

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

Developing the children who love their community and keep on learning.

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

(please use extra sheets if necessary)

1 Description of the Project (プロジェクトの概説)

In this school, we have developed children who love the community by using unique objects of the school community such as, the streetcar that is ecological transportation, “3-8 street market” that is a symbol of local food production and consumption, the “welfare facility (Aitopia), and the hall for handicapped (Sakurapia)”. We have promoted the Education for Sustainable Development (ESD) to developing the human resources that will learn from the region to create a sustainable society.

In order to ensure promotion of ESD, we need to understand what we have to do for children. We have decided to reconsider the previous curriculum and make a program of ESD related to children’s activity; life environment studies and integrated study. Then we made the purpose of this activity clear and put it into action.

We think it is possible to develop children’s pride and love of their region by continuous practice based on this ESD program.

2 Objectives of the Project (プロジェクトの目的)

In this school, children are learning ESD’s activities from 3 subjects, “environment”, “domestic foods” and “welfare”.

In our community, the streetcar runs on the road south of the school and residents use it for main transportation. We would like to make use of learning about the streetcar in “environmental study”.

The “3-8 street market” is held, on days including the 3rd and 8rd of every month, and is crowded with local people. We would like to make use of visiting “3-8 street market” and shopping experience to study about “domestic foods”.

We would also like to develop activities visiting “Aitopia” and “Sakurapia, such as wheelchair experience and interaction between young and old into “welfare study”.

Therefore we are implementing 4 programs about 3 subjects.

(1) Environmental study program is named “Our streetcar exploration” and the details are as follows;

Experience riding the streetcar, Looking around the streetcar garage, Listening to the lecture by the staff of the Toyohashi-railway corporation

Furthermore sixth grade students have participated in the clean up Asakura-river.

(2) Domestic food study consists of two programs.

One is “exploring the wonder of 3-8 street market” and the details are as follows.

Looking around “3-8 street market”, Experience shopping there, Interviews of market tenants and shoppers about the market.

Another is “Trying to grow vegetables and to make Ume juice”. The details are as follows;

seeding the vegetables, observing the vegetables, harvesting Ume fruits, making Ume juice to drink with all the students of the school.

(3) Welfare study program is named “Heartful Asahi”.

Experience wheelchair, experience blindfold, Looking around the welfare facility (Aitopia), and the hall for handicapped (Sakurapia), Listening stories of the handicapped.








(4) Activities to strengthen the relationship with community.

Inviting community residents to school events, for example “Koinobori athletic meeting”, “Gakugeikai festival”, “Hinamatsuri meeting”, and open class.

3 Execution (プロジェクトの実施)

In this school, these 3 subjects for ESD, “environment”, “domestic foods”, “welfare”, are placed in standard curriculum of all grades. First and second grades are in “life environment studies”, third grade and up are in “integrated study”. The studies are executed according to the yearly curriculum plan of each grade.

Table.1 ESD execution plan placed in the standard curriculum

Grade	Curriculum	Yearly plan											
		Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
1st.	Life-environment studies	Trying to grow sweet potatoes ;15 hours 											
2nd.	Life-environment studies	Trying to grow summer vegetables;25hours 					winter vegetables;17hours 						
3rd.	integrated study	Exploring the wonder of 3-8 street market;24hours 											
4th.	integrated study	Our streetcar exploration;20hours 											
5th.	integrated study	Heartful Asahi activity;35hours 											
6th.	integrated study	Clean up Asakura-river activity;35hours 											

*Activities to strengthen the relationship with community are as follows;

“Koinobori athletic meeting”(May)

“Gakugeikai festival”(Nov.)

“Hinamatsuri meeting”(Feb.)

Open class(Apri.,Oct.,Feb.).

(1) “Our streetcar exploration” for “environment” in fourth grade

Fourth grade students study the streetcar in “integrated study” curriculum. Contents are mainly experiential activities such as riding in practice, looking around the streetcar garage, lectures by streetcar staff.

Through these activities, students learn that the streetcar is important for many citizens as a local transportation, and also is effective to protect the environment with no-exhaust and low energy-consumption, so that many people effort to run.



Fig.1 Experience riding the streetcar.



Fig.2 Looking around the streetcar garage,

(2) “Exploring the wonder of 3-8 street market” for “domestic foods” in third grade

Third grade students study “3-8 street market” in “integrated study” curriculum. They have looked around “3-8 street market” and experienced it, for example, shopping foods in practice, interviews with market tenants and shoppers

Through these activities, they have learned the history of “3-8 street market” and realized the importance of the local production for local consumption.



Fig.3 interview with market tenant

(3) “Trying to grow vegetables” for “domestic foods” in second grade

Second grade students study growing vegetables in “life-environment studies” curriculum. They have grown summer vegetables such as tomatoes, cucumbers, eggplants, and winter vegetables, such as carrots and, Daikon-radishes. They have studied the process of vegetables growing, and realize the necessity to take care of them.



Fig.4 Harvesting Ume fruit



Fig.5 Growing summer vegetables

(4) “Heartful-Asahi activity” for “welfare” in fifth grade

Fifth grade students study “Heartful-Asahi activity” in “integrated study” curriculum. They go to ”Aitopia” and “Sakurapia”, both of them are public facilities near the school.

“Aitopia“ is for general welfare, and “Sakurapia” is for handicapped. Students have acquired consideration for others through the interaction with these facilities’ users. In addition to this, students experience wheelchairs and study sign language.



Fig.6 Wheelchair experience



Fig.7 Studing sigh language

(5) Activities to strengthen the relationship with community

In this school, to strengthen the relationship between school and community, we invite residents, and parents, and present the outcomes of our activities.



Fig.8 Hinamatsuri meeting



Fig.9 Interaction with old residents

4 Type of materials to be used (使用する教材)

Textbook of life environment studies

Handbook of Elementary School Career Education, Ministry of

Education, Culture, Sports, Science and Technology, May 2011 (Web version)

Shining Toyohashi, published April 1 2012, 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.

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

(プロジェクトに対する生徒の理解と姿勢の評価方法)

Evaluation of a child's understanding and attitude is done as follows:

- The children's understanding are evaluated as a result of the different activities conducted to convey their grasp on the different subjects by soliciting their own summary or opinions.
- As a summary of learning and activities, classroom visitations, exhibitions, exhibitions, Presentations and the like are observed, evaluated in terms of their motivation and attitude.

Along with the above assessment, the following are further conducted to enhance ESD activities.

- We use evaluations from the region through the school counselors, questionnaire surveys after events and meetings of guardians, questionnaire surveys of all guardians conducted twice a year, and other methods to revise the ESD Activity and make improvements to the content of the activities for developing.
- In order to fit the curriculum to the children and to the characteristics of the community, the ESD calendar is reviewed yearly and specific activities related to community learning are duly 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.

(本学校を代表して、ユネスコASPの参加申請をし、少なくとも2年間は上記概要にそってASPに貢献する活動を行うことを確約します。また、毎年ASPコーディネーター(※日本の場合は日本ユネスコ国内委員会)に活動のレポートを提出します。)

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職)

Institution's name (学校名)