

Application for Participation  
Associated Schools Project(ASP) for Promotion International Education

“過去・現在・未来” ずっとつなごう ぼくらの天伯自慢  
～ 地域に誇りと愛着をもつ子の育成 ～

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

In our school, we've been incorporating agricultural educational activities on the reclaimed land near the school. The theme is to cooperate with local people in rich natural environment. Therefore, while drawing from the wisdom and efforts of our predecessors, we are going to try to promote education by instilling the importance of land stewardship to the inheritors of this bountiful land.

We studied career education, nutrition education and environmental education, and made a curriculum (Education for Sustainable Development or “ESD” Calendar) that shows the relevance of these subjects in 2011. We reconfirmed our educational goals and value of our local resources in each grade in 2012. In addition, we thought of a unit that was aware of the unique characteristics and relevance to this region.

In particular, we want to focus on the local agriculture. “Tenpaku” watermelons have become famous as a symbol of good cultivation. Also, rice farming and the “Mochi” (Pounded Rice Cakes) Making Festival have become a cultural tradition carried on for over three generations. We are blessed to have rare animals and plants, such as the Scarlet Dwarf Dragonfly(*Nannophya pygmaea*) and the “Shiratame Hoshi Kusa” or White Star Grass(*Eriocaulon nudicuspe*) which are widely unknown, living near us at the Tenpaku moor. Incorporating a bog cleanup has become an important part of our curriculum. In doing so, we have decided to start up a project of Education for Sustainable Development (ESD) from the point of view of environmental issues.

We will continue to practice the learning activities intentionally in cooperation with home, school and community. We believe that we can bring up children with love and pride of local children aware of the goodness of their own region in the future.

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

In our school, while deepening the relationship of the people in the region, we want to bring up the bearers of a sustainable society from the point of view of "industry and the history of the area" and "environmental protection". If our students can fully understand their local environment and the history of the land then they can fully grasp all aspects of any future problems and act on them as steward of the land and good citizens of Toyohashi. We want children to take pride their hometown and we want to bring them up with values and the ability to take action to achieve a sustainable future by ESD.

In our school, we do the following four activities below with those aims

### (1) Farming and the Experience of Local Industry

- ・ Parents and their children work in a rice field together and they have “Mochi” making festival with local residents after harvest.

- Studying about Tenpaku watermelons, giving them out to people in the region.

While learning with the adults of the region, children can feel the passion and effort of farmers through growing watermelons and rice. Through this experience, the children learn to appreciate their local industry.

## (2) Environmental Conservation Activities for Tenpaku Wetlands and Yatahira River

- Research and Conservation activities for Ecosystems of Tenpaku wetlands
- Comparative survey of the environment of the local rivers such as Toyokawa river, Asakura river and Yatahira river. (Ecosystems, water quality, etc.)
- 530 This is a nationwide campaign to eliminate trash. The numbers when read out say, “Go-Mi-Zero” meaning “Zero Garbage” but more specifically in Tenpaku, we run clean-up activities to improve the water quality for the river and ground water using the EM(Effective Microorganisms).

While we compare the environment of other regions with the environment of Tenpaku, we notice the importance of environmental conservation and discuss the importance of conservation and environmental beautification to the area.

## (3) Community Outreach and Appreciation of Local History

- Listening to the old people in the region about the history of the development of the area.
- Exchange activities with elderly people in welfare facilities and the kindergarten children to stay connected to the community.
- Appreciation party for people who have helped us.

## (4) Community Activities and Events

- Sports festival, school plays, parents' day (4 times a year), exchange activities with elderly people in welfare facilities, and “mochi” making festival

By having the opportunity to present the results of our efforts with children to the parents, teachers, and community members together, we can nurture the emotional attachment to the community and take pride in the area.

## 3 Execution (プロジェクトの実施)

As mentioned previously, children are going to learn by ESD from the point of view of "industry and history of the area" and "environmental protection" in our school. Through the learning in connection with local people, we believe that we can raise the leaders of a sustainable society.

The history of the Tenpaku school district began by postwar settlements in Tenpakugahara. Or predecessor's hard work ethic that changed unfarmable land to fertile fields has been carried on from the past until today. Agriculture was the central industry of the region for seventy years after the war. In order to conserve Tenpaku wetlands with its pure underground water filtering subsoil and Yatahira river, various organizations must continue to work together. Through children learning the history and environment of their region as a center, they can be proud of their

region. We will grow the foundation for the ability to maintain a sustainable society.

