

**Application for participation  
Associated Schools Project (ASP)  
for Promoting International Education  
Outline of the way the project(s) will be implemented in the institution**

**“Let’s link to people and the nature of Shiota ~join, communicate, link~”**

**Description of the project**

This school aim to foster “children who can be voluntarily concerned with the nature, people and things in Shiota and can challenge problem solving.” We plan activities as follows and implement it on Life Environment Studies and the Period for Integrated Study.

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|---------------------|--|
| 1st and 2nd graders | Communication with people in several generations and with people in the school zone<br>~the games from the old days, Exchange parties at lunch, An exploration of the school zone~           |
| 3rd and 4th graders | Cooperation with guardians and general community residents for the environment of the region<br>~Making safety and security maps, Efforts for the environment centered on garbage and water~ |
| 5th and 6th graders | Experiential learning for understanding relationship to people<br>~Experience of raising rice, Welfare experiences~  |

Through process of finding, studying and solving concrete subjects, we help students get their sense of value for building a sustainable society in the future and change their actions of their own volition.

Furthermore in order to promote ESD certainly, in this academic year, we made ESD calendar with a deep and common understanding among the all staffs. We revised curriculum and reorganized annual teaching plan which is that we conduct systematic study adhering to the region and which make students experience “the connection” with people in various situation and generation. And we hold studies which student can join and experience and make “connection” to the region

So that this school’s project can continue even after teaching staff changed off, using accumulate ESD assessments by conducting attitude survey on students on every year, we will reconsider ESD calendar, the annual plan of Life Environment Studies and the Period for Integrated Study, and standards for evaluation for ability or attitude which students should acquire.

## Objective of the project

The theme of an ESD Activity Program of this school is “Let’s link to people and nature of Shiota ~join, communicate, link~.” This is because we regard the ESD as an educational activity to develop the human resources that will build a sustainable society in the future by deepening studies about “links” to people and the nature and things of their own town.

So this school set goals for each 4 activities as follows.

### (1) The activity to link to people who live in Shiota

- Exchange parties with children from preschools in Shiota school zone (one day elementary school experience)
- A lecture on the games from the old days by senior citizens association, Exchange parties with elderly at lunch
- Communication with working people in companies, factories and shops through “an exploration of school zone”
- Making safety and security maps by referring to parents, guardians and people living in the region.
- A lecture on “Raising delicious rice” by professional farmers etc.

○These activities that teach the connection with people and people or people and region cultivate love for region with understanding characters of the region.

### (2) Environmental beautification activities with guardians and people living in the region.

- Each houses consider the issues about garbage or water resource and try to reduce garbage and to stop wasting water.
- The recovery of “milk cartons”, “PET bottle caps “ etc. led by the student council
- Environmental beautification activities held voluntarily once a week on volunteer time.

○Transmitting awareness of recycling resources to the region by circular bulletins, we raise awareness of the need for the environmental beautification and recycling.

Inside the school, through volunteer activity which student can start without instruction from others, students grow their sense of environmental beautification and feel the importance of cooperation and think connections with people.

### (3) Welfare activity growing up kind hearts

- welfare experience activities (having simulated experience of elderly or visually handicapped parson, wheelchair, Braille)
- Exchange parties with elderly at welfare service facilities
- A lecture on how to support persons who have dementia or a lecture on universal design

○ Meeting the elderly or disabled people foster students’ interests in and

understandings on welfare.

(4) Activities linked to events, etc.

• Athletic meetings, presentation of study outcomes, exhibitions of works, class visits, greeting campaign, etc.

○The children, guardians, educators and community residents work together to develop a sense of “my school” and feelings of pride in and affection for our region by watching children growing up and foster an approach of placing importance on involvement and connections with people in Shiota.

## Execution

(1) ESD calendar (example on 6<sup>th</sup> graders)

For 6th graders we set the ESD theme as connections to people and we focus on “welfare experience.” Students work on activities which are following below calendar.

