

Application for Participation  
Associated Schools Project (APS) for Promoting International Education

"To Develop the Courage, Power and a Dream to Live in Students"

- To make Sakae students strong-minded through learning  
in which they interact and brush up their abilities with one another -

### 1. Description of the Project

Our school motto, "To Develop Courage, Power and a Dream to Live in Students" was made in 1986. This motto expresses our wish that Sakae kids will get the courage and power to overcome difficulty, and will dream of developing themselves throughout their lives. We also hope that they will use this motto in life. Our school has promoted school education under the spirit of the ESD (Education for Sustainable Development) for more than 30 years.

In promoting the ESD we decided to use the motto "Make Sakae students strong-minded through learning in which they interact and brush up on their abilities with one another." Students find various problems through positive interaction with people, materials, and things in their school life and in the area they live in. We think knowledge and power of execution can be obtained through the process of problem solving and will help to empower the students' lives. So we would like to promote our school's educational system and work also on improving our curriculum and making the ESD Calendar. We would like to emphasize the studies of international understanding, welfare on-site training, and disaster prevention study. And through these studies we hope to bring up each student grounded and ready to build and support a sustainably developing society.

### 2. Objectives of the Project

We wish to develop the students' ability to communicate with others and to express themselves. Also through the study of international understanding, improve on their spirit to live with other people comfortably and change their way of thinking, such as their sense of ethics, through welfare on-site training, and their awareness and their ability to live as members of a regional society through disaster prevention study.

#### (1) The Studies of International Understanding

We develop in students the attitude to communicate with one another positively with consideration of the thoughts of others, and the ability to express themselves by enriching the linguistic activities of subjects. In doing so, we hope that this will work as a grounding for their communication and a base for international understanding.

- Promote "Discussion Time (*Ohanashi Time*)" in the morning learning time.
- Attach importance to the discussion in lessons, and promote lessons in which students can learn and brush up on their abilities one another.
- Enrich the activities in English conversation class.

#### (2) Welfare On-site Training

We think that the base of the welfare class is to help build a society in which everyone can live happily as a human being. Through serious learning about welfare, thinking and doing what they can do, we help students to become more consciousness about supporting a welfare society in the future.

- The Period for Integrated Studies
  - a) Class Unit “Let’s Think about Welfare” (Grade 5)
  - b) Class Unit “We Live Together” (Grade 5)
  - c) Class Unit “Let’s Go! We Are *Cho-Volu Team*” (Grade 6)
    - note - ”*Cho-Volu*” means *chotto* (tiny) volunteer activity

### (3) Disaster Prevention Study

We develop in students the consciousness to protect their lives by themselves in the events of a disaster and the attitude to live and help one another.

- School disaster drills include fire, earthquake, and so on
- The Period for Integrated Studies
  - a) Class Unit “Research in the emergency supplies and equipment in our school area” (Grade 4)
  - b) Class Unit “What Should We Do When Disaster Strikes Us?” (Grade 5)
- Participation in the a disaster drill held by the neighborhood self-governing body (All Grades)

## 3. Execution

Continuing from the point of view that students’ should learn to interact and brush up on their ability to live a full life, we think the aim of the ESD is to help students brush up on their ability to live fully through making relationships with friends and residents in their school area. Through these activities, it is hoped that we can build in them the foundation to support a sustainably developing society.”

We need the ability to communicate with others and to express ourselves to build a relationship with other people. So we promote “*Ohanashi Time*” (Discussion Time) to develop students’ attitude to listen to their friends’ opinion seriously and the ability to share their ideas effectively. In classes, we also promote discussion activities, and try to bring to students the ability to have their own opinions and discuss in order to solve problems that are faced with. We also try to further develop their communication ability through classes, student council activities, experiential learning in the living environment studies, and the period for integrated studies, and so on. In the living environment studies and the period for integrated studies, we use the school area as an important place to study for students, and advise them to join the events and activities held in their community area. In those events and activities students will build close bonds with their friends and community members, and develop a foundation as members of a society that can work for the community.



In Japanese class (Grade 6)

So we provide and promote these activities as listed below.

### (1) Learning in an International Understanding Study

We prepare the study plan that connects to the International Understanding Study, and bring out the development and the human nature of the individual personality.

- “*Ohanashi Time*” (Discussion Time)" in practice is a morning activity for all grades.
  - Students talk about the topic that a teacher and another student suggested in each class. Through this activity we bring up the students’ ability to communicate, their ability to convey their thoughts, and to listen to their friends seriously.
- Attaching importance to discussion in lessons, and promoting lessons in which pupils can learn

and brush up their abilities with one another in all fields.

During all classes such as the moral education classes, special activities, English conversation classes, and the period for integrated studies, we emphasize problem-solving-oriented learning which necessitates students to discuss and develop their thoughts and ideas.

