

# Application for Participation

Associated School Project(ASP) for Promoting International Education

“I love Takashi, our town, our school”

~We appreciate people, things, nature and educate Takashi kids who progress with their regions~

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

## 1 Description of the Project

Our school practices educative action which is teaching materials of region's history, industry and breeding animals and plants in our school as getting cooperating with regions. Then, we considered the idea of progressing the Education for Sustainable development (ESD) by gazing regions and leaning from them.

To do it, we reviewed the curriculum of each grade and made a point of including specific experiences. We deliberately incorporated activities that make the most of region's personalities in 1-2 grade students' socio-environmental studies, 3-6 grade students' social studies and integrated studies. We decided the value and aim of this education and decided to study. Some of these activities include the breeding of animals (goats, bantams, and rabbits) in our school that students love, which is a friendly activity exchanged between different grades, and elementary school student council's collection of caps of pet bottles and aluminum cans. In this way we plan to educate the children's hearts.

From making values and clear aims in each educational activity, we think students could become concerned with other people, and become interested in the environment around them. They could appreciate people, things, and nature, and could love their region and school. So we decided to launch the project of ESD.

From this project, we think we can gather children who notice the good points of their region and their school over time and have proud and love by practicing continuously with cooperation and teamwork between regions, families, and schools.

## 2 Objectives of the Project

In our school, in ESD, we will invite people that can create sustainable and social center of “region study”, “human rights study” and “environmental study”. We will bring up children who find problems concerned with the regions and

people and work by themselves to solve them.

To do it, our school has 4 aims;

(1) Activities concerning the region

- exploration and rediscovery of the school zone
- taking part in listening to the experiences of war, and playing the past games
- promoting friendship between different welfare facilities

We will make students understand about the present condition of the region's history, life and welfare through friendship with old people and many kinds of people in their region. And, we will make them think about activities that are related to maintaining a hearty society, and make them have consciousness as one of the members of regions.

(2) Activities to raise wealthy hearts

- breeding of animals(goats, rabbits, bantam) in Fureai field
- cultivation of vegetables, plants and flowers by each grade and each student
- activities to experience rice farming (rice planting, mowing, harvesting rice, making Shimenawa, party of appreciating harvesting)
- Activities by Fureai group (activity of different grade students)

We make them learn the respect of any life and make them experience the difficulties of breeding plants, and gain a sense of achievement by harvesting. Through the experience of rice farming, they develop their hearts and come to appreciate the efforts of farmers, and the blessings of nature. Through activities of different grade students, they develop kind and thankful feelings.

(3) Activities protecting the environment

- explanation of the school zone
- game plan of decreasing amount of garbage
- activity of collecting milk cartons, the caps of pet bottles, and aluminum cans by the elementary school student council.

We will make them learn about the nature in the school zone, the troubles related to garbage, recycling activities, and we will also boost their concern to create a town which many people are comfortable to live in. We will make them familiarized with the movement of protecting the environment of their region.

(4) Activities concerned to events etc

- sport meetings, school plays, open schools, emergency drills together in the school zone, campaign of greetings.

Students can develop a feeling of pride that they are one of the members in

region, with a commitment to the region, who must respect friendship with people by announcing the findings made together by students, their parents, teachers and people in the region, and cooperating and wrestling together. We make them wrestle the campaign of greeting and having friendship with people in the region.

### 3 Execution

In our school, wrestling ESD, as we've said already, goes forward as center of "region leaning", "human rights leaning", and "environment leaning". By encouraging them deeply, they can see the region, form connections with people, and we plan to bring up students who can create a sustainable society.

To achieve the aims of each grade, we will hold activities concerned with integrated studies, socio-environmental studies, social studies and events. As program for practice of them, we make ESD activity program like next and go forward to practice.

#### (1) Activities concerning the people of the region

- 1st grade students: let's try past games (do friendly with old people)
- 2nd grade students: explanation of school zone (favorite places)
- 3rd grade students: rediscovery of the school zone (farmers, factories, stores, facilities)
- 5th grade students: party appreciating the harvesting

Picture: 1st grade students are taught  
how to play past games by old people



Picture: 2nd grade students listen to the secrets of growing watermelons by farmers in the school zone in an explanation of the school zone.



## (2) Activities to raise wealthy hearts

- All grade students: Activities by Fureai group (activity for different grade students)
- 1st~3rd grade students: cultivation of vegetables, plants and flowers by each grade and each student
- 4th grade students: breeding animals(goats, rabbits, bantam) in Fureai field
- 5th grade students: activity to experience rice farming
- 6th grade students: friendship between welfare facilities
- flower committee: full of flower campaign

Picture: 4th grade students take care of animals  
in Fureai field.



Picture: Children enjoy friendship with Fureai groups



## (3) Activity protected environment

- All grade students: 530(no garbage) campaign
- All grade students: activity of collection of milk cartons, caps of pet bottles, and aluminum cans by elementary school student council
- All grade students: no leftover food campaign
- 4th grade students: game plan of decreasing amount of garbage, recycle activity

Picture: steering committee gathering the caps  
of pet bottles, and milk cartons.



Picture: Children doing the 530 campaign in region.



(4) Activities concerned with events etc

- Activity to announce the results
- Activities with people in the region (emergency drill together in school zone, greeting campaign)

Picture: Children do emergency drill together with people in the school zone.



Picture: Children cooperate with PTA and do greeting campaign.



#### 4 Type of materials to be used

“Watching Takashi” Toyohashi-shi Takashi elementary school 5<sup>th</sup> 2013

“Takashi Fudoki” Takashi Fudoki publishment committee 1976

“Kagayaku Toyohashi” Toyohashi-shi education committee 2012

“Elementary school guidance of career education” Ministry of Education, Culture, Sports, Science and technology 2010

“Career education note” voyage note to find dreams and make them come true Aichi-ken education committee 2012

## 5 Ways of evaluation about students' understanding and attitude toward projects.

We will evaluate children's understanding and attitude as follows;

- We grasp student's results of wrestling to many activities from leaning records, feedback cards and reports.
- We observe enthusiasm and attitude to let regions and families know in open school and meetings as leaning and review of activities, and we evaluate.

Together with those evaluations, we will also practice the following, and we will plan to enrich ESD activities more.

- We'll examine about wrestling ESD subjected to parents, students, and teachers in school evaluation questionnaires in September and February, and we'll improve activities that we bring up Takashi children who can live with regions.

2/7/2014

**Date**

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**Principal's name**

Principal, Takashi Elementary School

**Position , Institution's name**