

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)

We have taught a variety of things about our living area in the Period for Intergrated Studies. We set the theme “Look at our hometown ~raising Hokubu student who can love our hometown and live together” for further step. Our purpose about this project is raising warm-hearted Hokubu students through studying about our living area systematically.

All of our school staff discussed and made a plan about how to best teach ESD. That plan is based on new textbooks. Also, we put “activities in nature”, “activities about the old main road called Kyuutoukaido and an excavation near our area”, “activities with people living in our area”, “activities about our tradition and culture” in that plan.

Students are going to notice what a nice area we live in and be proud of our living area.

Objectives of the Project (プロジェクトの目的)

We think ESD is to make the students learn about our culture and relationship with people in our living area, and want them be the core member of our society. So, our plan includes the project about education of career. We show you the activities in detail and the goals of each activity below.

(1) activities in nature

- cleaning our living area (7th graders, elementary students, and living adults)
- agricultural experience (7th graders)

There are many growers of perilla in our town. Students visit one of them, interview workers and experience farmwork.

(2) activities about old main road in our area called Kyuutoukaido and an excavation near our area

- walking around the town, exploring it, and observing the buildings in it.

We want the students to notice the good points of our hometown and cultivate the students' heart.

We want the students to learn the way of ancient life and its industry from the products excavated or traces of ancient times.

(3) activities with local people

- experiential course named Let's Try Time

We foster warm-hearted students through the unique experiential courses that local people make as teachers.

- listening to the lectures that very famous people make

- talking with the high school students who graduated from our school
- (4) activities about our tradition and culture
 - participating in the festivals in our area
 - participating in the ceremony to celebrate 20 year-olds

The students of musical club play the Japanese drums in front of the public.

Execution (プロジェクトの実施)

(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 have the students to know the culture of our living area and to learn about the relation between people. In order to make those purposes, it is important to foster the basic ability of the students to do that.

There are old main roads called Kyuutokaido(an old main road), Urigou excavations and Toyo River in our area. A part of those remains are still there. In the area surrounded by good nature like rivers and remains of old era, students can learn many things.

We have made the plan ESD related to some school events. In order to achieve the goals we focus on the points below.

- activities in nature (cleaning our living area and agricultural experience)
- activities about old main road in our area called Kyuutoukaido and an excavation near our area
- activities with people living in our living area

Common activities to every grade … Let’s Try Time (experience class on school festival)

7th graders … attend the lecture given by a famous person

8th graders … attend the lecture given by a famous person

9th graders … talking with graduates

- activities about our tradition and culture

(1) Our ESD one-year plan (example of 7th graders) *□…activities with people in our living area

subject domain	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
social studies	Yayoi era			agricultural learning						Edo era		
	Urigou excavation						Toukaido					
Industrial arts and homemaking	cloths of ancient times						agricultural tools			comfortable house		
	structure of ancient houses			agricultural tools						food changes		
the Period for Intergrated Studies	cleaning of our living area			lecture by famous person						agricultural experience		
	*learn about disaster and environment						agricultural experience					
school events	festivals in our area			Let’s Try Time						attend to coming-of-age ceremony		
	entrance ceremony			outdoor activity			chorus contest			graduation		

(2) Activities in Nature (cleaning and agriculture activities in the school area)

Seventh grade students and elementary school students clean along the river and in the parks and shrines with the local people. Students also experience agriculture activities on the farms.



(3) Activities on the Old Tokaido Road and in Urigo Ruins (researching old building and ruins)

Students visit old buildings on the old Tokaido Road and the ruins, and look into the culture and the way of living. And we express our inquiries to develop our linguistic ability. Students also find good points of their school district and try to be familiar to thier home town.



(4) Activities with local people (a sense of humanity)

Local people grow the students' humanity through unusual activities. And local experts and famous people give some lectures for students.



(5) Activities for local traditions and cultures (taking part in local festivals and performing arts)

Students have joined festivals and performing arts at Toyoasa Shrine. "Ongakubu" (Percussion club) play the wadaiko(Japanese percussions) and Japanese flutes.



Type of materials to be used (使用する教材)

- 「chugakkou kyariakyouikunotebiki」 2011
- 「kagayakuToyohashi」 shakaikafukudokuhon Toyohashi Board of Education 2011
- 「teihonToyogawa-hahanarukawa-sonoyuukyunorekishitobunka」
Kyodosyuppansha 2002
- 「Toyogawayosuitoatsuminousonn(Aichidaigakusougoukyodokenkyujokennkyuzoush
o)」 iwatashoin 1997
- 「Tokaido53tsugihandbook-chizutomeisho/kyusekidetadorutabinosuyujiten」 Sanseido 1997
- 「Tokaidowoarukutabi-syukubamachitokaidowomegurutokusen10course」
ekotabinippon2012
- 「nihonrekishiryokochizucho」 seibidosyuppanhensyubu 2010
- 「nihonnomatsuri 400 2012nendoban(tatsumimukku)」 mukku 2012
(sshizennifurerukatsudo) Toyohashishiyakushokankyohozenka, dobokukanrika
(kyutoukaidonofuruimachinamiyaurigoisekinifurerukatsudo)
Toyohashibijyutsuhakubutsukan , futagawahonjinshiryokan, shimojikoukujichikai ,
tsudakoukujichikai
(chiikinohitonifurerukatsudou) Yamasachikuwakabushikigaisha,
Toyohashishiyakushokasendobokuka , koukudaihyousha
(kyoudonodenntoyabunkanifurerukatsudo) kakkukokujichikai ,
Toyohashitedutsuhanabihozonkai , toyoasajinjahusankai

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)

We evaluate students as follows.

- We keep effects of various activities. We make students file their works and impressions and evaluate them.
- We make chances to express their research at each class. We expect their ability to grow their expression. And Studying together grows their researching mind. We give some students a chance to express their research at their grade meetings. We evaluate their eagerness and attitude through their whole activities.

We also fill up ESD activities as follows.

- We make students write their impression after every school activity. We also give questionnaires on “school evaluation” to students, their parents and teachers, and check “effect of local studies” and “stream of consciousness of home town pride and love” two times a year.
- We try to ask for better home town studying and a better curriculum through the ESD year plan activities and circumstances of the students and 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。)

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職)

Institution's name (学校名)