

Application for Participation

Associated Schools Project (ASP)

for Promoting International Education

Go ! River kid expeditionary party!

~Develop students who love, protect and be proud of our region~

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

(please use extra sheets if necessary)

1 . Description of the Project

The Asakura River flows on the south side of our school. People can go down into a dry riverbed and swim, so it's a familiar river that students can experience the enjoyment of playing. We have practiced various kinds of learning through experience in the blessed environment. While students research some fishes, the flowing of water and water pollution, students began to be interested in an environment about the river. We expect their more actions which try to concern with the surrounding environment and we promote the "Educational for Sustainable Development" (ESD) to love our region and protect our environment.

For the purpose of promoting the ESD, we reviewed a curriculum. We made a program of continuing the activity of experience in the Asakura River and sending information to a school district area especially through the lesson of Life and Environmental Studies and Integrated Studies. Students' interests in the Asakura River will be deeper and their attitudes which want to protect will be created too. In addition, we believe that they feel affection and pride for region based on this program. We also hope that they turn their eyes to the environment in Japan and the world.

2 . Objectives of the Project

In our school, all of teachers believe, 1. The study actual experience at Asakura River by students prompt to connect with the natural phenomena and 2. Students generate the various pursuits from the spatial, time and social spread. We think these ideas as an entrance of ESD action.

At present there are few big flood in the Asakura River because the bank protection works are got ahead and both of banks are covered with concrete, but it has a possibility to raise the flood even now if the heavy rainy fall. Meanwhile, there is a park to spend a lot of time and the grass are dense in the banks. We can see the shape of the river near original nature. Students will understand the mechanism of the flow of the river, dirt of the water in this river, surrounding dirt and relationship with the flood and living people. Students will gaze the Asakura River through the view unique to students and they will realize the benefits for people's live which the mysterious of water and the river bring. In addition, they will realize the various problems which people exercise on the river. It is a purpose of this project to broaden children's idea as far as how to be concerned with nature through staring the relationship with our lives and the Asakura River.

So in our school, we practice four action and set up the each goals.

- (1) The action to spend a lot of time with the river (first and second grade students)

- Each of the students stare the river with their own view and make their own assignments by going into the river practically.
- (2) The action to examine the river (third and fourth grade students)
- students solve the problems and build the definite idea on the basis of their own assignments. In addition, they spread the view for the Asakura River by discovering the new facts.
- (3) The action to protect the river (fifth and sixth grade students)
- Students build their own idea through collecting the data and connecting the facts which are got from the action at the Asakura River.
- (4) The participation in “UNESCO Kids” which is the projects for the World Natural Heritage Site (from fourth to sixth students)
- Students spread the view to the world environmental and the environmental activities through learning the World Natural Heritage Site in Japan.

3. Execution

(e.g. through a specially designed course, through an existing course(s) or as an extracurricular activity)

As we wrote, we are going to work on ESD with studying about the relationship between kids and ASAKURA river. We think that the kids can realize the relationship between kids and the river, the connection between the growth of this area and environment, and the horizon to coexistent with nature.

Also, we want the kids to broaden their horizon about the world heritages in Japan and environments in this world by participating the “UNESCO kids” which is a project of world heritages for schoolchild.

We, teacher believe that these global ESD activities are really necessary for kids.

(1) Our expectation about children’s consciousness and the concrete activities in each grade.

○Activities about environments

- I can see fish swimming from the river bank! Want to catch them. (1, 2 grades)
- Is this river clean or dirty? Let’s look at the river! (4grades)
- I found some garbage in this river! We have to clean it up! (5grades)

○Activities about mechanism of rivers

- I almost fell down because of rapid stream! (4grades)
- The water is warm! What’s the temperature of this river? (3grades)
- What would happen to this river if heavy rain? (5grades)

○Activities about people and river

- I want to know the cause of pollution! (4grades)
- How do people think about our “Asakura river”? (3grades)

○Activities about world heritages

- I want to study about Japanese world heritages!
- Children have experience an imaginary nature with a computer. (6grades)
- What can we do to keep peace?
- Children make proposals for preservation of nature. (4grades)

(2) Calendar of ESD project (An example of forth grades)

Subject/ domain	April	Ma y	Jun	Jul	Aug	Sept	decem	Nov	Dece m
Social study	Where are these river from? The history of the river.								
Science	Observation of creatures “in summer” “in winter”								
Synthesis	Inspection of water study about world heritages,nature Activities for protection of nature.								
events	Sketching creatures in the river								

(3) Activities in each grades

○Activities about the river in the lower grades



observation



play in the river



observation of creatures

○Examinations about the river in middle grades



Study about creatures



inspection of water



inspection of water

○Activities for preservation of the river and world heritages in upper grades



opinion



cleaning the river



Study about world heritages

4. Type of materials to be used

「Guidance for career education in primary school」 Ministry of education 2010

「Environments and us」 The promoting environmental activities department 2013

「Beautiful Toyohashi」 The executive committee for textbook in Toyohashi 2012

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

Evaluation of students' understanding and attitude is done as follows.

- The pupil's understanding is evaluated as a result of the activities, his/her report or opinions.
- Through a summary of learning, training and activities, open school time, exhibitions, presentations, announce the results for local people are checked in terms of his/her concern, motivation, and attitude.

Along with the above assessment, from the evaluation of local people through school council and questionnaire from guardian, we attempt to improve ESD calendar and concept for bring up Ushikawa children who live with hometown.

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.

29 / Jul. / 2014

Date

Principal's name

Position, Principal

Institution's name

Ushikawa Elementary School