

Overview of the School

1 **School Name** : Toyohashi Nanyo Junior High School

*This School Seal represents the sun and corona. It was made with a wish that students become livelier and stronger like the brilliant sun, and they will have infinity tolerance.



2 **Location, etc.**

1-1 Aza-Minamigakeshita, Komagatacho, Toyohashi-shi, Aichi Prefecture
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[Access]

- (i) Take Toyohashi Atsumi Line , get off the train at Minamisakae and walk to the west for twenty minutes.
- (ii) Take the Toyotetsu Bus for Toyohashi Heart Center, get off at Komagata and walk to the north for ten minutes.
- (iii) Take the Toyotetsu Bus for Osaki through Kohama, Fujisawa-cho, get off the bus at Nikaishinden and walk to the east for five minutes.

3 **School Size**

Number of classes : a total of 19 classes including 17 regular classes, and two special needs classes

Number of staff members : a total of 41 including one principal, one vice-principal, 34 teachers, one school nurse, two part-time teachers, one secretary, and one janitor

Number of children : a total of 580 students including 304 boys and 276 girls

4 **Education at this school**

(1) History of the school

1985 Opening ceremony of the School

1986 Enterprise about students instruction of elementary schools and junior high schools

1990 5th anniversary ceremony of foundation

1992 Determination of the catchphrase "Catch your dreams"

1993 Presentation meetings of research about education of computer

1994 10th anniversary ceremony of foundation

- Unveiling ceremony of the memorial monument “ Resound singing voice ”
- Theater party of the chorus contest and 10th anniversary of foundation
- 2008 Research presentation meetings about the education of international understanding
- 2009 25th anniversary ceremony of foundation (at Life Port Toyohashi)
- 2012 Holding Nanyo Olympic
- 2013 Holding Nanyo festival

(2) The educational goals of Nanyo Junior High School

To foster and enhance the learning ability of each student so that they respond proactively and adapt to changes in society. Furthermore we aim to:

- Ensure that students are responsible members of society who value self improvement
- Ensure students are polite and are open minded
- Encourage participation in sports and various activities in order to promote a healthy body and mind

(3) Management / teacher policy

- ① To ensure that teachers are enthusiastic and passionate about the students development in order to promote confidence and trust within the wider community.
 - To develop meaningful relationships between teachers and students through positive means of communication.
 - Teachers should be self motivated and consistently provide interesting and meaningful lessons.
 - Lessons should be clear in focus and should aim to capture the imagination of the students.
 - Teachers should aim to plan the lessons with the students’ capabilities in mind. The lessons should focus on the students and their ability to interact and respond appropriately.
 - Teachers should be able to respond quickly to student needs and carefully consider each students background in a warm and compassionate manner.
- ② We endeavor to improve teaching skills via the implementation of a teachers improvement plan.
- ③ We aim to provide a stable and harmonious environment for teachers to provide an inspiring atmosphere for teachers and students alike.
- ④ To use the teachers evaluations in a positive manner to nurture skills.
- ⑤ To collaborate with the entire community so the school is the focal point of the local area. We will achieve this by being open and welcoming to all.

(4) Aims for year 2014 - 2015

With the motto of “safety, security and health” the fundamental objective for the school year 2014-2015 is to provide a positive atmosphere to allow students and teachers to express themselves freely. Also we aim to instill a sense of pride in the school.

- ① To raise the students self esteem in order to develop communication skills and to make them aware of the positive aspects of their character.
- ② To focus on core skills and solid basics to ensure students progression.
- ③ To promote small group activity in lessons to encourage interaction and to maximize student opportunities. We will do this via team teaching and attentive tutoring.
- ④ To encourage students to act independently whilst considering their surroundings. This also incorporates having a global perspective.
- ⑤ To set an environment where the students can be imaginative, proactive and forward thinking.
- ⑥ To promote a stable atmosphere and comfortable conditions so that students can fully concentrate on studying.
- ⑦ To ensure that a flexible support system and a culture of co-operation exists for special needs students.
- ⑧ To create a safe environment to promote student and teacher well being.

Application for Participation

Associated Schools Project (ASP)

for Promoting International Education

Making the school safe and secure

~Through the Activity of life relationships~

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

(please use extra sheets if necessary)

Description of the Project

Many evacuation training activities have been held to teach and educate students about disaster prevention in order to enhance safety. Furthermore, it was decided that it was important to teach the students about human rights to make them appreciate regards for life. The assignment theme “Making the school safe and secure” is taken from the 2012 project.

Nanyo is located exactly at sea level and since the Great East Japan Earthquake, the school has been designated a “Tsunami refuge” building. With a potential earthquake in mind we have been holding various activities to ensure the student’s aware of the consequences and ramifications.

We will implement an ESD calendar which will include moral education classes, periods for integrated study and student council activities to promote education for sustainable development.

By executing the ESD program, we believe we can raise awareness of the value of life.

Objectives of the Project

The school would like to approach the ESD program from the prospective of disaster prevention.

This is because the students and the whole community are fully aware of the environment they live in considering it’s close proximity to the sea. Therefore one of the fundamental objectives of the program is to make life and human rights awareness in conjunction with disaster prevention a core principal of the project.

(1) Disaster prevention in the immediate and wider vicinity

- Evacuation drills to be held 5 times a year
- Class based activities focusing on earthquakes, tsunamis and evacuation procedures
- Lectures regarding the above

The students can build awareness of all the varying scenarios by repeatedly practising for such events.

(2) The “thinking of life” topics constitutes a variety of themes including a human rights’ month, speeches and investigating potential dangerous and vulnerable places around school and the local area.

