving puppets. At our school, we have the Ningyo Joruri Club to pass it on to the next generation. We also have lectures on Ningyo Joruri for seventh graders. Some students also learn about it in lectures at Hojo school festivals.

Every year, students clean the Toyogawa River, the biggest river in the city, to preserve the environment around the river.

We would like to carry out education which keeps developing and motivating the students. We would like students not only to wish one’s own happiness, but to help people around the world. Also, to pass on the local culture, and preserve the heritage in Toyohashi.

Objectives of the Project

(1) “Collecting and Donating” Volunteer Activity

“Collecting and donating” is a volunteer activity anybody can do. It helps various welfare associations. School is an effective place for students to get involved with volunteer activities. Students experience volunteer work lead by the Students’ Council and the Welfare Committee. Through these activities, students learn the importance of working together to accomplish anything.

① Collecting and Donating Aluminum Cans

Students collect aluminum cans and donate them to the Toyohashi Zeni Bank to support social welfare.

② Collecting and Donating Bottle Caps

Students collect bottle caps and donate them to the NPO Ecocap Movement. The purpose is to buy vaccines for children in developing countries, to protect our environment and to cut CO2 emissions.

(2) The “Thursday Volunteer Club”

Students who want to communicate with deaf or blind people learn braille and sign language after school on Thursdays. Some students visit Nagao Hospital by our school, to help nurses and to learn how to communicate with the patients.

(3) Ningyo Joruri (Japanese puppet)(local culture)

“Yoshida Bunraku Ningyo Joruri” started before the Edo period in this area. Hojo Junior High School founded the Ningyo Joruri club to learn and pass it on to the next generation in Toyohashi. We have lectures on it for all seventh graders. Students learn about, and perform Ninyo Joruri.

(4) Operation “Clean Toyogawa River”

The Toyogawa River runs right next to our school. The river helps serve to think about the environment. The students are motivated towards environmental action by cleaning the banks of the river.

(5) Cultural exchange “ Chaingy Project”

Students learn about different cultures, and are given opportunities to communicate with foreign visitors from various countries.

Execution

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

April	A Party from Chaingy City	<p>~Activities through year~</p> <p>Collecting and Donating Aluminium Cans</p> <p>Collecting and Donating Bottle Caps</p> <p>The Thursday Volunteer Club Ningyo Joruri club</p>
May		
June		
July		
August		
September	Hojo School Festival Lecture on the Ningyo Joruri	
October	Operation “Clean Toyogawa River	
November		
December	Lecture on the Ningyo Joruri For Seventh Graders	
January		
February		
March		

(1) “Collecting and Donating” Volunteer Activities

① Collecting and donating aluminum cans

Students of the Welfare Committee planned when to collect aluminum cans. They told all the students to bring as many cans as they could. This year, students collected 546 kg of cans by November, 2013. We donated the cans to the Toyohashi Zeni Bank to help with welfare activities.

② Collecting and donating bottle caps

This program is to recycle the caps and reduce CO2. However, the most important purpose is to save human lives. One way is for students to collect and donate bottle caps. Students are motivated to save as many lives as possible. We get help from the people in town. For example, we set up a few “bottle caps donation box” in the Toyohashi City Office. Since 2009, we collected 1,374,074 caps. We donate all of them to an NPO association called the “Ecocap Movement”. The amount of caps we donated bought vaccines for more than 1,700 children around world.



(2) The “Thursday Volunteer Club”

At our school, we don't have club activities on Thursdays. On that day, we have the “Thursday Volunteer Club”. The students who are in this club learn braille, sign language and visit Nagao Hospital.

① Experience with Sign Language

To communicate with deaf people, we have two volunteers who come to Hojo Junior High School to teach sign language. Through this activity, students learn not only sign language, but they also learn about the lives of deaf people. Lessons start by studying the basic 50 Japanese sounds, and progresses to easy conversations.



② Experience with Braille

We have two volunteers who come to Hojo Junior High School on Thursdays to teach braille. The students take picture books and translate the contents into braille. The completed picture books are used by blind children in Toyohashi.

③ Experience Volunteering at a Hospital

4 to 6 students visit Nagao Hospital after school to spend time with patients and the elderly with recreational activities. The patients always look forward to spending time with the students. It's an excellent opportunity for students to communicate with patients and seniors.



(3)Ningyo Joruri (Local Culture)

In our school, we have the “Ningyo Joruri club” which is unusual in Japan. Students in the Ningyo Joruri club practice every day. A lot of students learn about Ningyo Joruri through lectures and club activities.



(4) Operation “Clean Toyogawa River”

Every October, we have events to clean Toyogawa River. All of the students participate in this activity. Students pick up trash and pull out weeds. Through these events, students learn to preserve the local environment.



(5) Cultural Exchange “Chaingy Project”

This project began in order to celebrate the 150th anniversary of The Treaty of Amity and Commerce between France and Japan. A party from Chaingy city in Loiret, France and people from Chaingy Music School visited our school. The Ningyo Joruri club, the brass band performed for them. The Chaingy party presented on France and they answered questions about France. Everybody enjoyed the visit. Through this project, students learned how to communicate with foreign visitors and they deepened their understanding on other cultures. We would like to do more cultural exchange.



Types of materials to be used

“Welfare Facilities Area Guide”, Toyohashi City Social Welfare Conference, Volunteer Center

“Hot! Step!”, Toyohashi City Social Welfare Conference, Volunteer Center

“Welfare Volunteer Guide”, Toyohashi City Social Welfare Conference, Volunteer Center

“Learn Welfare Around Us Welfare Class Guide”, Toyohashi City Welfare Conference, Volunteer Center

“Ningyo Joruri, History of Bunraku and Yoshida Bunraku”, Yoshida Bunraku Hozon Kai

“History of School Area”, Representatives of Toyohashi City

“Hojo 40 Years”, Hojo Junior High School Alumni Association

“Promoting Career Education”, Ministry of Education, Culture, Sports, Science and Technology, March, 2011

“Development of the comprehensive classes”, Ministry of Education, Culture, Sports, Science and Technology, November, 2010

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 the students' comprehension and attitude are done as follows:

- The students' comprehension are evaluated as a result of the different activities conducted to convey their grasp on the different subjects by their own summary and opinions.
- As a summary of learning and activities, students' newspaper, reports, and presentation are observed, evaluated in terms of their motivation and attitude.

Along with the above assessment, the following are further conducted to enhance ESD activities and local volunteering activities.

- Evaluation by local people through the school councilors.
- Questionnaires after school events and parents' day.
- Questionnaires about improving education in school are given out twice a year.

The questionnaires are answered by parents/guardians and students.

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。)

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職)

Institution's name (学校名)