

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

“Cherish the people and nature around you”

Description of the Project

Our school has wide variety of trees and plants. Because local residents donated various seedlings when we opened up. Through understanding the characteristics and the types of trees we learn about biodiversity.

Recognizing biodiversity and accepting the life and features of life on earth is a very important way of thinking for human beings. We must live together in harmony with plants and animals on Earth in the future.

We use our school trees to understand biodiversity as the starting point of learning about diversity. For example, we acknowledge diversity of the people of the world and support, coexistence of handicapped people and able-bodied people as we learn welfare and human rights. We developed a wide range of educational activities centered on "diversity". So, we provide and practice these educational activities as "Education for Sustainable Development (ESD)".

Objectives of the Project

We do educational activities centering on diversity. For the introduction for ESD, we do activities get to know the diversity of trees on the school campus. Students start with tree diversity, then they learn disaster prevention and international points of view in the upper grades such as fifth and sixth grades. Therefore, in the three activities described below, the goals are as follows.

(1) Learn the diversity of plants

- I. We put a map of about 80 species of trees in the school, so children can understand the name and characteristics of the trees while having fun.
- II. We created "Ashihara elementary school picture book of trees" on our web site, so children can search and browse our trees at home and in class.
- III. Growing vegetables, flowers and rice.

Students learn varieties of plants in nature live by adapting to the environment.

They also learn the importance of nature through the experience of growing plants.

(2) Learn the diversity of people

- I. Various occupational specialist teachers at visit classes.
- II. Foreign specialist teachers teach the cultures of various countries.

Learn variety of people is living with different kinds of thinking and career.

(3) Learn the diversity of local community and society

- I. Learn about our town and beautify the landscaping and the environment.
- II. Learn about the lives of people in other regions through disaster stricken area relief.
Remember that the life and cultures are different depending on the place where people live.

Raise children who will volunteer to do things for others.

(4) Disaster prevention education with global environmental change

- I. Learn about the incidence of natural disasters such as earthquakes and typhoons.
- II. Become familiar with practices that lead to the protection of the environment.
- III. Practice emergency drills and learn emergency measures for times of disaster.

As our school is located in a tsunami strike area, expand the disaster prevention education, including environmental issues on a global scale, to increase our ability to cope with a crisis.

Execution

As mentioned above, we use a number of trees to familiarize ourselves with plant diversity as a starting point of learning ESD. Then expand children's horizons from local, to county to the global scale.

Our learning about the environment can be use to advance the ESD as follows.

- We have more than eighty species of trees, so children can learn the biodiversity easily.
- We have a large farm at school and there is a river and paddy fields close to the school. It is suitable for learning about ecology and organisms.
- Our school area has many volunteers to help the children's learning. For example, volunteers who cultivate vegetables, biotope management volunteers, volunteers who cultivate flowers and trees and library volunteers.
- Our school is located in a tsunami strike area, so the town is very active in disaster prevention education.
- We support Ishinomaki Municipal Watanoha elementary school which is in the area stricken by the Great East Japan Earthquake. So, children can easily to learn about disaster prevention.
- We have an unmanned train station near the school, so children can easily to do volunteer activities.
- Teachers at the school have been dispatched to the Philippines from JICA until March 2015. In addition, it is possible to dispatch international students by the International Association of the city, so it is easy to conduct international exchange activities.

We take advantage of the environment as described above, and we are doing educational activities such as the following in each grade and the whole school.

