

Application for Participation
Associated Schools Project (APS) for Promoting International Education
Let's foster healthy body and mind! Let's learn the power of community!
～Fostering of “Gejo Children” to be confident, strong and active.～

1 Description of the Project

Our institution has been promoting problem-solving learning which integrates “food” and “agriculture”, and carrying out educational activities which cultivate the basics for living with healthy, safe and active days throughout our lifetime at the same time as cooperating with the families and communities. Furthermore, we are now aiming at fostering “tough and active Gejo Children” through the promotion of education for sustainable development (ESD) along with the community.

Currently, we organize and practice the educational unit of food and agriculture mainly in the classes called “Gejo Time” for life environmental studies (hours for integrated study) in each grade, which emphasize the activities mainly of farming experiences in cooperation with the families and community. Also, we have made an effort to improve the physical and mental health of children by helping all children to form basic life routine such as “Sleep early, Wake up early, Have breakfast and Play outside.” in cooperation with families, and purposefully carrying out nutritional guidance and health guidance. In addition, we are working on enhancing the richness in mind through compartmentalized group activities.

In order to integrate these activities into ESD and promote them, we decided to review the existing educational curricula and make ESD calendar to put it into practice mainly in “Gejo Time” for life environmental studies. We would like to make even more effort to cultivate the volunteers for regional education and encourage our children to “be independent in dietary life” (which means having proper knowledge and skills to maintain a healthy dietary life) and to develop their “rich social nature” while bringing them up to be able to act confidently and powerfully through farming activities, nutritional /health guidance, cooking experience, and relationship with others in cooperation with the community and families.

We think that children can develop the relationship with their own community and families, find out the beauty of the local environment, and nurture their pride and attachment to their local society through continuous practice based on ESD calendar.

2 Objectives of the Project

In our institution, we embark on the course of ESD activities from the perspective of “food” and “human relationship”. The reason is that we have been working on the studies and development of children to be “independent in dietary life” and “rich in social nature” through the experience of farming rice and vegetables by taking advantage of our environment where we have a lot of farmlands and many families are involved in agriculture. Through “food-related” activities such as farming and cooking practice, and also “human-related” activities such as regional cooperation and compartmentalized group activities, we foster the ability of our children to observe a problem from many sides and think things holistically. And we would like to raise our children to become a person who can look toward his/her own future, develop healthy body and mind, and respect the relationship with others. In Gejo Elementary School, we aim at cultivating the basic quality and ability required for the leaders who create sustainable society by promoting and developing these studies and activities.

In order to realize our aims, we have the following targets in the five activities below:

(1) Experience activities in each grade throughout the year, centering on agricultural experience and cooking practice

- Vegetable cultivation activity in “Suku-suku Gejokko Farm” and rice cultivation in “Kira-kira Harvest Rice Field”.
- Making BENTO (lunch box) with vegetables which our children grew (school-wide) and cooking KYUSHOKU (school lunch) with rice and vegetables which are grown in Gejo town (by the 6th grade).

Through these agricultural experiences and cooking practices according to children's stage of development in each grade, our children enjoy the happiness of raising and harvesting their food, and appreciate the fun of cooking and eating them, and all those experiences will raise their awareness of gratitude for food and proper dietary life. Also, they come across a variety of problems through the experiences, which will give them an opportunity to develop their ability to face and solve the problems.

(2) Systematic health-promoting programs based on the annual plan

- Working on “Health and Nutrition Time” and “Health Day”
- Working on monthly “GENKI UP CARD” which is aimed at establishing children’s basic life routine.

Those programs will help our children broaden their knowledge about food nutrition and health, and also build up their health in body and mind by establishing basic life routine such as “Sleep early, Wake up early, Have breakfast and Play outside.” through the activities using “GENKI UP CARD”.

(3) Cooperation with the family and community

- Rice cultivation activity which is cooperated and supported by “Midori Gejo”, a local land improvement organization.
- Local agricultural volunteers’ support in farming activities and participation in the classes.

Our children will cooperate with the people in their community to carry out farming activities, which will let them know difficulty and effort in agriculture, value their connection with their community and raise awareness into the future about living as a member of the community.

(4) Year-round compartmentalized group activities where the sixth-grade students play a center role.

- Compartmentalized group activities (School excursion, cultivation of sweet potatoes and green soybeans, an event to play with first graders, 530 campaign, which means no garbage campaign and etc.)

Those activities provide an opportunity where all the students from first grade to sixth grade work together in compartmentalized groups throughout the year and it helps them enrich their mind.

(5) Activities related with events etc.

- Athletic festival, Gejokko Festival (School play and Harvest festival) , Summer holiday exhibition, Parent’s Day, School Health Meeting and swimming pool cleaning.

Those activities provide the opportunity where children, parents, teachers, and community work together, develop their pride and attachment to their community, and foster their attitude to value on human relationship and social connection.

3 Execution

In our institution, we will start ESD activities by pursuing education from the view point of “food” and “human relationship” as described as our aim above.

We think it is necessary to cultivate the basic quality and ability for the leaders to create sustainable society by deepening and developing the study in the experience activities related with “food” such as farming and cooking practice and “human-related” activities such as regional cooperation and compartmentalized group activities.

