

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

Production of the school which cherishes the rich souls with the area
~Through culture of the area, and good relations with people~

1 Description of the Project

This school is currently implementing community-based educational activities in cooperation with, the local community and parent teacher association (PTA). Through this program, students get to know the local community through “The Fukuoka Fureai Festival”. It is an event that has become a part of the community’s tradition and is held to promote good relations between the children and their school’s community. Volunteers keep an eye on students on their way back and forth from school, read story books to young students, and help with maintenance and improvements to the school grounds.

From April, 2012 to March 2015 under the educational guidance of the Toyohashi city board of education, our school has been asked to conduct this community project with the target of raising students to think deeply about life questions they are confronted with and from those questions research, discuss, and reevaluate their central idea. Through this, it is hoped that students are able to deepen their understanding of the world around them and improve their critical thinking skills.

In hopes of taking advantage of conventional practices based on research and local materials, problem solving based on children's interests and concerns were introduced into the curriculum. In order to support the children, the ESD calendar which took into account the institutions, and cultural assets of many talented people of the area was created and educational activities were developed. By performing practices based on ESD calendar continuously, we aim to promote the ESD.

2 Objectives of the Project

This school’s objective is and has been up till this point to create a learning environment where students can think deeply about what they are learning while connecting with members of their community to which there in a feather deeper connection can be formed to the community and family. The family and community each are working together to bring up the students as a whole. It is with that in mind that we tampered our boldness with action and used these objectives as bases to from a sustainable community model. It aims at raising kids that take pride in the area and builds on a society which can continue to further the lessons which were taught in the ESD based on relation by relation and on an area with people of great capability.

Therefore, in this school, the following target is held up by the following three activities.

(1) Activities that concern the people of the community.

Students can learn from members of the community by participating in a number of activities with them and gain an understanding of the characteristics of the community.

Through this interaction with people, the students gain a self-awareness of the members of the community and cultivate a spirit of kindness and understanding.

- Elderly members from around the area teach children about how they played in the past and have activities where students listen to stories and learn about folklore.
- Through rice cultivation activities with local community members, students gain an understanding of how people lived in the past.

(2) Area history and cultural activities

With these activities, we aim to have the students gain an understanding of the history and the industry of their community by exploration and researching the local area.

By this, students can gain an awareness of change in the community, know how local people live, what everyday problems they are faced with, grasp an understanding of those problems and train to see by themselves how all of the this is connected to each other.

- School district exploration activities focus on surrounding parks, shops, and public facilities.
- Students have activities to explore and learn about their school history.

(3) Building on relationships through school events and so on

Parents, guardians and community members can take pride in their children and other students form around the community as they participate in a number of school events held throughout the school year. These events help build and maintain a loving connection with members of community in their school and area.

- Events that are held throughout the year

(Fukuoka’s Connecting with the Community Festival, Meet Fukuoka’s Kids Day, One Hour Open Class for Family Members, and All Day Open Classes)

3 Execution

(1) ESD Calendar makeup

The makeup of the calendar covers the goals for each grade and other points such as; the general learning time for each subject, learning events, relationship building activities, life studies and so on.

Subjects · Domain	April	May	June	July	August	September
Japanese						3 rd Pop making
Social Studies		5 th Rice plant	3 rd Visit supermarket			5 th Harvesting rice
Integrated study · Living Environment Studies		6 th disaster prevention	2 nd Town exploration 6-0 market	1 st & 2 nd Stara festival		1 st Old pastimes
School event			Opening school	Fukuoka festival		
Juvenilemeeting	Collecting aluminium cans and plastic caps					
		Greeting week				Greeting week

Subjects · Domain	October	November	December	January	February	March
Japanese	3 rd Training of guide dogs	6 th Natural energy to use in the future	2 nd Storytelling of old Fukuoka	6 th Introduction of hometown		
Social Studies	5 th Thresh Fulling rice	6 th Storytelling of war memories	3 rd Visit farm 5 th Rice straw ornaments	4 th Making writing brushes		
Integrated study · Living Environment Studies	2 nd Town exploration 6-0 market	4 th Old Fukuoka elementary school		4 th Coming-of-half age ceremony		
School event	Opening school	Fukuoka recital		Parents'day		
Juvenilemeeting	Collecting aluminium cans and plastic caps					
					Thank you month	

(2) Traditional Activities

① Senior citizen club and many community groups work in cooperation together with first year students. In senior citizen club, the elderly teach first year students how children in old times use to have fun. First graders enjoy activities such as playing with beanbags, spinning tops, flying dragon fly toys and so on. Also, during the Tanabata festival the senior citizens club works together with other community groups in preparing goods, such as the bamboo decorations that are used during Tanabata, for the first and second grade students. Furthermore, members of the community teach folklore about the Fukuoka area to the second grade students and link these activities to students' related to the students Japanese course. Through this, families that may be new to the area or families that my live apart from their elderly family members can learn about the local folklore and pass it down to the next generation.



Old pastimes (1st grade)



Folklore education (2nd grade)



Tanabata (1st and 2nd graders)

② 5th graders learn to grow rice in buckets!

Because there are very few rice fields around the area, 5th grade students learn about growing rice by planting them in buckets and growing them at school. Neighbouring farmers provide the rice seedlings to the school and students learn about rice production as part of their social studies course. Students and neighbours have been taking part in this activity now for over 10



5th graders making straw

years. Farmers from around the area also show the students how to grow the rice and teach them how to harvest it. Students learn to use the left over straw to decorate with. These kinds of activity are a rare opportunity for students to take part in and are a great chance for 5th graders to use and improve their critical thinking and life skills.



Learn to grow rice in buckets! (5th graders)

③ Studying the 6 – 0' Market

On the road to the north of the school there is an open market that operates on every day of the month that has a 6 or 0 in it. This market has been operating since 1964. Neighbours from around the area are all friendly with each other and customers enjoy talking with the local shopkeeper as they shop for their goods. As part of their class, students will venture out of their school to explore the area around their school. During this time, students will shop, talk to customers, and chat with the market shopkeepers. Students have expressed a great interest in the marketplace and enjoy interviewing the shopkeepers. Through these activities, students build a deeper relationship with the people round them and in the town that they live in.



The 6 – 0' market



2nd grade students exploring

※In addition to these, activities introduced on the ESD calendar are also performed through every year.

4 Type of materials to be used

- Shining Toyohashi, published by Toyohashi city Board of Education, 2012
- Warabegusa: Old Tale of Fukuoka, by Fukuoka Elementary School PTA, 1979
- Development of Fukuoka, 2006
- Handbook of Elementary School Career Education, ministry of Education, Culture, Sports, Science and Technology, 2010
- Career Education Notebook, by Aichi Prefecture Board of Education , 2012

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

Teachers evaluate students in their class through observation and check on things such as the students' attitude, and manners in class. Also, at the end of any project or class. students are given assessment cards to fill out.

- With these cards, students have a good way of looking back and reviewing the results of the various activities they have work on and the impressions on the various activities help them reinforce their understanding of what they have learned.
- Teachers study and asses students on arias such as their ambition, attitude, and interest during different events, such as, open to the public classes, Introducing Fukuoka kids event, and so on.

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.

2/24/2014

Date

Principal's name

Position, Principal

Institution's name

Fukuoka Elementary School