(1)ESD Activity Schedule activity, grade(subject, hours)

	April	May	June	July	September	October	November	December	January	February	March	
Commune with nature	"What's this tree?" Quiz, at the whole school											
Grow vegetables	Grow potato field, 1st grade (Living Environment Studies 9hrs, Art 4hrs)											
	Grow summer vegetables, 2nd grade (Living Environment Studies 8hrs)					Grow winter vegetables, 2nd grade (Living Environment Studies 8hrs)						
	Grow vegetables in planter, 2nd grade											

		(Living Environment Studies 13hrs)							
		Growth and germination of beans, 5th grade (Science 13hrs)							
Rice cultivation	Rice cultivation learning experience, 5th grade (The period for integrated studies 12hrs)								
Glow flowers	One pot for one child, 1st grade (Living Environment Studies 10hrs)								
	Glow balsam and okra, 3rd grade (Science 8hrs)								
Cooking and food processing	Cook jam, 3rd grade(The period for integrated studies 2hrs)		Learn about soy, 3rd grade (The period for integrated studies 12hrs)						
					Devices of cook, 6th grade (Home economics 12hrs)				
Plants change with seasons	Find the seasons, 1st and 2nd grade(Living Environment Studies 23hrs)								
	My tree, 4th grade(Science4hrs, Art6hrs)								
Recycling	Burn the dead grass in a field, 6th grade(Art2, Social studies 2hrs)		Modeling with dead branch, 6th grade(Art 6hrs)						
Insects and animals	Raise insects, 3rd grade (Science 16hrs)		The food chain, 5th grade (Science 12hrs)			Life and global environment, 6th grade(Science 6hrs)			
	Raise rabbits and parakeet 4th grade								
Our town's scenic spot	Build cosmos sidewalk at Ashihara St., 6th grade(The period for integrated studies 6hrs)		Cosmos maze, 6th grade		Gather the cosmos seeds, 6th grade				
	Find the secret of our town, 3rd grade (The period for integrated studies 10hrs)					Grow the rape blossom at Ashihara St., 5th grade(The period for integrated studies 3hrs)			
Disaster prevention	Defend our life, 4th grade (Social studies 19hrs)		Typhoon and weather, 5th grade (Science 2hrs)			Hydropower, 5th grade (Science 15hrs)			
	The mechanism of the earthquake, 5th grade (The period for integrated studies 8hrs)								
Relieve stricken area	Relief tsunami stricken area project, 6th grade (The period for integrated studies 23hrs)					Relief Philippine tsunami stricken area, at the whole school			
Life		Water and our life, 4th grade (Social studies 17hrs)			Waste disposal and recycle, 4th grade (Social studies 14hrs)				
Stop global warming	Make green wall with balsam apple, 4th grade(Science 6hrs)				Our lifestyle and natural environment, 5th grade(Science 16hrs)				
	Weather and temperature, 4th grade(Science 6hrs)								
International exchange	The world and Japan, 5th grade(The period for integrated studies 12hrs)				Meet with foreigner, 5th and 6th grade(The period for integrated studies 2hrs)				
World peace						World peace, 6th grade (Social studies 6hrs)			

(2) Learn the diversity of plant



Using the school tree map



Growing plants

(3) Learn the diversity of people



Meet with foreigner



Study Japanese dance with a specialist teacher

(4) Learn the diversity of local community and society



Build cosmos sidewalk on Ashihara St.



Tsunami stricken area relief project

(5) Disaster prevention education with global environmental change



Experiments with an electric generator
residents

Emergency drills with local

Type of materials to be used

“What’s this tree? Picture book”, Ashihara Elementary School, July, 2006

“Ashihara Hometown Encyclopedia”, Ashihara Elementary School, April, 1992

“Photographic record of the Great East Japan Earthquake”, The Mainichi Newspapers, March, 2012

“Attempt to prevent global warming”, Toyohashi City Environment Department, March, 2013

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

-We grasp the results of children's efforts from their summary notes, observations and announcement.

-We grasp their understanding of diversity, such as biodiversity, human and community from their behavior.

-For evaluation of disaster prevention education and environment protection, we include a degree of involvement by local residents.

Along with the evaluation of the above, we verify the effectiveness of the ESD activities in school council by parent questionnaire three times a year.

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.

25/Feb/2014

Date(日付)

Principal’s name(校長名(※直筆))

Position,(役職) P r i n c i p a l

Institution’s name(学校名)

Ashihara Elementary School