

Application for Participation

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

**The town of me and us "heartful Imure"
favorite Imure, everybody's Imure, Imure that will protect**

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

(please use extra sheets if necessary)

Description of the Project

In this school, the educational activity which aimed at training of children who have attachment in the area and value the area has been practiced through the activities such as keeping inspection of many parks like "Imure park", stores, etc. in the school division, and the exchange with the old persons in the school area, and the exchange with those who are doing characteristic measures cultivating sweet potatoes (*Imure's potatoes*), and protecting *Iwaya-ryokuchi* (*Iwaya Green Park*).

Especially after receiving thank-you letters of the picture envelope sent to the stricken area of the Great East Japan Earthquake through the Toyohashi Municipal Board of Education in 2011 directly from disaster victims, concern about disaster prevention increased focusing on the 5th grader. The 6th grader was able to send having thoughts by The Period for Integrated Studies more strongly "the safety of our school area will be ensured by ourselves" than "our life is protected by ourselves" to residents in the school area through joint emergency drill in 2012.

In order to connect these things to promotion of "the education for sustainable development" (ESD), each old grade curriculum was improved and we decided to advance practice which also associated juvenile meeting activity and the information dissemination activities to the school area focusing on home economics and The Period for Integrated Studies .

By performing this practice continuously, he noticed the merit of the area for years to come, and I think that the pride of the area and the attachment to the area can be cherished.

Objectives of the Project

I would like to suppose that it is from the position of environmental preservation and disaster prevention about the entrance of the measure for ESD in this school. The child of this school has advanced the nature, and an institution and a person of the area, and changing study in home economics, social studies, science, hours of comprehensive learning, etc. The study which investigates the nature of a cave green tract of land, or participates in the activity to protect has also been tackled by making into guest teacher the "meeting which is familiar with the nature of a cave green tract of land" in the school area since school foundation. Moreover, research request "moral education" of a city was received for 2010 to three years, and the

lesson has been practiced by making time of morality into an important point. About nature, society, the life, the way of life, etc., moral feelings were raised in the subject study which deepens an idea, and moral practice has been performed in the experiential activities in a skill subject or hours of comprehensive learning. In it, little by little, children can notice and can do now - idea and action of. In the first school area joint emergency drill to perform, based on having investigated about disaster prevention, in 2012, the sixth grader sent to the school area to "Ensure the safety of a school division by itself." The person of the area is noticed "the natural wonderfulness of the area", and a "thought", it thinks "I will value nature", "I will touch by the heart of consideration", and "let's ensure the safety of a school division by ourselves", and the *Imure-ko* which acts is growing up. Furthermore, it passes over the 30th anniversary of foundation, and since the families in whom two generation of parents and children will spend their schoolchild days at the *limura* elementary school have increased in number, the consciousness "the school which stuck to the area" is becoming strong. Then, I would also like to be proud of living in the *Imure* school division, and to set to one of the purposes to raise the consciousness of protecting the *Imure* school division with all families.

Therefore, in this school, the following targets are held up by the following three activities.

(1) Activities which carry out environmental preservation of *Iwaya-ryokuchi*.

- "Natural observation meeting" held the directions of the meeting which is familiar with the nature of a cave green tract of land
- Information dissemination in observation and the area of the ecosystem of a cave green tract of land

By carrying out continuously natural observation of a cave green tract of land the directions of "the meeting which is familiar with a cave green tract of land" of the school district, the attention to environmental preservation is called and the merit of the area and the consciousness of environmental beautification are sent toward the area.

(2) Activities which make dense school activity "530 All the movement" and inter-regional association "super clean grand strategy"

- Aim at improvement in consciousness called the school in the area by involving in and carrying out the area.
- Moreover, it pushes in a local volunteer's participation, and a children's local volunteer activity, and aims at cooperation with each area.

(3) Activities related with the school events and the events held by the area sponsors

The child, the guardian, the school staff, and the local resident had an opportunity to be united, and work or announce a result.

The pride of the area and the attachment heart to the area are cherished by squirrel, and the posture in which relation and relation with people are thought as important is supported.

Execution

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

In this school, the measure for ESD is advanced from environmental preservation and disaster prevention as the above-mentioned purpose. I can cherish the individual who can respect relation and relation with cherishing humanity, such as development and the autonomous heart of character, judgment, and a sense of responsibility, or others by deeply learning, think that the bearer who builds the society which can continue will be brought up.

(1) Activities which carry out - environmental preservation which is familiar with "*Iwaya-ryokuchi*"

- 1st graders, 2nd graders: gathering the nuts
- 3rd graders, 5th graders: school division exploration.
- 4th graders: "Let's be familiar with the nature of *Iwaya-ryokuchi* (interacting with the directions of the meeting which is familiar with the nature of *Iwaya-ryokuchi*). It participates in a natural observation meeting. The situation of environmental conservation activities is inspected or it participates.