The students can therefore be conscious of their own safety and well being

as well as others should a disaster occur.

- (3) Activities linked to school events such as the Nanyo school festival and class visits (twice a year)

The goal is for the students, educators, parents and the community to work together to produce a sense of community spirit and pride in the local area.

Execution

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

We think that the purpose of ESD is to foster children to be a part of a sustainable society throughout learning about our town's disaster prevention plans and people. So therefore we think learning basic skills for it is very important.

Nanyo Junior High School is located a 0 meters above sea level, and one kilo meter away from Mikawa Sea. So there is a possibility that a tsunami created by the tonankai earthquake will hit the school and cause serious damage. So we can assume that we are in a very dangerous situation because many experts predict that a major earthquake will occur soon. Besides, parents in this area are concerned about it, and they often ask us questions about evacuation procedures. So we think that we can foster kind children in these circumstances if they learn the importance of life, and if they think about their friends, parents and people in this area.

So we made the following ESD calendar including lessons about human rights and school events, and we are pursuing our target of making children attain their own goals.

<1> ESD calendar (ex for the third graders) The main theme for the third graders is life. So we are pursuing the plan like following ESD calendar.

Sub	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Japanese	Shakehand			Takase-bune		Greeting The nuclear bomb in pictures Hometown					Studying and learning	
Social Studies	WWI and Japan	WWII and Japan		Modern society and lifestyle			Human rights and the Japanese constitution	Human rights and living together in society		Social responsibility and welfare	Social responsibility and world peace	
Science				The life chain The balance of nature							A brighter future	
P.E.		Lifestyle choices and lifestyle related diseases				Smoking, drinking, substance abuse ,and health			AIDS and AIDS prevention			
English						A mother's lullaby						
Moral Education			The story of an umbilical cord			Myself in the 22nd century		The baton of life				
Integrated Study Time	Disaster prevention in a metropolis						Earthquake and structurally strong buildings					
School Events	Evacuation training Open house	Nanyo-Gorin Open house	The life meeting Evacuation training			Nanyo Festival	Evacuation training		Human rights meeting Evacuation training		Evacuation Training	
Educational consultation with a survey												

< 2 > Activities based on the ESD calendar

(1) Disaster prevention education with regards to safety at school and the surrounding area.

We conduct five evacuation training sessions per a year in various content.

After the first training session, we try to adapt it to more realistic situations.

In second training session, we assume a big earth quake and Tsunami. Students flee from the Tsunami to higher ground in particular the third and fourth floor of the school.

In third training session, we assume only a Tsunami and flee to “Hoippu”. Hoippu is near the school and located on higher ground.

In addition to this, the third and fourth training sessions, students are unaware of the situation.

We conduct do training during cleaning time and free time. Student’s awareness is getting better through the training.



(2) Understanding “Life” through the “Thinking about Life Month” (understanding of human rights)

We set Life month in June. Through activities such as moral education, class activities, and various school events, we try to create ample opportunities to think about life and daily living.

The students hold a meeting named “Thinking about Life Meeting”. They go to their local district and create awareness about some dangerous places to other students. This creates generally safety awareness and in case of emergency.

In December, we have a chance to listen to a lecture about human rights at NOS meeting. NOS means Nanyo Only Students. This is held to appreciate awareness and we conduct surveys and elicit opinions.



(3) Activities that are related to school events.

We have opportunities to present our findings, examine ongoing programs and draw conclusions.

On such open day we have a lifestyle related lesson in conjunction with the student’s parents.



Type of materials to be used

- Nanyo junior high school hazard map(Original work)
- TOYOHASHI disaster prevention and disaster information
<<http://www.city.toyohashi.aichi.jp/bousai/index.html>>
- The guide of an earthquake (Toyohashi Municipal Board of Education)
- ‘In order to protect a life from tsunami’
<<http://www.jma.go.jp/jma/kishou/books/index.html>>
- Tsunami disaster prevention education audiovisual education aids DVD
‘Prepare for tsunami/Escape from tsunami’
- Morality teaching materials ‘Bright life’
(Aichi Education Development Association)
- ‘The note of the heart’
(Ministry of Education, Culture, Sports, Science and Technology)
- One line poem ‘Life poem’
<<http://www.k-v-support.jp/ichgyosi/2011/result/>>
- Composition collection of Human-rights writing Contest
<<http://www.moj.go.jp/JINKEN/sakubun21nendo/sakubun02.html>>
- Textbook ‘Japanese 3’ Mitsumura-tosho
- Textbook ‘New society Citizen’ Tokyo-shoseki
- Textbook ‘The world of science’ Third grade Dainihon-tosho
- Textbook ‘Junior high school health and physical education’
Dainihon-tosho
- Textbook ‘NEW HORIZON’ Tokyo-shoseki

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

We evaluate the students’ comprehension and attitudes through the following methods.

- * After the various activities and fire drills, we have time to reflect with the students, gather opinions, analyze and evaluate the results.
- * We observe and evaluate students understanding, methodology and awareness via worksheets, presentations and conclusions.
Using the above evaluations we try to enrich the ESD program with the following things.
- * School Questionnaires and survey (from parents and guardians, students and teachers). In December we draw conclusions regarding human rights and natural disasters and make public the study and results.
- * In conjunction with regional objectives we consider all evaluations and opinions and then revise the ESD calendar with the goal of developing and improving the content.

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.

Date (日付)

Principal's name (校長名 (※直筆))

Position, Principal

Institution's name

Nanyo Junior High School