

Overview of the School

【School Badge】



1. School name:

Maeshiba Elementary School

2. Location, etc.

30 Azanishidutsumi Maeshibacho, Toyohashi-shi, Aichi 441-0152

TEL : 0532-31-0500 Fax : 0532-34-1686

URL : <http://www.maeshiba-e.toyohashi.ed.jp/>

E-mail: maesiba-e@toyohashi.ed.jp

【Access】

Ride a Shiokaze bus and get off the Kazu clinic.

Walk 200meters toward west.

3. School size

Number of classes:

a total of 9classes including 7 regular classes and two special needs classes

Number of staff members:

a total of 19 including one principal, one vice principal, 11 teachers, one school nurse, one part-time teachers, two supporters, one secretary and one school janitor

Number of children:

a total of 216 children including 117 boys and 99 girls

4. Education at this school

(1) History of the school zone

Our school fronts on the Mikawa- Bay and there is a peaceful nature. Some families have lived receiving the blessing of nature since old days. In the early in the Showa period, this area was called the three great producing area of nori and the aquaculture of nori has developed as a regional industry. In addition, the Rokujo-Lagoon and Nishihama was being known as a good fishing ground of a common orient clam and Japanese little neck clam. After that, in order to develop an urban, fishery declined. Instead of that, the green house cultivation and the industry which breeds a quail became prosperous and the food-processing industry of fish and shellfish is also developing.

In order to mix with the local community, a field day which hold together with a day nursery, an elementary school and a junior high school is created and all of students and local people get together. It is in 60th years. Besides, some activities to contact with regional people are held at our school. For example, the summer festival is held in cooperation with a local people and Parent-Teacher Association of each school. Moreover, the party which experiences some games from the past is held and a member of the old people's club teaches children. We also promote a regional volunteer activity. Our school locates near the seashore and low above sea level, so people have a high interest in prevention of damage by a disaster. We have an emergency drill and do together with school and local community.

(2) Educational goals of this school

Bring up students who have the good valance among physical strength, moral mind and smartness based on the elementary education.

Strong	○Make your best effort	【physical strength】
Wise	○Develop a self-motivation	【smartness】
Harmonious	○Help each other , Be nice to each other	【moral mind】

(3) Management policies

“Meshiba of thanks and emotion” is the catchword of our school and we value school that students can learn from themselves with enthusiasm.

- Develop an educational activity which is harmony and work together among school, parents and family.
- Establish a group of teachers which can support and learn each other.
- Tell information of school and promote a regional understanding.

〈Strong〉

- Establish a learning discipline. The attitude of listening is one of the points.
- Develop a well-mannered mind through a greeting.
- Develop a respectful mind for working through a cleaning.

〈Smart〉

- Develop the skill of listening, writing, speaking and reading.
- Develop the ability of listening, thinking and connecting them.

- Develop a self-motivation.

〈Harmonious〉

- Make a habit of playing outdoors using a break for thirty minutes.
- Develop a physical strength through the basic exercise.
- Promote a good human relationship which recognizes oneself and others.

(4) Priority goals for the current academic year

School principals

“Develop students who master the basics and can express oneself”

○ Develop “the skill of class management” and “the teaching skill” of teachers.

- Promote a class which connects with students’ idea based on the class management.
- Make a class plan that students can think and students can be made to think.
- Study and practice based on the specific method and learn together with teachers.

Application for Participation
Associated Schools Project(APS) for Promoting International Education
“Rediscover affluent town Maeshiba”
~Love nature of the region, know culture of the region~
Outline of the way the Project(s) will be implemented in the institution
(please use extra sheets if necessary)

1 Description of the Project

We have been practicing in educational activities closely related to a nature, an industry, the history and characteristics of our town “Maeshiba”. Also we have been doing regional educational activities by engaging the people who lives in Maeshiba town as a teacher. Then we aim to bring up our students to be children who consider about the situations and environments of Maeshiba town with ESD basic principles to have kids learn the importance of keeping the environment in good conditions by observing nature, growing crops, saving energy, recycling and thinking of others and the Earth.

We would like to look back our course of study and organize it again to have kids take the ESD activity intermittently in each grade and we want to make a plan to send our ideas to our region so that we look back our region and keep and make it better.

We think kids love the region and can make good relationships with the people of the region by the educational activities closely related to the region in each grade.

Then, our aim is to bring up kids love Maeshiba, consider Maeshiba as one town in the world and try to develop our town more.

2 Objectives of the Project

We will start ESD with especially focusing on environments and cultures. We think that ESD project can help kids to carry on sustainable society by understanding geographical features, industries of our region and love them. We hope kids to look back on their life and try to make Maeshiba great town by considering about what they can do.

(1) Activities closely related to environments.

- learning about creatures of a tide land
- Making a map of creatures

Students can understand the importance of nature preservation and environments preservation by observing the creatures at drainage canal, shrines, parks, and shores so on

(2) Activities linked to the culture of the school region.

