

Application for Participation

Associated Schools Project (ASP)

for Promoting International Education

“The Day When Our Dream Will Come True.”

～Tsustujigaoka Our Hometown～

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

(please use extra sheets if necessary)

Description of the Project

“The day when our dream will come true” is the title of our school song. Its beautiful lyrics consist of the words which were collected and pieced together by people and children in the local community before the school was opened. Therefore, the song is full of children’s dreams and local people’s wishes. Our institution is celebrating its 19th anniversary this year and the school area is still new town which has been rapidly developed recently. Therefore, people are very eager to create a good environment in this area that is reflected in our school song. It shows their hope that our children will grow their dreams and go ahead to the bright future.

With that background, we promote our education activities based on the wish that our students living in such a warm and loving atmosphere will feel more attachment to their school area and be proud of their hometown. In our school activities, students visit many local welfare facilities, experience the work of local craftspeople, go volunteering for park cleaning with junior high school, and take part in outdoor recreation called “walk-rally” to discover the local area.

Considering all the above things to be associated with “Education for Sustainable Development” (ESD), we decided to review those education activities and put it into practice mainly in the classes of Life Environmental Studies and Comprehensive Studies including school-wide events. Through such efforts, we expect to grow our students’ mind to love their own community and develop it for the future.

Objectives of the Project

We are going to promote our ESD activities based on a keyword which is “Community”. We really expect our students to be more familiar with their community and ambitious to develop it for the future precisely because this town is still young and have lots of possibility to grow. To realize our aim, we would like to create educational environment where students can easily feel motivated to participate in the activities, discover their own ability and develop their self-affirmation.

The following shows our activity plan.

(1) Discovery of local area

Knowing about local area by exploring the local parks, shops and streets.

- Exploring local parks in “Life environmental studies” (1st grade)
- Exploring the town in “Life environmental studies” (2nd grade)

- Walk-rally (School-wide)
- (2) Communication with local people and learning from the community
- Understanding the regional characteristic or problem through involvement in local society.
- Job experience of craftspeople in “Comprehensive studies” (3rd grade)
 - Visiting welfare facilities in “Comprehensive studies” (5th grade)
 - Unesco delivery lesson of Learn from the remains of war in “Social education”. (6th grade)
- (2) Contribution for local society
- Thinking what we can do to realize sustainable local development.
- Water quality improvement project in Lake Chosan in “Comprehensive studies”. (4th grade)
 - 530(= No waste) campaign (School-wide)
 - Super clean challenge (Collaboration with junior high school)

Execution

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

We structure the education curriculum in order to incorporate local materials in the classes from lower graders. Through learning with local materials, we expect to raise students' awareness that they are responsible for the environmental protection and regional development as a member of society. For that purpose, we will start our project with activities to know about the local area, and then to communicate and learn from the community and even contribute to the community as a result.

(Schedule for Activity Program)

Month	4	5	6	7	8	9	10	11	12	1	2	3
Life environment		Town expedition (2 nd)	Park expedition (1 st)			Park expedition (1 st)	Town expedition (2 nd)	Town expedition (2 nd)	Town expedition (2 nd)	Park explore expedition (1 st)		
Comprehensive Studies		Let's find artisans in town. (3 rd)				Let's keep our lake clean. (4 th)						
		Heartful Tsutsujigaoka (5 th)										
Social							Let's learn the history of Toyohashi. (6 th)					
Events		530 campaign					530 campaign / Walk-rally	Super clean challenge				

(1) Discovery of local area

There are many parks with walking paths located in our school area which has been developed in a systematic manner. Taking advantage of that environment, we perform park expedition activity in Life environmental studies in the first grade in which students learn the variety of beautiful parks and how it changes depending on seasons. In the second grade, students go for exploration tour to the local street where they research on shops and facilities to introduce each other wonderful places they found in the town.

In our school-wide event “Tsutsuji walk-rally”, students form 40 compartmentalized groups of 10 people and walk from park to park nearby enjoying quizzes and games. We have more than 10 parks in the area that will give enough time for students to enjoy finding directions to walk to next park and develop friendly relationship with other students with different generations in group activity.



Life Environment “Park expedition”

How many parks we have never been to in our school area



School event “Tsutsuji Walk-rally”

Such a fun to play games in the park with friends in different grades. It is nice to know about our school area, isn't it?

(2) Communication with local people and learning from the community

In the comprehensive studies for the third graders, we have activities titled “Let’s find artisans in our town”, in which students visit an artisan of Tatami mat, Onigawara (=Japanese gargoyle roof tile) or Udon noodles in local area and learn the expertise of their works and efforts. In the fifth grade, students learn about welfare in the activity titled “Heartful Tsutsujigaoka” in Comprehensive Studies classes in which they visit a local welfare facility and communicate with people there. Through those experiences, they will expand the knowledge of welfare and think what characteristic features and roles their local community has.

The sixth graders study about the historical remains in Toyohashi city and learn the regional history in the activity titled “Let’s learn the history of Toyohashi” in connection with

the subjects in Social Education. In addition, we invite UNESCO instructors to give lessons on “War and Peace” in our school.

Through those activities where students value the local relics and people and learn from the local community, they will grow their attachment to their local community and inspire their feeling of hope to develop their society for the future.



Comprehensive “Heartful Tsutsujigaoka”
I learned a lot of things through the communication with the elderly.



Social Education “Let’s learn the history of Toyohashi”
I thought about War and Peace.

(3) Contribution for local society

In the comprehensive studies of the fourth grade, students learn about the water quality conservation of Lake Chosan in Miyuki park which is adjacent to the school area. Thanks to the cooperation of Rotary Club members, students have practical opportunities to input the bacterial broth of effective microorganism (EM) to purify the water and release medaka ricefish into the river.

As school-wide events, we try to keep the school area clean and beautiful by picking up garbage (we call 530 (=no waste) campaign) twice a year. Also, we have an activity called “Super clean challenge” which is performed in collaboration with nearby junior high school where volunteer students (4th grade or higher), their guardians, and local people work together on beautification activity mainly around pathways in the local parks.

We introduce those activities into Comprehensive Studies and school events to make students conscious about the importance of maintaining their town environment.



Comprehensive studies “Let’s keep our lake clean.”

I put EM activating liquid to purify the lake water.

Collaboration with junior high school “Super Clean Challenge”

I cleaned up the nearby park with junior high school students and local people.

Type of materials to be used

- Seikatsu (Living) published by Shinkoshuppansha Keirinkan Co., Ltd.
- Kagayaku Toyohashi (Beautiful city Toyohashi) , Sub reader for social education
Published by Toyohashi Board of Education in 1 April 2011/ edited by Training Committee of social education sub-readers for Toyohashi municipal elementary school.
- Tsutsujigaoka School area magazine

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

For the evaluation, teachers carefully observe the actions and attitudes of students in daily school life. They also assess their achievement by means of their description in reflection cards written after each project. We will also take the following evaluation method.

- Evaluating students through their performance in discussion and research
- Evaluating students’ interest, motivation and attitude by observing their way of presentation in open classes and school events, or information provision to the community

As well as the above evaluations, our school councilors will collect the comments from the local community, and conduct questionnaire survey after each event or parents’ meeting and also targeting all the guardians. Taking those results into consideration, we will review the ESD activity program to improve our activities to help our students to love and grow with the local society.

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 (※Autograph)

Position

Institution’s name