

# Osaki Elementary School

## General Information

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### • Educational Goals

Healthy both physically and mentally, respecting the personality of oneself and others, raise children with practical skills.

Seeking relationship with friend

1. Children think deeply to devise

Cultivate a thinking-person point of view, correct judgment and imagination grow.

2. Children with consideration for others

Foster cooperation and compassion

3. Children persevere with strong body

Cultivate a healthy and muscular strength, grow strong willpower.

### • Management Policies

Promotion of educational activities to extend children's better

- (1) Promote the use of school libraries and the improvement of reading instruction.
- (2) Activities and activities to enhance the English language, and a willingness to increase the capacity of the child's communication.
- (3) Raise a child to promote "improved physical fitness program" and "nutrition education", strive to create their own health and fitness.
- (4) Motivational children's learning and improve the capabilities and power of expression, thought and judgment fixing the basic foundation.
- (5) Children's cheerful greeting, made bright smile, a school full of great singing voice.
- (6) Take advantage of the educational resources and training volunteers in many areas, expand the rich educational activities for children.

### • History

- |      |   |
|------|---|
| 1872 | Osaki Elementary School opened as a junior high school district No. 14, county Atsumi |
| 1932 | Higher elementary school vulgaris Osaki Toyohashi                                     |
| 1947 | Osaki Elementary School Toyohashi Municipal   |
| 1973 | 100th Anniversary   |
| 1975 | Papers learning "safety education"  |

1987	Papers learning "labor productivity education "
2002	Papers learning "about food education "
2010	Educational Exchange Program with the Office of Education in Jinju South Korea

#### Distinctive educational activities

Schools, homes and community - to help each other - that is integral to foster children

##### ●Production activity

Children to experience the rice, we consider the problem of the nobility of labor and food. Is sent to the Kesennuma, Miyagi Prefecture as part of the Great East Japan Earthquake Reconstruction glutinous rice made.

##### ●Osaki Olympic (Sports Festival)

Co-sponsored by the school and community, to the elderly people of the school district is better interact in the sport from young children.

##### ●Outdoor activity

Grade 4, 5, and 6 will participate. Through hands-on activities and natural outdoor cooker, nurture the mind and body muscular.

##### ●Friendly school excursion

Enhance the sense of camaraderie by creating a group of first-year students to Grade 6, to work together.

##### ●Osaki Festival (Culture Festival)

Extend the power of expression through a presentation, musical entertainment. From interaction with local people, children have the compassion and gratitude.

##### ●Marathon

Do not give up until the last run through to the end, increase the vigor, stamina.

##### ●Club Activities, Reading to books

As human resources in the region, we will do the local people of the book read aloud to teachers and club activities.

##### ●Comprehensive learning activities, English conversation activities

From learning activities that promote the interests of children's ideas, to realize the joy of learning, children are working enthusiastically.

# Application for Participation

## Associated Schools Project (ASP) for Promoting International Education

### Outline of the way the Project will be implemented in the institution

#### 1. Description of the Project

We live in Aichi Prefecture where mountains frame the sea in the inner bays and the abundant forests, and there are huge rivers connecting the mountains, forests, and seas and giving the region life. Since ancient times agriculture and fisheries utilizing these natural resources have been developed here and today many crops and types of seafood give blessings to our daily lives. However, in recent years the eutrophication of Mikawa Bay has been caused by human sewage and chemical fertilizers, and now red tides sometimes occur. "Red tide" refers to the phenomenon in which the eutrophication of the seawater leads to the growth of large amounts of plankton, resulting in the seawater becoming oxygen-deprived. The red tide kills baby *asari* clams when it occurs but the following year the ecosystem in Mikawa Bay recovers. It is the tidal flats that function to restore the ecosystem in the bay. The tidal flats unceasingly deliver fresh air through the ebb and flow of the seawater, so even if the red tide occurs there is a place in which it is difficult for the organisms to be killed. We intend to protect these tidal flats as they are "places which protect the environment in the bay and encourage new life."

These vitally important tidal flats have been gradually disappearing in recent years due to land reclamation along the coast and the introduction of concrete shore protection. In adjacent Tahara City there is a large tidal flat called the Shiokawa Tidal Flat. At the suggestion of the Environment Department, Toyohashi City, the children of this school are carrying out a project there to investigate the role of the tidal flats and the organisms that live in them. The project involves observing the organisms in the tidal flat used for observation with an area of approximately 30,000m<sup>2</sup> and located near this school, and conduct experiments aimed at protecting the tidal flats. Furthermore, the children present their research results to the region. In the first year (2011) the children deepened their understanding the tidal flats as a place, and investigated the types of organisms that live there. In the second year (2012) the children investigated the types of and changes to the organisms living in the tidal flat used for observation, built an artificial tidal flat in a corner of the tidal flat used for observation, investigated what kinds of organisms gathered there, and shared the results of their work by giving a research report presentation. In the third year (2013) the children will comprehensively collate their research to date, and hope to work with the officials at the Environment Department, Toyohashi City to give a joint presentation about the restoration of the tidal flats to the people of the region. After that, we hope the children will retain an interest in the tidal flats in Japan and throughout the world, and continue to advocate for the tidal flats in the school zone nearby.

