

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

Our town Mukaiyama

-We love Mukaiyama, our Mukaiyama, save Mukaiyama-

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, we have practiced education activity aimed education of children who love their regions and respect their regions through relation with parkssuch as Mukaiyama Bairinen, and Oike Park.

Second grade students go to the park in schoold zone each groups in socioenvironmental studies "Let's go! Mukaiyama expeditionary party" They summerized their finding and noticing in expeditionary card, and they tild their friends about it. Also they brought up the feeling of apreciating the bless of nature through gazing Ume from Bairinen and cooking Ume juice.

Third grade students boost feeling for apreciating nature of regions through cooking Umeboshi used Ume from Bairinen and activity of trying them in comprehensive learning "Present from nature –Ume from Bairinen – And, in the end of year, they cleaned Bairinen with second grade students.

Forth grade students investigated of Oike Park in comprehensive learning, for example, they investigated history of Oike, animal living in Oike, and people used Oke park. They boosted to save Oike Park.

To consider there in relation to proplusion of ESD – Education for Sustainable development- we chacked until curriculum of study,we decided to proceed practice added activity of sending infromation to school zone as center of socienvironmental studies and comprehensive studies. Because of doing these practicing continuously, we think children notice good pointy of region reached reached fururem\, and they can have hearts that try to respect their regions wqith their love.

Objectives of the Project

In this school, we want to start project of ESD from position of environmental preservation. In Mukaiyama school zone, there're many parks saved by people carefully in this school zone. Choldren love Mukayama school zone they live and they have learned relation with people as starting point of playing in this park. Also children in JRC committee call all students and boost their minds for recycle through gazing pulltop of can and cap of petbotle. Through practical experiment in the park, 530 activities in school zone, and heart-full flower activity, we want to bring up choldren who try to save environment in Mukaiyama school zone with regional people.

In 2007, this school greeted the 50th aniversary of the founding, and there're many families leading in Mukaiyama elementary school with parents and children. We think to make effort to save environment with whole region with having pride of living Mukaiyama school zone. For that, our school paraded aims of following 3 activities.

(1) Socienvironmental studies as theme of park, idea if unit of comprehensive learning

*A teacher uses the park near the school as the teaching materials of comprehensive Learning.

Children, together with their friends realize worth of a nearby park. As a result, the children who have attachment for the area in which children live grow up.

(2) Joining to event related environmental presentation in region

*A child's consciousness of environmental beautification is raised by making a child do activity which cleans the park of the area.

(3) Activity that present flowers to great supporter region people

*A child cherishes the feeling of the gratitude to people of the area being conscious of the relation of the heart with people of the area.

Execution

In this school, we advance action for environmental preservation to ESD. Through to deepen its study, we bring up children's mind of theirself-control and independence, their judgement, and their senses of responsibility. Through the relation with "people", "thing", and "event", we think we can bring up supporters who produce sustainable society.

(1) Socienvironmental studies as theme of park, idea if unit of comprehensive learning

① Second grade student socienvironmental stuies "Let's go! Mukaiyama expeditionary party"

*Children go out park in school zone each groups and summerize what they found and noticed, and they tell their friends, parents, and regions.

② Second grade student socienvironmental studies "Ume in Mukaiyama Bairinen"

*They bring up the feeling of appreciating the bress of the nature through gazing Ume from Bairinen and cook Ume juice.

*They taste Ume juice with first grade student to communicate with different grade students.

③ Third grade students comprehensive learning "Presente from nature -Fruits of Ume from Bairinen-"

*They boost feeling for apreciating nature of regions through cooking Umeboshi and Ume from Bairinen with second grade students and their parents.

④ Forth grade students comprehensive learning "Let's research environment of Oike"

*They investigate Oike park, history of Oike, and animals living in Oike, and people used Oike park. They boost to save Oike Park.

*They summerize what they investigate in newspaper, put it up on openschool and send it to their parents and their regions.

(2) Joining to event related environmental presentation in region

○Mukaiyama school zone 530program

*Activity that they pick up cans and plastic garvages lain in the park with their parents and people in region together in Mukaiyama Ryokuchi Park and Kotsu Park twice a year.

*Through joing the event of region, they have minds as they're one of the inhabitants, and they boost minds to know and clearn their regions.

(3) Activity that present flowers to great supporter region people

○Heart-full flower activity

*All students bring up flowers which gardening flower committee took in.

*They present flower added letters which all students brought up to great supporter region people, such as "House of Diyal 110 for Kids", "Watching Over party for Children", which watchs over their attending and leaving, and "Volunteers in Library" which read to children and maintenounse in their library.

○ESD activity program for doing activity

	APR	MAY	JUN	JUL	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Socienviromental studies	Let's go! Mukaiyama expeditionary party ←→					Let's go! Mukaiyama expeditionary party ←→					
		Ume in Mukaiyama Bairinen ←→					←→				
Comprehensive learning	Presente from nature –Fruits of Ume from Bairinen- ←→										
	Let's research environment of Oike ←→										
Special Activities									Cleaning of Bairinen ↔		
							Heart-full flower activity ←→				
School area	School zone 530program ↔					School zone 530program ↔					

(1) Socioenvironmental studies as theme of park, idea of unit of comprehensive learning



○Let's go! Mukaiyama expeditionary party
(Record what they found in park)



○Ume in Mukaiyama Bairinen
(Gather Umes with friends together)



○Present from nature –fruits of Ume in Bairinen-
(Cooking Umeboshi used Ume they gather)



○Let's investigate environment of Oike
(Summarize what they investigate and do presentation)

(2) Joining to event related environmental presentation in region



○Mukaiyama school zone 530program
(Pick up garbages with region people together)

(3) Activity that present flowers to great supporter region people



○Heart-full flower activity
(Present the flower all students bring up to "House of Diyal 110 for children")

Type of materials to be used

"Ikiiki Seikatu" Keirinkan Syoseki

"How to make Ume juice" "How to make Umeboshi" Handmade date written by Diet and NutritionTeacher

The memorial magazine "Records of Mukaiyama Elementary School" for the 30th anniversary of the foundation

The memorial magazine "Records of Mukaiyama Elementary School" for the 50th anniversary of the foundation

"Hajimetenohanazukuri" Ikedashoten

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

Guidance teacher watch children's attitude and posture in their nomal life when they act something, and teachers evaluate by children's description of "Review Card" after project.

Together, teachers use ways of evaluation followed under;

*We understand the results that children's varuious activities from summary and reaction after they do.

*They watch and evaluate children's intervest, curiousty, and attitude from openschool and work-exhibition as summary of study and activities.

We plan the revision ESD activity program from aveluation from region through councillors and "school evaluation questionnaire" for parents, children, and teachers. We love regions, and we improve activity contents to bring up "Mukaiyama children" living with their regions.

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.

/Feb/2014

Date

Principal's name

Position Principal

Institution's name

Mukaiyama Elementary School