

School Overview

【 校章 】

1 Name of School

Hada Junior High School



2 Location

〒440-8081 Toyohashi Shi Nishihada Cho 43 Banchi no 1

TEL : (0532) 31-3145 Fax : (0532) 34-1683)

[http : //www.hada-j.toyohashi.ed.jp/](http://www.hada-j.toyohashi.ed.jp/)

E-mail : hada-j@toyohashi.ed.jp

3 School Size

Number of classes : Regular Class 15 Special Support Class
2 Total 17 Classes

School Faculty and Staff : Principal 1 Vice-principal 1 Teachers 30
Nurse 1 Part-time Teachers 4

Administrative Staff 1 Janitor 1 業務士 (給食) 2 Total
41

Number of Students : Males 237 Females 268
Total 505

4 School Educational Goal

- Individuals who are indefatigable and unwavering……Students acquire and respect the solid academic and basic foundations of character.
- Individuals who are creative……Students have self confidence and are in pursuit of the truth
- Individuals with rich humanity……Students are physically and mentally healthy, and have sympathy for others and the emotional sensitivity to be inspired or moved.

5 Educational Philosophy

- Strive to guide students achieve a sense of satisfaction and accomplishment, recognizing their individuality and promoting their creativity while making learning fun and enjoyable.
- Strive to create a school with a warm interpersonal environment where individual opinions are respected, cooperation and trust are promoted.
- Strive to create a safe and peaceful school environment with focus on the value of life.
- Strive to nurture cooperative children with deep and meaningful relationship with the home and community.
- Strive to create an open school.

6 Basic Management Plan

◎Value the importance of communication in education

- Create a lively classroom environment through activities that encourage discussion, improve teaching methods and leadership and foster curiosity.
- Foster self confidence and social growth through general daily school life.
- Foster sensibility among students through planning and conducting school events on their own.
- Aim to constantly improve basic teaching foundations by promoting and enriching and reviewing teacher activities and trainings and diverse school education practices.

7 Characteristics of the School District

The school is located in a quiet residential area, about 15 minutes on foot from JR Station West Exit.. The district is known for the Hada Hachimangu (Shrine) which is famous for its hand-held fireworks (Tezutsu Hanabi).

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)

The school has been doing a variety of volunteer activities which are centered as student council activities. Throughout the year, collection of plastic bottle caps, aluminum cans and bell marks is conducted. Also a greetings activity and clean-up movement within the school district are actively participated in by students and teachers. The school has also been active in fundraising activities. Students and teachers stand at the Toyohashi Station and its nearby streets to collect money for the victims of the Great East Japan Earthquake. So far, about 1.8 million yen has been donated to the Japanese Red Cross Society through the Toyohashi City Board of Education. A year later, the students carried out another fundraising activity and was able to collect ¥450,000. The money was sent to the Hanamaki Disaster Prevention Office as part of the school's exchange activities with Hanamaki Junior High School in Hanamaki, Iwate. In return, a letter of gratitude was received from the mayor of Hanamaki City. It is expected that these kinds of volunteer activities will be continued and promoted.

Connected by Miyazawa Kenji's poem "Be Not Defeated by the Rain (Ame Ni Mo Makezu)", the school began conducting exchange activities with Hanamaki Junior High School in Iwate prefecture and Fukuoka Junior High School in Nakatsugawa Shi, Gifu. This exchange is called "Ame Ni Mo Makezu Project". In addition, news from each of the schools' student councils is known through DVD exchange. The DVDs contain information about the school and its activities and the activity aims to broaden the view of the students as well as enrich the activities of the student council.

As the school continues with these kinds of activities, in the process, it aims to achieve education for sustainable development.

Objectives of the Project (プロジェクトの目的)

The purpose and objectives of the school's efforts are as follows:

1 Clean-up Activity

The first year students, in cooperation with the elementary schools in the district, clean-up the Muro Waterway. Through this activity, the students learn how their ancestors built the waterway for the community, know about the history of the community and foster appreciation for their own community.

2 Career Education

The first year students deepen their relationship with their peers, realize their own growth and development and enhance their own individuality and compassion through their experiences with nature (Nature class) and welfare practice class. The second year students are able to deepen their relationship with the community and other people as well as think about their own future through their work experience learning or on-the-job-learning. The third year students plan their own course during their school trip. With this, they can develop a sense of appreciation and gratitude towards their family and the community and foster a feeling of motivation to live positively.

3 Student Council Activities (Volunteerism)

- (1) Through the aluminum cans collection, the need to conserve and value limited resources is promoted.
- (2) Plastic bottle cap collection, bell mark recover, fundraising and other activities promote the spirit of volunteerism in the students.

4 Ame Ni Mo Makezu Project

Through interaction with other schools, the students develop feeling of pride in their school and their horizon is broadened.

Execution (プロジェクトの実施)

(1) First Year Students

○Welfare Practice Class

Through the Welfare Practice Class, the students get to experience how it is to have physical and health disabilities and the elderly. At the end of the experience, they write about their insights as a newspaper and connect it with their own lives and future.

○Experiencing Nature Class

• The students realize that they have to train themselves in mind and body through meeting people, experiencing nature, and experiencing living with disabilities.