- learning about how to make laver, how to plow
- Tour of a factory which make seafood boiled in sweetened soy sauce

Students can understand how people have ever been putting efforts to make good lavers by learning about the history of culture. Also students study about the good points of the suitability of the location.

(3) Activities related to regional facilities

- learn about old tools and life
- learn about peace from our sad experiences (memorial tower), have meetings we can listen the experiences of world war from elderly people (Toyohashi UNESCO)

Students and teachers deepen our understanding about the history and culture of the region and make a living with being full of hope for the future.

(4) Activities related to works

- Experience of rice growing, cultivating rape blossoms
- Maintenance of flower bed and playground that have lawn

We think students can understand the importance of foods and the difficulty of growing rice with the cultivation activities closely related to rice field for the year. Then all students take the activity about maintenance of playground under the leadership of our original committee which has a name "green committee".

3 Execution

We are going to carry on ESD project from the standpoint of environments and cultures. Our town Maeshiba is located on the mouth of "Toyo" river and we think that we can help kids to carry on sustainable society by practicing in the educational activities closely related to such our region's characteristic nature and cultures.

It is for that purpose that we will do the activities related to the contents of following synthetic learning, each subjects and events. We make ESD calendar which is about each grade's main activities to achieve the above-mentioned aim.

(1) ESD calendar to advance the activities (an example of sixth grader)

The sixth grader place great importance on learning peace and do the activities with ESD calendar.

Example - sixth grader's ESD calendar

	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Japanese	Tell about good aspects of our region											
Social studies	People's life with war lasted for a long time New Japan, Peace Japan											
Class for ethical training	Heighten our love for our school • the pride of our school											
synthetic learning	Research about the history of Maeshiba						Listen the experiences of war Observe the ruin of war					
Events	Express war with a play in a school play party											

(2) Learning made the most our environment: mainly learning of mud flats

There are Rokuzyou mud flats in Maesiba seaside and this sea is shallow for a good distance from the shore. The mud flat is a treasury of many creatures, so the students can observe many creatures such as seashells and crabs. The students go to there on the day of the spring tides and observe the creatures in this mud flat. The students have learned about the importance of life and the necessity of the environmental preservation by observing the creatures.



Observation of the mud flats at
Maeshiba seaside



Observing the living things in the
mud flats and make the illustrated
book

(3) Activity to succeed the local culture: mainly the experience to make the laver

There are two monuments in Maeshiba. One is the monument as the cradle of the laver farming and the other is to admire the achievement of a person who developed the way of the laver farming for the first time. The students can learn about the past laver-farming because many people who involved the past laver-farming have lived in Maeshiba. A lot of tools to farm the laver are donated and these tools are exhibited in this school. The students have learned about how to use these tools and the then life-style from the volunteers.



Listening to the explanation about
the past tools



The activity through experience of
making laver

(4) Learning by making the most of the local institutions: mainly the study for understanding to keep the peace

There is a monument which is called the monument of the students' death in action in Toyokawa ammunition factory next to the school gate of Maeshiba elementary high school. The students start to study about the importance of life and peace by using this monument. The students listen to the stories about war experience from the volunteers and they look at the remains about war when they go to Toyohashi Park.



the monument of the students' death in action in Toyokawa ammunition factory



Listening to the stories about war experiences

(5) Learning through the working experiences: mainly the experiences about a rice field

There is the rice field called "Sukusuku rice field" on the south side of Maeshiba Elementary School and it was made by using the rice field in fallow. The fifth grade students cultivate rice by getting the helps of the local people. The students experience the field through cultivating, land preparation, rice planning, weeding, reaping rice, drying rice on a rack, threshing and raising rape blossoms all year around. The students experience this activity by only tools in Maeshiba Elementary School and produce rice. They can feel the difficulty of labor from learning the past life and read thanks from the pleasure of harvest.



Rice planting



Drying rice on a rack

4 Type of materials to be used

- Shining Toyohashi, published by Toyohashi city Board of Education, 2012
- River and Maeshiba, published by Maeshiba Elementary School, 1990
- History of Rokuzyo Mud Flats and Nishihama, produced by Muro fishermen's cooperative association, Maeshiba fishermen's cooperative association and Umeyabu fishermen's cooperative association, 1981
- Maeshiba: History of School Area, produced by Toyohashi Representative Association, 2006

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

- ① The students put together the results of each projects such as the living things illustrated book, peace newspaper and rice field newspaper by each of them after this projects.
- ② These results are announced in the classes or are put as the notices when the curators and the local people come to school as open day of school. In addition, the students are evaluated by students' behavior and attitude in school-life.
- ③ With the above evaluation, we will run a review about the efforts for ESD Activities from the local evaluates through the school councilmen and the questionnaire which is answered by students' curators: this questionnaire is executed at the school events and the individual meeting twice a year. We will improve the activities to bring up the students as Maeshiba Students who can check the local environment again.

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 APS National Co-ordinator of my country.

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Date

Position: Principal

Institution's name: Maeshiba Elementary School