There are many farmlands in Gejo school zone and greenhouse cultivation is also very popular. There are also many of three-generation households and the family members are often involved in agriculture. So we recruit regional education volunteers from the community and ask them to relate with our children in various scenes where they work on the farm together and give them advice or instruction on agriculture. Through the experience to learn firsthand from the professionals in agriculture and know their passion toward it, our children begin to direct their attention to people in the community and agriculture itself. By repeating this kind of relations, our children will develop their attachment to the community and a feeling of thankfulness to food. Also they acquire food-related skills by cooking simple meals using food they gathered, and improve their ability to maintain their own health by understanding how to take nutrition and meals in an ideal way. Through those efforts it should be possible to nurture the healthy body and mind of our children and help them to be able to respect the relationship with others.

In order to achieve our aim in each grade, we will make educational unit for food and agriculture and proceed with our study plan along with this unit spending the integrated study hours and the class of life environmental study. As the implementation plan, we will make ESD calendar and put it into practice.

(1) Year-round activities centering on agricultural experience and cooking practice in each grade

Examples

< Educational unit for each grade at “Gejo Time”, a class hour for life environmental study >

- * 1st grade : ”Let’s grow our peanuts.”
- * 2nd grade : ”Big plan for beans!”
- * 3rd grade : ”Let’s realize the power of vegetables!”
- * 4th grade : ”Eco life with vegetables!”
- * 5th grade : ”Let’s grow tasty Gejo rice!”
- * 6th grade : ”Let’s make BENTO box with my vegetables!”
“Let’s prepare school meal with my vegetables!”

Example <ESD Calendar for the 6th grade>

Field of subject	Apr.	May	Jun.	Jul.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	
Science	Creatures and nutrients			Creatures and nutrients								
Home Economics	Preparing side dishes for breakfast				Creation of joyful meal				Connection with community			
Moral education						Nature loving/ Environment preservation			Body structure and function			

Gejo Time	Selecting and cultivating summer vegetables Let's make lunch box	Selecting and cultivating winter vegetables Let's make School meal
Compartmentalized Group Activities	Event to play with 1st graders School excursions Settled planting of green soybeans	530 campaign Harvest of green soybeans Settled planting of sweet potatoes
Event	Athletic festival School health meeting	Exhibition School health meeting Gejokko festival



<Let's prepare school meal with my vegetable! 6th grade>

< Cultivation of summer vegetables Erecting poles for cucumbers 6th grade >

(2) Systematic health promotion activities based on the annual plan

* School-wide: "Time for Health & Nutrition" and "Health Day" spending the hours for morning activity.

* School-wide: Monthly "GENKI UP CARD"



<Time for Health & Nutrition: Dental disclosing 4th grade>



<Health Day: Jump rope in the shape of 8 School-wide>

(3) Cooperation with family and community

* 5th grade : Rice cultivation cooperated and supported by “Midori Gejo”, a local land improvement organization and the volunteers for agricultural experience.

* 3th/4th grade : Cultivation of green onion, carrot, and onions by the volunteers for agricultural experience.



<Rice harvest 5th grade>

Students learn from people in Midori Gejo how to cut by hands or using combine harvester and work together.

<Planting green onions 3rd grade>

A agricultural volunteer teaches how to plant green onions

(4) Year-round compartmentalized group activity initiated by 6th graders

* School-wide : Event to play with 1st graders, 530 campaign, Work in the farm, Event to play with 6th graders



<Event to play with 1st graders school-wide>

Each 2 compartmentalized groups play together ‘playing tag’, ‘hide & seek’, or ‘rolling dodge ball’ and etc. The picture shows them playing a Japanese ancient game called ‘hanaichimonme’.

<Settled planting of green soybeans School-wide>

A senior student is teaching a junior student how to plant green soybean.

(5) Event related activities

*School-wide : Athletic festival, Gejokko Festival (school play and harvest festival), Summer holiday exhibition, Parents' Day, School health meeting and Swimming pool cleaning.



<Gejokko Festival School-wide>

Students having parent-made pork soup cooked with sweet potatoes and green onions which they grew.



<Cleaning swimming pool. 5th/6th grade>

We asked the fire company and guardians to help cleaning swimming pool.

4 Type of materials to be used

The 2010 edition of “Elementary school Career Education Manual” published by the Ministry of Education, Culture, Sports, Science and Technology

The 2010 edition of “Deployment of the integrated study hours to improve the desired ability” published by the Ministry of Education, Culture, Sports, Science and Technology

The 2012 edition of “Logbook for finding and achieve a dream” published by Aichi Prefectural Board of Education

“Farming magazine for family NORA NORA” published by Rural Culture Association Japan

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

The directive teachers observe students' manner and attitude in daily life, and also evaluate them by filling out the Review Card and relevant handouts after each activity.

They take the following method for the evaluation.

- They grasp children's effort and achievement on various activities through the summary, feedback and presentation coming afterward.
- They make evaluations of the students by observing the presentation of their achievement, motivation and attitude on the Parents' day, the exhibition, and other events as the summary of school study and activities.

Along with the above mentioned evaluations, we conduct twice a year an evaluation from the community through the school councilors and “School Questionnaire Survey” targeting the students and their guardians concerning the school events and educational activities. According to the result of the survey, we will review our ESD calendar in order to deploy our ESD activity in accordance with the actual conditions of our students and the regional characteristics. Through this activity from now on, we will keep working for our children’s independence in dietary life and cultivating children capable of respecting the relationship with others.

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 minimum period of two years. At the end of every year, I shall submit a report of the Project to the ASP National Coordinator of my country.

Date: 24/1/2014

Principal’ name: _____

(* handwritten autograph)

Position: Principal

Institution name: Gejo Elementary School