• Through various activities in the community, the students understand and develop consideration and care for others, cultivate a sense of solidarity and cooperation as well as autonomy and realize that there are things that they can not do on their own.

○Muro Waterway Clean-up Activity

While cleaning the waterway along with the students of Hanada Elementary School, students can study about the history of their community through their ancestors who built the waterway and in the process, developing a feeling of appreciation and nourishing the heart to serve the local community.

(2) Second Year Students

○Work Experience Learning

• Based on what they experienced, the students develop a realization of their "dream job" and about working. Through this, they are enjoined to think and have an idea about their own future.

- The students are able to know and witness how people in society, including their parents, work including their manner at the workplace.

- They develop their own opwn goals andmake their own plans to carry out through their experiences.

- Develop feelings of appreciation and gratitude to the people who have taken care of them including their parents, teachers, and friends.

- Sharing the things they have learned and experienced and develop understanding about work and the importance of their choices for their future.

- School District Cleaning Activity

The goal is not only to have a temporary clean community but to maintain cleanliness at all times. Through these clean-up activities, the students are trained to think not only for themselves but also for the welfare of others. They are trained to face any challengethat they face and to do work no matter how dirty it is.

(3) Third Year Students

- School Trip

- a. Exchange/Interaction

- Through different learning experiences, the students develop and enhance their communication skills through their interaction with different people, professionals and artisans.

- Through different activities and armed with discipline, they enhance their solidarity and autonomy as well as sense of community as a group.

- b. Culture and Traditions

Exposure to culture, landscapes, and traditional crafts including visits to art and science museums and other attractions deepen knowledge and appreciation about the history and culture of our country.

- School District Cleaning Activity

By cleaning the school district, the students can deepen their understanding of their community and nurture emotional attachment. In addition, these activities foster the spirit of volunteerism and work that is necessary as a person.

(4) The School

- Student Council Activities (Volunteer)

- a. Greeting Activities

- By encouraging the students to greet others in a heartfelt and cheerful way, the whole school is activated as a result.

- Encouraging exchanging greetings to each other deepens the the bond among students.

- b. Eco Cap (PET Bottle) Campaign

Through the Eco-cap movement, vaccines can be donated to children in need. Through this activity, the students develop the ability to take action and the spirit of volunteerism of wanting to do something for someone.

○Ame Ni Mo Makezu (Exchange Activities)

- a. Iwate Prefecture Hanamaki Junior High School
Visit by student representatives, and presentation and exchange of works.
- b. Gifu Ken Fukuoka Junior High School
Conduct club practice match or joint practice as part of exchange activities.

Type of materials to be used (使用する教材)

1 Welfare Practice Class

- Materials/Aids

Wheelchairs • Braille • Elderly walk simulation • Experience guiding/helping the visually impaired

- Books

Sign language interpreter

2 Experiencing Nature Class

- Books

Outdoor and group recreation books

3 Muro Waterway Clean-up Activity

• tongs • gloves • trash bags • Besom/bamboo twig brooms • fire shovels • Takemi (woven bamboo leaf scoop)
• scoops • shovels • stepladder • rake

4 Work Experience Learning

- Books

Naru ni ha Book • Hello Work for 13-year olds(13 Sai no Haro Waku) • Encyclopedia of Work (Shigoto no Zukan) • Occupation Guide (Shokugyo gaido) • Occupation guidebook (Shokugyo gaidobukku) • 101 Work For Everyone (Minna no Shigoto 101)

5 School District Cleaning Activity

• Utility gloves • Trash bags • Besom/bamboo twig brooms • fire shovels • Takemi (woven bamboo leaf scoop) • brooms • scoop • rake • grass scrapers • buckets/pails

6 School Trip

- Materials/Aids

School trip Map

- Books

Books about Tokyo

7 Student Council Activities

- Materials/Aids
Meeting sheet (minutes), collection box
- Books
Introduction of student council activities
- Website
Executive officers official e-mail address, homepage, facebook account

8 Ame Ni Mo Makezu Project

- Materials/Aids
Web Camera
- Books
Great East Japan Earthquake 釜石の damage

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 school activities, conduct and take advantage of feedback and self-assessment by the students.
- Request and listen to the feedback from the school councilor, PTA, parents and guardian and the community.
- Record all efforts done in each of the activities, and continue to evaluate the the spirit of volunteerism through participation.

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。)

17/Feb/2014

Date

Principal's name (校長名 (※直筆))

Position, (役職) Principal

Institution's name (学校名)

Hada Junior High School

	4	5	6	7	8	9	10	11	12	1	2	3
1st year			Welfare Practice Class				Experiencing Nature Class	Muro waterway clean-up activity				Presentation
2年生							Work Experience Learning				School district cleaning activity	Presentation
3年生			School Trip				School district cleaning activity				Presentation	
Student Council Activities	PET bottle caps/aluminum cans/bell mark collection											
		Green feather fundraising activity			Welfare volunteer activity		Red Feather Fundraising Activity					Great East Japan Earthquake Fundraising activity
Exchange Activity	Exchange Project (Fukuoka Junior High School, Gifu and Hanamaki Junior High School, Iwate)											