- Relationship with the local community and each grade
  - 1<sup>st</sup> grade…Exchange meetings with Tenpaku nursery
  - 2<sup>nd</sup> grade…Exploration of the wildlife in Yatahira river
  - 3<sup>rd</sup> grade…Growing Tenpaku watermelons
  - 4<sup>th</sup> grade … Water examination and environmental protection of Yatahira river and environmental protection of Tenpaku wetlands
  - 5<sup>th</sup> grade…Rice farming, Mochi making festival, Appreciation party
  - 6<sup>th</sup> grade…Exchange meetings with old people in welfare facilities
  
- Farming experience of local industry
  - 1<sup>st</sup> grade to 4<sup>th</sup> grade…Vegetable farming (3<sup>rd</sup> grade: Making Tenpaku watermelon)
  - 5<sup>th</sup> grade to 6<sup>th</sup> grade…Rice farming
  
- Environmental conservation activities of Tenpaku moor and Yatahira river
  - All grades…530 clean-up activities
  - 4<sup>th</sup> grade…530 clean-up activities of Yatahira river, Water quality conservation using EM, Environmental research(ecosystems, water quality, etc.), Research and Conservation activities for Ecosystems of Tenpaku wetlands
  
- Activities that touch the people and history of the area
  - All grades…Meeting to learn about local people, Appreciation party
  - 1<sup>st</sup> grade…Exchange meetings with Tenpaku nursery
  - 6<sup>th</sup> grade…Hearing about the experiences of war first hand from the elderly people in the area, Meeting to hear the history of the area, Exchange activities with elderly people in welfare facilities,
  
- Activities associated with the event
  - Activities to show and announce the results
  -

ESD activity program to advance the activities (Example of 4th grade)

Subjects	Apr.	May	June	July	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Social studies	Waste Management and Recycling Unit		Where does water come from? Unit								
Science	Spring Wildlife		Summer Wildlife		Autumn Wildlife				Winter Wildlife Water in nature		
Integrated studies		Survey for water quality and creatures Comparative survey of Asakura river				EM Water quality conservation Unit					
School events		530 clean-up activities					learning announcement meeting		Appreciation party		

### (1) Farming experience of local industry



Children try to grow watermelons while listening to farmers about how to improve the quality the melons.



5<sup>th</sup> and 6<sup>th</sup> grade students plant rice in cooperation with PTA in the practice field.

### (2) Environmental conservation activities of Tenpaku moor and Yatahira river



Water examination and promotion of environmental conservation of Yatahira river



Survey of the Tenpaku moor and promote environmental conservation activities

### (3) Activities that touch the people and history of the area



Meeting to hear the passion of making watermelon and history of the Tenpaku from elderly people in the region



Mochi making festival using glutinous rice that has been harvested at school by the students and an appreciation party for people who have helped us

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

- ・「Elementary school Guide for Career Education」  
Ministry of Education, Culture, Sports, Science and Technology 2010
- ・「Kagayaku Toyohashi」 Toyohashi Board of Education 2012
- ・「A chronicle of local history Tenpaku」 Tenpaku Elementary School 2004
- ・「Note for career education」 Aichi Board of Education 2012
- ・「Guidance materials for environmental education」  
National Institute for educational policy Research Curriculum Research Center 2007

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児童の理解と姿勢の評価)

We value the attitude and understanding of children as follows.

- ・ We will grasp the results of the various activities of children by learning records, reports, and short essays.
- ・ We value the attitudes and motivation of our students by keeping in close contact with their families and the community at large through parent teacher meetings and curriculum announcements.

We promote ESD activities by practicing the following further with the evaluation of the above.

- ・ We send out a school evaluation questionnaire to parents, children and teachers in December to learn more about the needs of the students. The questionnaire includes topics such as "Learning to find the characteristics of the region" and "Survey for pride and attachment to the community".
- ・ In order to make the curriculum that matches the characteristics of the region and actual situation of children all teachers in our school have a meeting to discuss the improvement and policy of learning activities for the next year in February.

*On behalf of my institution, I apply for participation in the UNESCO Associated School 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。)

24/ Jan. / 2014

Date(日付)

\_\_\_\_\_  
Principal's name (校長名 (※直筆))

Principal, Tenpaku Elementary School

Position, (校長) Institutions name (学校名)