#### 2. Objectives of the Project

- \* Understand the current tidal flats environment by conducting a survey of the organisms in the tidal flats.
- \* Understand what we ourselves can do to protect the tidal flats environment and restore the tidal flats.

\* Increase interest in protecting the local tidal flats by presenting our research outcomes to Toyohashi City Hall and community residents.

### 3. Execution

ESD theme: “Aiming for the restoration of the Osaki tidal flats”

#### (1) Purpose

Learn about the organisms living in the tidal flats and the environments in which those organisms can live, and develop our own ideas about how human beings can interact with the tidal flat environment.

#### (2) Implementation plan

We will implement the project primarily in the

Integrated Study Period (40 hours) while linking it to our studies in subjects such as Japanese language, science, and arts and crafts. The core activities are the tidal flats observations that we will carry out three times in cooperation with the Environment Department, Toyohashi City. The children will compare the condition of the organisms in the experimental tidal flat and the natural



tidal flat while investigating the tidal flat environment. In summer when the organisms are very active the children will observe the ecology of the organisms and investigate the kinds of environments in which the organisms live. From autumn to winter the children will give research presentations to summarize their activities for the year. The children will enter a wall newspaper competition run by a local newspaper company and a scientific research competition called the Koshiba Memorial Awards that is run by the Toyohashi City Board of Education. In November 2013 they will hold a workshop with cooperation from the Environment Department, Toyohashi City. Community residents, guardians and other interested parties will be invited to the workshop where the children will present their research outcomes from their year's work.

Month	Study issues (The number in brackets is the number of hours of study; all of these issues are part of Integrated Study)	Content of activities
April	Tidal flats study group (4) (With the cooperation of the Environment Department, Toyohashi City)	* Understand the definition and environment of “tidal flats.” * Observe actual tidal flats and learn the points to be careful about when observing tidal flats.
May	Spring tidal flats observation (4) (With the cooperation of the Environment Department, Toyohashi City)	* Collection and observation of the organisms actually in the tidal flats.

June	Observation of bio-ecology (4)	* Conduct a water purifying experiment using <i>asari</i> clams and investigate the way the living creatures interact with the tidal flats
July	Summer tidal flats observation (4) (With the cooperation of the Environment Department, Toyohashi City)	* Collection and observation of the organisms actually in the tidal flats. * Investigate changes in the condition of the organisms from spring to summer.
August	Observation of bio-ecology	* Breed the tidal flat organisms and observe their ecology.
September	Autumn tidal flats observation (4) (With the cooperation of the Environment Department, Toyohashi City)	* Collection and observation of the organisms actually in the tidal flats. * Investigate changes in the condition of the organisms from summer to autumn.
October	Research presentation preparation (4)	* Summarize the results of our activities from the spring to the autumn and make preparations for making the wall newspaper and writing a research report.
November	Research presentation preparation, creation of devices (4)	* Create devices for building an environment that is comfortable for the organisms to live in over the winter.
December	Wall newspaper presentation and research report presentation (4)	* Enter the wall newspaper competition run by a newspaper company. * Enter the scientific research competition run by the city board of education.
January	Creating a picture book about the organisms in the tidal flats (4) Hold a workshop (With the cooperation of the Environment Department, Toyohashi City)	* Compile a "living creatures picture book" that describes the characteristics of tidal flat organisms. * Present our research outcomes to community residents.
February	Reflection on the current academic year (2)	* Look back on the research we conducted in the current academic year and verify the outcomes and problem areas.
March	Plan for the next academic year (2)	* Create a plan for the next academic year.

#### 4 Type of materials to be used

\* *Nature in the Tidal Flats: Shiokawa Tidal Flat, Rokujogata and Mikawa Bay Tidal Flats*, Toyohashi Museum of Natural History, 2010

\* Organism collection set (scoops, nets, plastic bats)

\* Life jackets

\* Related web sites

**Association for Shore Environment Creation** <http://homepage2.nifty.com/umibeken/>

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

### **1. Overview of evaluations**

Our study theme is “restoration of the tidal flats of the Osaki Coast” so we are able to carry out multifaceted investigations of problems related to the environment, such as connections between people and nature, connections between living creatures and the environment, etc. In order to deepen their understanding of these “connections” the children proceed through their studies in four stages: “understand the present condition of the tidal flats environment,” “survey the organisms living in the tidal flats,” “investigate the environments in which the organisms can live,” and “think about how we ourselves can build the environment.” We evaluate these study activities from perspectives below, using the reports written by the children, the survey records, and the children’s essays about their impressions of the activities, etc. as the evaluation materials.

(i) The child correctly understands the tidal flats and understands the “connections” between the tidal flats and the organisms

(ii) The child’s approach to how “connections” between people and the tidal flats can be realized

We evaluate the degree of attainment of the children with respect to these subject areas through observations by the class teacher of the student’s approach to his/her study and the student’s attitude with respect to participating in the activities.

### **2. Timing of evaluations**

The class teacher carries out the evaluation of the child’s activities after the completion of each activity, and performs an evaluation using the evaluation perspectives after the completion of the issue for each month. At the end of the first semester and at the end of the second semester the class teacher performs a comprehension evaluation combining an evaluation of the child’s activities and an evaluation of the evaluation perspectives, and presents the evaluation as a written essay.

*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.*

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Principal  
Osaki Elementary School

08/03/2013