○ Relation with each grade and the area

- 1st grader 2nd graders: park exploration of the area, and town exploration
(People of the area, the old persons of an old-man meeting or welfare facilities, the exchange with nursery schoolers)
- 3rd graders: A school division exploration (people of a school division, and exchange). The history of a "*Imure's* potatoes are delicious" (the experts of growing sweet potatoes and exchange which are specialties of the area)
- 5th graders: "contact network *limura*" (people of a school division and exchange) school division, the barrier-free in the school area are investigated. Consider disaster prevention.
- 6th graders: "the disaster prevention of my home which ensures our safety by us" home, and send to the area (the Toyohashi disaster prevention risk management division, a student council, people of the school area, and exchange).

(2) Activities which make dense school activity "530 All the movement" and inter-regional association "super clean grand strategy"

- "530 Movement" which a committee performs by taking the lead glitteringly.
Students make each pair such as 1st graders and 6th graders, 2nd graders and 5th graders, and, 3rd graders and 4th graders twice a year, and clean the place which is hard to clean every day of the park near the school or school grounds. Students strive for environmental preservation.
- "super clean grand strategy" per year which the juvenile students, the guardians, residents, and elementary and junior high schools staffs who live in the same school division cooperate tackle beautification activities.

(3) Activities related with the school events and the events held by the area sponsors

They are exchange with a work exhibition, a class observation day (4 times per year), and an old-man meeting, exchange with the welfare facilities of the area, the school area-sponsored school area joint emergency drill, and the Toyohashi sponsorship "the Sakura

festival" (Arbor Day of *Iwaya-ryokuchi*) during an athletic meet, a literary exhibition, and the summer vacation.

○The ESD activity program for advancing activity (a fourth grader's example)

Subject area	Ap ril	May	June	July	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	March	
Social studies		Disposal of garbage	Water from where									
science		Biological and seasons				Biological and seasons				Biological and season		
The Period for Integrated Studies		← Let be familiar with the nature of Iwaya green park →										
Morals		Let's get along	Important environment	The nature Protect			For home		Japanese goodness	Will be for social		
Events			Exciting hands-on activities 530 movement			Exciting hands-on activities 530 movement	Battle of the super clean School district joint disaster drill					

(1) Activity which carries out - environmental preservation which is familiar with a "cave green tract of land" : four-year synthesis "it will be familiar with the nature of a cave green tract of land"



←A lap is wound around trees and it is pest control



Manure is given to a cherry tree.→

(2) Activities which make dense school activity "530 All the movement" and inter-regional association "super clean grand strategy"



←The pair for "530 Movement"

Students clean a nearby park (3rd and 4th graders)

"Super clean grand strategy"

Junior high school student,
and guardian and the school area people clean



(3) Activities related with the school events and the events held by the area sponsors



←Students appeal by saying,

"The preparation of disaster prevention of a home" in the school area joint emergency drill.
(6th graders)



The "Sakura festival" of the city sponsorship.

Students plant a cherry tree at Iwaya-ryokuchi (Iwaya Green Park) with the leader of the neighborhood council.(4th graders)

Type of materials to be used

Shining Toyohashi, published April 1, 2011, edited by the Toyohashi Municipal Elementary School Social Studies Department Side Reader Training Committee, published by Toyohashi city Board of Education, printed by Aprise Co., Ltd.

Pleasant science, published Dainippon Tosho

The bright hear, published 1958, 2009 revised edition, edited by the Aichi Prefecture Principal meeting of Elementary and Junior high schools, published by Aichi Education Development Association

Handbook of Elementary School Career Education, Ministry of Education, Culture, Sports, Science and Technology, May 2011 (Web version)

A handbook for promoting career education called Career Education for the Nine Years of Elementary and Intermediate School, Aichi Prefecture Board of Education, Compulsory Education Section (Web version)

Career Education Notebook: a Navigation Notebook for Finding your Dream and Fulfilling your Dream, by the Aichi Prefecture Board of education (Web version)

Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes (A student's understanding of a project, and the valuation method of a posture)

An instruction teacher observes children's attitude and posture in the usual school life and, the teacher evaluated by the description of the card "Reflection cards" after the project.

The following valuation methods are taken with it.

- Grasp the results to children's various activities from subsequent conclusions, comments, etc.
- we observed concern, volition, and an attitude through work exhibitions during lesson public presentations or the summer vacation as a conclusion of learning activities, the announcement of the results in events (literary exhibitions) and dispatch in the area, and estimate.

With the above-mentioned evaluation, from the evaluation from the area which led the school advisory councilors, the questionnaires after events and guardian meetings, the questionnaires for two times of all the guardians per year, etc., aim at reexamination of an ESD activity program and with the area. The contents of the activities for raising the *Imure-ko* are 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-ordinator of my country.

Date

Principal's name

Position, Principal

Institution's name

Imure Elementary School

