

Application for Participation

Associated Schools Project (ASP) for Promoting International education

Training of students to raise awareness of the environment and a desire to deepen regional

1 Description of the Project

So far, or handled in each subject, in our school, environmental education had been conducted among the student council activities and events and resource recovery, etc. However, the event will be terminated if that unit and the end, for the students, it was an isolated educational activities. So, I have a "training of students to raise awareness of the environment and deepen our thoughts to the region" from the year 2010, the subject of research. Then, the time of the comprehensive study of all grades, we have adopted the point of view of environmental education. In addition, based on the idea of knowledge and acquired its own "image children aim (though the region are living, and themselves, all people-that-what will lead environment) I connect the learning in the eyes of understanding the region I'm thinking about, "and, in children, as a party of social" children to deepen their thoughts to the area we would like to foster the ability to go related to "area. Indeed, this is what you aim to promote (ESD) of education that fosters the creation of a sustainable society actors to learn from the community with the local community.

More specifically, he has decided to create a curriculum centered on activities related to the tidal flats in the school district Shiokawa, we will practice. I think it is possible to cultivate human resources who believe that we will continue the practice that is based on this curriculum, with a strong attachment to the region live in their own future, and want to help for the region.

2 Objectives of the Project

Through being involved areas are living, and their capture environment "and" all people, that · the ways in which he performs think a strategy for better involvement "Environment" and these, in our school, the future We believe it is possible to nurture leaders of the creation of a sustainable society with (ESD).

To this end, four learning activities related to the tidal flats in the school district Shiokawa, our school has set the following goals.

(1)Activities to be aware of the beauty of the natural environment of the home

Perform a "hometown pride" against elementary school, to raise the interest of the general interest in the south and middle section is a home. This activity, children can foster coordination

(2)Know the value of tidal flats Shiokawa activities

Exploring a reason to know of the existence of a place called tidal Shiokawa, given the importance of Japan as flats. This activity, children can fosters independence and logical

(3)Activities to protect Shiokawa tidal flats

Given the nature of future conservation activities of flats Shiokawa and interviews through clean-up meetings and bird watching from experts, to call. This activity, children can fosters independence and coordination, logical nature.

(4) Conservation and sustainable Shiokawa tidal flats

You can think that you can run in order to reflect on their learning about the environment until now, will continue to preserve the tidal flats Shiokawa, or originating the idea. This activity, children can foster creativity, coordination, and logic of independence

3 Execution

Shiokawa tidal flats that have been designated as important tidal flats of Japan in this school district. I would like to develop human resources through the recognition of the value of the tidal flats Shiokawa, conservation activities, willing to contribute to the community.

(1) ESD calendar for promoting activities (Learning time overall)

Month	4	5	6	7	9	10	11	12	1	2	3
1st grader	<ul style="list-style-type: none"> ●Against elementary school Hometown pride ● observation meeting Shiokawa tidal flats ● Board of bird view 										
2nd grader	<ul style="list-style-type: none"> ● Board of bird view ● conservation activities ● Operation Clean-up Shiokawa tidal flats 										

Third grader	<ul style="list-style-type: none"> MISSION cleanup Shiokawa tidal flats (In the region along with the sustainable type)
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(2)Activities to be aware of the beauty of the natural environment of the home (first year students)

The school students from Oitsu elementary school and Sugiyama elementary school to school. Each school district great "things, that people," announced each, each listening to each other's ideas, we confirm the goodness of the south district chapters while respecting the opinions of the other party. Aware of the beauty of the natural environment that are common to two school districts, students will focus on the mudflat Shiokawa.



(3)Shiokawa know the value of tidal flats activities [1st grader]

Know where to observe the presence of tidal flats and in the school district Shiokawa, actually go, winter migratory birds are flying. What has been said that one of the best in the nation mudflat mudflats Shiokawa, why, that it is natural to pursue its specificity and valuable. Interviewed met pursued instead of relying on the Internet and books, and the people who live in the area, but also to those who are actually embarking on conservation activities. Comprehensive and multi-faceted think these pieces of information, recognize the value of flats Shiokawa.



A "kingfisher" in a place like this

(4)Activities to protect Shiokawa tidal flats [2nd grader]

Held a view of migratory birds in the summer, 2nd grader who recognize the value of flats Shiokawa in first grade, and to witness the appearance of birds benefit from the tidal flats. On the other hand, with an awareness of the problem to how the waif has been launched Uzutakaku the waterfront, or perform clean-up (Wide garbage), he or engaged in disinfection to prevent the overgrowth of Higataashi plant exogenous, flats Shiokawa capture the current state of, began to think of ways of sustainable conservation activities.



Activity after disinfection

(5)Sustainable tidal flat conservation activities Shiokawa [Third grader]

Looking back on what has been learned in grade 1-2, I think specifically can not do activities to preserve the tidal flats Shiokawa and those who live in the districts south chapter as well as their own. For calling on the school district a clean-up, or put up posters and train station community center, to agricultural cooperatives which attracts many people's districts, a visit also to the elementary school, you can stress the importance of conservation tidal flat to children, practice to solve the problem to. I will send out towards the national as well as regional school that you have to practice.



4 Type of materials to be used

Garbage bag boots gloves scoop digital camera binoculars Imitation paper
PC OHC TV

Ten-day report Company Inc.: Japan Scientists Association publication office: Publishing Editor on November 5, "Environmental Encyclopedia", 2008

Tomonori Fukui Toshiya Kodama Author: published in May "Theory environmental education school" 2010

Tsukuba Shobo Co., Ltd. Publisher:

Educational Publishing Publisher: Japan Society for Environmental Education Author: Issued 12 "Environmental Education" 2012

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

- self-assessment for each lesson

At the end of each lesson, look back on the lessons of today, children and summarizes the thoughts that I noticed. Care for the sick and raised the teachers of children from this description.

- self-assessment for each unit

At the end of each unit, etc. reread the record impressions and worksheets teaching, research materials, and activities in the unit Kakitameru this, children will create a summary unit. Looking back to work after this unit, children will self-evaluation skills and attitudes of four.

- an objective evaluation for environmental education in general

A survey at the end of the year and during the year, to assess whether the objective approach is in the direction of growth of the four skills and attitudes of the children is good.

(Note) 4 capabilities · attitude

Independence	<ul style="list-style-type: none">▪ I can encourage proceed towards solving the problem.▪ I can be responsible for your thoughts.
Logicity	<ul style="list-style-type: none">▪ You can capture accurate information, comprehensive and multi-faceted thinking based on it.▪ Based on the evidence, you will be able to convince the other party or, or constructive criticism.
Cooperativeness	<ul style="list-style-type: none">▪ Understand the idea of the person, I can respect.▪ Proceed with friends, though, can solve problems cooperatively.
Creativity	<ul style="list-style-type: none">▪ I can feel something aesthetic, to express.▪ I can make from the information expected to solve, plan.

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。)

25/2/2013

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職) Principal

Institution's name (学校名)

Toyohashi municipal SHONAN junior high school