Shiota elementary school “6th graders’ ESD calendar”

(relatiing teaching materials: theme <connections to people > )

Japanese

「Wings which go flying through」・connections to people

「lives of the sea」・respecting human rights

「a song of Hiroshima」・the human dignity

Social studies

「Japanese history」・to love hometown “Shiota” ・castle town Yoshida(Toyohashi city)

「Japan on global world」・how to live as a human

Moral education

「the thing which grandmother looks for」・gratitude, a family affection

「a school day of the live」 「the life of grandfather」・respecting lives

「Look after the mountains」・respect ・gratitude

「Human rights week」 「two letters」・sympathy ・kindness

Integrated Study Period

「Live together①」・visiting welfare service facilities for elderly people

「Live together②」・activities of welfare experience

「Live together③」・presentation of what students did

Event/ special activity

「Athletic meetings」・cooperation, solidarity

「Shiota festival」・mutual help

「school excursion」・sense of public spirit

「presentation of study outcomes」 「presentation about welfare experience」・

presenting outcomes

「Shiota Guinness」・challenge spirit

(2)Activities to link to people in Shiota

We implement activities which strengthen the connection with hearts by exchanging with people in the region. 1<sup>st</sup> graders write an invitation of exchange parties taking lunch together or presentation of study outcomes as an acknowledgement for a lecture on the game from the old days.

2<sup>nd</sup> graders go “an exploration of school zone” and visit companies, factories and hospitals in the region and tell their thoughts and ask working people’s thoughts. The activity enables students to notice connections between people and region.

<1<sup>st</sup> graders: the games from the old days> <2<sup>nd</sup> graders: Interview around the town>

(3) Environmental beautification activities with guardians and people in the region.

Each houses practice what they can do for the issues about garbage or water resource. Student council ask people in the region to recover “PET bottle caps”, “milk cartons” and “ink cartridge” etc. by circular bulletins for strengthening connection with region and cooperating environmental beautification activities. Because of this, we could recover about 1 hundred thousand of PET bottle caps and donate 100 people amount of vaccines on this academic year.

As school environmental beautification activities, one a week, we held “volunteer time” instead of the general cleaning and grow students’ voluntary attitude and feelings for other people’s sake.

<Recovery of PET bottle caps > <Collecting fallen leaves at volunteer time>

(4) Welfare activity growing up kind hearts

On last school year, a welfare service facility was opened in the school zone and every small groups of 6<sup>th</sup> graders visit and have exchanges by music performance, game and conversation etc. On school events such as athletic meeting, student invite people from the facility and continue mutual exchanges.

We hold “Class of welfare experience” and learn several disabilities and meet people with them for strengthening connection with people. Through the activities, students get more deep understanding about “living together” in the same society.

<6<sup>th</sup> graders: music performance at welfare service facilities for senior citizen>

<6<sup>th</sup> graders: disability experience for welfare studies>

(5) Activities linked to events, etc.

We regard events (Athletic meetings, presentation of study outcomes, exhibitions of works, etc.) or class visit as useful opportunities to present outcomes of activities to parents, guardians, community residents.

### **Type of materials to be used**

• *Handbook of Elementary School Career Education*, Ministry of Education, Culture, Sports, Science and Technology, (Web version)

• *Shining Toyohashi (teaching aid of social studies for 3rd and 4th graders)*, published by Toyohashi City Board of Education

• *Cheerful heart, 6th grader (side reader of moral education)*, published by Toyohashi educational promote association

• *Live together! ~Lives of disable people*, planed and produced by Toyohashi social welfare council

• *Guide of welfare studies ~Let's learn close welfare~*, by Toyohashi social welfare council

### **Is there any type of evaluation to examine the effect of the project on students' comprehension and attitudes?**

The guiding teacher observes the attitude and approaches of the children in their ordinary lives and after the project evaluates them through their statements on reflection cards.

In addition to this, we use the following evaluation methods.

• Ascertain the outcomes on various activities of the children using summaries and feedback, etc. afterwards

• As a summary of the studies and activities, we observe and evaluate the interest and enthusiasm, attitudes, etc. of children through presentations and transmission to regions of outcome such as open classes, summer holiday exhibitions of work, and events etc.

• Ascertain the students state and thought to activities and the outcomes of exchange parties from “a survey of school life (bullying survey)” or comment from elderly people at welfare service facilities.

Together with the above evaluations, we revise and improve the ESD activities.

