

Application for Participation

“Our Neighborhood, We Love IWANISHI”

[Learn from IWANISHI, Learn in IWANISHI, Learn by IWANISHI]

Description of the Project

In our school, we have practiced several educational activities that connect children to their neighborhood through their classes. These classes relate with school events that come from their neighborhood.

We have come up with various ideas to make classes which relate to general studies, living studies, and moral studies by having a relationship with the community and commuting with nature from 2009 . We have found wonderful places that we are proud of and have learned how fantastic our community is from people who have lived in this area for a long time. Also, we have learned why people support each other as volunteers and what activities people do in this community.

To connect with ESD, we have reviewed an educational curriculum for each grade and we worked in close cooperation with each other. We have put in order each class's schedule to learn general studies and living studies. In addition, we teach moral studies related to each grade. Through these projects, we can continue this education from elementary school to junior high school. Also, we believe that children will be able to learn how wonderful the IWANISHI area is, to connect with their community, and to love their community.

Objective of the Projects

I would like to suppose that it is from the position of inter-regional association the entrance measure for the ESD for this school have been met. This school's children have continued studies and exchanges with various institutions in the area, such as the adjoining special support schools, a meal kitchen, and welfare facilities, in the area since the school's foundation. Furthermore, the research request, "inter-regional association promotion" of the city was obtained from 2009 to 2011, and the conventional measure was arranged and it has tackled the positioning of home economics and hours of comprehensive learning for each grade aiming at moral lessons. In this, the unit adapted to the developmental stages of each grade was constituted, also the festival. Which the student council sponsors as subject matter took in the measure of the area. From this, the consciousness of "the school's area" has become stronger and is becoming stronger in recent years.

We would also like to carry out self-sustaining development, and to make it a purpose to plan environmental preservation and continuation of the culture and tradition which is rooted in the area.

1. The concept for the unit of each grade dealing with the local area

- The unit concept in home economics and hours of comprehensive learning
- The morality and the lessons of extracurricular activities in connection with the unit concept which in the local area
- Create a database of human and material data as local teaching materials.

About the lesson subject and domain in connection with the IWANISHI area, while maintaining a unit concept, and continuous effective use of local resources aimed at the development of teaching materials, and the arrangement and preservation in connection there.

2. Activities which deepen inter-regional association, and construction of an organization

- The project team who promotes the cooperation exchange with our elementary school and junior high school. Plans event activities, "TNP meeting (①oube area ②o.1 ③project)"
- "Super Clean Grand Strategy" which the students, guardians, the residents, and the elementary school and junior high school staff cooperate, and participate in beautification activities.
- Student council, an academic expert, the local area, local volunteer representation, make an "Area Training Promotion Committee" with school personnel.

By involving students in and carrying out area beautification, an improvement in consciousness of the neighborhood is aimed for. Moreover, it gives neighbors a chance to participate in school activities, and a chance for students to participate in local volunteer activities.

3. Participation in events in the area which get in touch with the culture and gets across to the area sponsor.

- Education for positive participation in a local event

We understand local festivals and ask for the schedule of events in the Special Support School or welfare facilities to exchange event information with each other. After that we discuss about how we can connect classes positively with these events and local festivals. Also, we want to participate in events in the local area and to be aware of the members of our neighborhood.

Execution

○The ESD activity program for advancing activity[Using a third grader as an example]

	April	May	June	July	September	October	November	December	January	February	March
Comprehensive learning	"Searching for a place"				Discovering good place in IWANISHI						
		"Expert in each area"		"Good place tour"	"Where is the best place?"		"Wonderful IWANISHI"		"Making a better place"		
Moral Studies					Connecting to others				Connect to everybody		
School area	Interviews			Making a show of people, things, and nature Discovering, relating, and expanding				Learning from people in the local area		Present to the local area	
Events	TNP meeting			TNP meeting		Parents-child cleaning	Super Clean Major strategy			TNP meeting	
				Summer festival	Local festival		Festival at special supported school			Thanks Party	

1. Hours of comprehensive learning. The grade 3. “Discovering good places in IWANISHI”



○They goes out to the area repeatedly and is concerned with the people, the things, and the nature of the neighborhood.



○They are learning from people in the area.
(Make the garden with the neighborhood)

○They are sent out to the area from the school.
(Make the signboard and set up with the neighborhood)

2. Activities which make in-neighborhood cooperation strong, and the construction of an organization.



○TNP meetings.

○Greeting movement

(They talked about what to do with the better of our area)

3. Participation in events in which the culture gets across to the area is touched upon and the area sponsors.



○The experience lecture of summer & fiesta.
(Japanese Drum)

○The adjoining child of the special education school and exchange.

Type of Materials to be Used

“Kagayaku Toyohashi”	1.April.2011 issue. Edit: Toyohashi municipal elementary school social-studies side reader training committee. Issue: Toyohashi Municipal Board of Education. Printing: Aprize, Inc.
“Akarui Kokoro”	First publication in the 1958 fiscal year, Amendment in the 2009 fiscal year. Edit: Aichi elementary school & junior high school Principal’s meeting. Issue: Aichi Education Development Association.
“My Town IWANISHI”	The March, 2007 second edition issue. Edit& Issue: Toyohashi Iwanishi elementary school.
Morality it’s Original Work Data	Creation in the 2011 fiscal year. Edit: Toyohashi Iwanishi elementary school.

A Student's Understanding of the Project, and the Evaluation Method of Posture

Teachers observe children's attitude and posture through the length of the project and in everyday life. The teachers write evaluations on a card. The following evaluation methods are taken.

- The result of children's activities are grasped from subsequent conclusions, comments, etc.
- Concern, volition, an attitude are observed and evaluated through study, the lessons public presentation at the conclusion of the activity, the announcement of the result at an event and dispatched in the area.

The evaluation from the neighborhood which led the school council with the above-mentioned evaluations, and questionnaire after an event or guardian meeting. A questionnaire by guardians bi-yearly, a reexamination of the ESD activity program and the contents of activities for raising, “Iwanishi Kid's,” is useful and the neighbourhood is improved.

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-coordinator of my country.

Date

 / October/2013

Principal’s name:

Position: Head Master

Institution’s name: IWANISHI elementary school