- Enriching and expanding “English conversation classes” (from Grade 3 to Grade 6)

We emphasize English conversation classes with the help of Assistant Language Teachers, English School Assistants and English volunteers. Students enjoy communicative activities in English related to the students’ daily lives and school lives. As expanded learning, the 5<sup>th</sup> graders communicate with elementary school students in Melbourne, Australia by “Skype”. The 6<sup>th</sup> graders communicate with tourists from foreign countries in Nara and Kyoto during their school trip.

We hope that students can form in school a foundation to work as part of the international society in the future.



Communication by Skype

## (2) Learning about Welfare On-site Training

Through experimental learning such as visits to the welfare facility “*Oujuen*” in our school area, talks with the handicapped people, lectures given by the volunteers who work for the school library and so on, we cultivate in students not only the sense of symbiosis, but also the attitude and the vitality to think and act on what they can do

- Class Units “Let’s Think about Welfare” and “We Live Together” (Grade 5)

After learning about welfare, students visit the facility for the aged “*Oujuan*”. Through enjoying some activities, which they prepared by themselves, with old people, they learn to be considerate to the old. Furthermore students communicate with handicapped people, they find that the handicapped people work on important things in local society, and realize that we need to have cooperation to make a society that is easier to live in.

- Class Unit “Let’s Go! We Are *Cho-Volu Team*” (Grade 6)

Our school has many kinds of volunteers who support the learning of the pupils, such as outside lecturers of club activities, library volunteers, the group of the fathers “*Oyaji-no-kai*”, and so on. Each volunteer has strong thoughts on what they can contribute to the students by what they can do.

In one of the activities “Let’s Go! We Are *Cho-Volu Team*”, students invited the library volunteers to the class and learned about their daily activities and thoughts through talking with them. After that students discuss what they can do as a volunteer, and they actually do something in the school district. This activity is a tiny one, but it is a good chance for students to feel the joy of helping others and learn the spirit of the being a volunteer.



Activity in “*Oujuen*”

## (3) Learning in Disaster Prevention Studies

Through a fire drill and security training at the school, students raise their awareness to protect themselves from dangers by themselves. Students research in the use of emergency supplies and equipment in schools and the school area, and realize the importance of preparation for a disaster.

- Equipment such as fire hydrants and protection against disasters.

safety of the school zone and the  
know the dangerous spots in the  
to act in case of it. At the end o

A group of people are gathered around large informational maps or posters displayed on a wall. A man in a cap and a woman with a child are looking at the maps. The maps appear to be related to the 'MAD' (My Area Development) theme mentioned in the text.

- hazard maps made by students  
activities are also held. Students in  
for Integrated Studies and present  
s, students have their awareness  
of the community in an emergency

udies according to ESD Calendar  
are On-site Training and Disaster

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“We Live Together”  
• Talk with a

drill

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	Apr.	May	Jun.	Jul.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Grade 5	<u>“Let’s Think about Welfare”</u> <ul style="list-style-type: none"> <li>• Visit “<i>Oujuen</i>”</li> <li>• Get our study in shape</li> <li>• Paint a welfare poster</li> </ul>				<u>“Let’s talk with the kids in Melbourne, Australia”</u> <ul style="list-style-type: none"> <li>• Research in Melbourne and Australia</li> <li>• Make a self-introduction</li> <li>• Communicate with them by Skype</li> </ul>						
	<u>“What Should We Do When Disaster Strikes Us?”</u> <ul style="list-style-type: none"> <li>• Research earthquakes</li> <li>• Make a hazard map</li> <li>• Participate in the community emergency drill</li> </ul>				<u>“We Live Together”</u> <ul style="list-style-type: none"> <li>• Talk with a wheelchair dancer</li> </ul>						

#### 4. Type of Materials to Be Used

We use some publications and materials from many web site published and managed by the Ministry of Education, Culture, Sports, Science and Technology, the Board of Education of Aichi Prefecture and Toyohashi City.

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

We evaluate the degree of comprehension and attitudes of the students.

- We evaluate the result of the activities through a summary paper written by the students or their impression after the students finish a study.
- We give students the chance to read their summary to the other students in their classroom, at learning presentation, or at a school exhibition. And we also inform their families about the results and sometimes the community through school newspapers and the school home page. Through these means, we observe and evaluate the students' interest and eagerness to learn.
- In addition to the evaluations mentioned above, we refer to the evaluations of the school councilor, the opinions in the parents conference, the result of the questionnaires to the parents, and we also reexamine and improve the plan of ESD retroactively.

On behalf of my institution, 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 year. At the end of every year, I shall submit a report of the Project to the ASP National Coordinator of my country.

5 / Mar. / 2014

Date

Principal's name: Shiro Koide

Position: Principal

Institution's name: Sakae Elementary School