• We conduct “school assessment questionnaire survey” on January (parents, guardians, students and teaching staffs answer this) about changes of thought on the pride in and affection for the region and connections with natural environment and people and society and we deliberate and present it.

• Referring opinion from the school counselors and the actual condition and desires from the region, we reconsider the ESD calendar and develop educational activities on which we cooperate and work together with the region.

## Overview of the school

### 1. School name: Toyohashi Municipal Shiota Elementary School

The seal of this school, drawn waves and a rising bird, is designed from the letter 「汐」. This simple seal gives people impressions of clean and fresh. And the seal means a wish that children grow up to be promising ones with strong heart. The left part「シ」is designed the image that 3 district in the school zone, Higashiwaki, Seibu, Matsushima, are united.

### 2. Location,etc.

50-1 Kitashota, Murocyou, Toyohashi-shi, Aichi prefecture 441-8087

TEL: 0532-47-3220 FAX: 0532-44-1383

URL: <http://www.shiota-e.toyohashi.ed.jp/shiota-e/index1.htm>

E-mail: [shiota-e@toyohashi.ed.jp](mailto:shiota-e@toyohashi.ed.jp)

#### 【Access】

Take the Toyotetsu Bus, Murojuncan line, get off the bus at Higasiwaki and walk 500 meters to the south.

### 3. School size

(1) Number of classes: a total of 15 classes including 12 regular classes, and 3 special needs classes

(2) Number of staff: a total of 30 including the principal, one vice-principal, one office manager, 20 teachers, one school nurse, 3 part-time teachers, 2 supporters and one janitor

(3) Number of children: a total of 421 children including 215 boys and 206 girls

### 4. Education of this school

#### (1) History of this school zone

This school was opened in 1990 split off from and became independent of Muro elementary school because of the students increase so this is relatively new school in Toyohashi city.

The look of school buildings are designed as a sea bird with spread wings, wishing to be a symbol of new school zone which is surrounded by nature and smell from nearby sea.

Class rooms are divided by moving partition wall. On the other side of

corridor which goes along with class rooms, there are large spaces called “multi-purpose space” used for meetings or studies. The nest of one-year-grade student classes, there is small step-down style hall used for small presentations or shows.

On school zone, the land readjustment is proceeding. New roads and houses are created by day by day and neighborhoods of school are changing very fast.

(2) School slogan

“Study well and play well”

The ideal of our students

A child who can SHIft into the top gear when study.

A child who is Obliging to others.

A child who is Tough.

(3) Management policy

- a. to keep cheerful and vibrant educational environment regarding children as the core.
- b. to take account of fundamental and basic learning and to have children willing to study.
- c. to enable students to hold warm and rich heart through a human communication
- d. to teach importance of lives and to develop students with healthy body and heart.
- e. to have relationships of mutual trust between students and teachers and to conduct educational activity with passion and affection
- f. to make school open to parents, guardians and people in school district and cooperate with them for education by transmitting frequent information.

(4) The focused effort of this school year

- ① “A child who can SHIft into the top gear when study.=a child who is eager to study.”

(For making students get solid academic ability)

- to keep rules of class strictly
- to conduct class which students can understand by teaching each small

class units.

- to glow student's ability of speaking by placing values on every opinion in every class

- to make student try new experiences and to respect processes to reach each one's goals

- to promote reading books which are useful to study

② "A child who is Obliging to others."

(For having students hold warm and rich heart)

- to greet cheerfully "whoever, whenever, wherever"

- to support school life and understand students and to prevent bullying or truancy

- to enable students to hold kind heart, recognize and respect others by a substantial moral education

- to implement a sing activity for uniting hearts on songs

- "Every teaching" staff educates "every student" by sharing information and cooperating

③ "A child who is Tough"

(For safety, security and respect of life)

- to have children fix fundamental life habits

- to teach importance of lives and to develop student's physical and mental strength

- to prepare students to act appropriately for emergency (disasters or offenses)

④ For good coordination between school, household and region

- to glow students who love their region by practicing curriculum making use of regional characteristic

- to meet parents and guardians sincerely on any situation

- to make school understood and get cooperation from parents, guardians and people in school district through PTA general meetings and school events or by transmitting frequent school information

- to make school environment safe and comfortable for students and to arrange region systems which keep students safe from emergency.