

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

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

(please use extra sheets if necessary)

Description of the Project

We TANIGAWA Elementary School, surrounded by orange fields, rice fields, and a river where the firefly flies. In addition, there are many cooperative locals who tell of traditional lifestyle and play with the children. In the elementary school, we make use of the comfortable environment and develop various instructional activities like "to love nature, and to learn naturally" while promoting education that brings up the talented children with a rich human nature to become leading figures of society.

There is an orange garden and a firefly site at the school, and there are the rice fields available to do study at nearby farmhouse. We utilize these facilities for orange, firefly, and rice growing in the curriculum as a subject of study. In addition, we have invited local inhabitants as lecturers since 1982 and hold meetings (folk handicraft classroom) about traditional play as school events. In addition, all children grow a chrysanthemum (one bowl per student) and display it at school for local events.

We hope to bring up leading social figures with a rich heart of human nature. There are many ways to experience this in the Tanigawa Elementary School area. By continuing the nature activity, and to value the area and people. We can enjoy nature through the activities.

Objectives of the Project

The aims of the school are as follows;

- 1 Activities to know the local area through mandarin orange cultivation. (3rd grade)
 - We are interested in local industry through exchanges with the orange farmhouses.
 - We deepen knowledge about the cultivation of the oranges.
 - We learn skills to send the information.
- 2 We think about environmental problems through the breeding of fireflies.
 - We deepen our knowledge of the environment and habits of firefly.
 - We love local nature and bring up a consciousness awareness of it.
 - We arrange the information we get and learn skills to send it.
 - Through the protection activities of the firefly, we acquire knowledge to contribute to the area.
- 3 Activities about agriculture and growing rice.
 - We raise interest about rice growing and support Japanese jobs.
 - We take opportunity to thank about food problems.
 - We arrange the information and learn how to send it.
 - We have the appreciation of the local people.
- 4 Activities showing traditional games, growing a chrysanthemum, and becoming accustomed with the local area.
 - We experience games using local materials and the cultivation of the chrysanthemum is a local tradition.

- Deeping mutual understanding through exchanges with local inhabitants gives an attachment to the area.
- We have a feeling of thanks toward local people.

Execution

(e.g. through a specially designed course, through an existing course(s) or as an extracurricular activity)

We work on ESD doing four activities mentioned above, the keywords " love nature, and to learn naturally".Therefore we make and plan for life help of local people (ESD calendar) and share it with the whole school. We then plan other years subject matter with their cooperation.

Tanigawa ESD calendar

Project	April	May	June	July	August	September	October	November	December	January	February	March
Third graders	※1	Harvest of oranges	Pruning learning	※6			※12	Crop	※12	※17	※18	
Fourth graders	※2	※5	Capture of the pro-firefly	※7	※9	※11	※9	※9		※17	※18	
fifth graders	※3	Rice-transplanting	Method of raising	※8			※13			※17 Meeting of thanks	※19	
All students	※4	Cultivation of the chrysanthemum			※10		※14	※15		※15		

- ※1 Activities to know the local characteristic through mandarin orange cultivation
- ※2 Activities to think about an environmental problem through the breeding activity of the firefly
- ※3 Activities to think about agriculture and a job through a rice growing experience
- ※4 Activities to mention traditional play, and to bring up a chrysanthemum, and to get close to the area
- ※5 Learn about the habit of the firefly
- ※6 Thinning out and Fertilization
- ※7 It lays eggs in biotope, Larval observation
- ※8 We use rice of last year as food by an outdoor instructional activity
- ※9 Observation and breeding
- ※10 We bring a chrysanthemum in the house and bring you up
- ※11 Observation and breeding, Examination of water of the Hanjiri river
- ※12 Fertilization
- ※13 Rice reaping, Threshing
- ※14 We exhibit the potted plant of the chrysanthemum at a local school festival
- ※15 Meeting with the residents' association
- ※16 Collecting materials
- ※17 Preparations for announcement
- ※18 We announce the learning result at whole school meeting
- ※19 WE make rice dumplings-on-a-stick in a folk handicraft classroom and eat
- ※20 Folk handicraft classroom(The meeting which mentions traditional play)
- ※21 We announce the learning results to local inhabitants

We show each action strictly as follows.

- 1 Activities know the local characteristic through mandarin orange cultivation. (3 grader)



Children ceiving instruction of mandarin orange farming bye family living in the areea



Announcement to the school of what they learned

2 Activities about environmental problem through the breeding of the fireflies.



Catching small marsh snails (larval bait of the firefly) in the Hannziri river



Breeding fireflies in the firefly garden (biotope)

3 Activities to think about agriculture and a job through a rice growing experience.



Working on rice paddies by hand (under the instruction of the locals)



Cutting rice (Realizing the efficiency of machines)

4 Activities to about traditional games, and growing chrysanthemum, and becoming familiar works the area.



The lower grad child learn old games from the elderly



The upper grad child learn the making of old games from the elderly



A chrysanthemum gardener the child planning seedlings in their bowls



The chrysanthemum which after they bloomed

Type of materials to be used

- 1 General Materials
Book 「Ayumi Tanigawa of the precinct of the 100th anniversary of the Toyohashi municipal organization enforcement」 Toyohashi-shi representative society 2006
「Toyohashi-shi education promotion basic plan」 Toyohashi-shi Board of Education 2011
- 2 Mandarin orange
Facility and building; Mandarin orange garden
(18 Unshu Mandarin orange, 21 sweet Citrus natsudaidai, 3 Kiyom, 1 navel orange)
Teaching tools Crop scissors, Crop basket
- 3 Fireflies
Facilities Campus (Filter device, Cooling dence, Air pump) Microscope, Collection tool, Egg box
Book; 「Book of the Tagaya-style firefly secret」 A collection of books from the hbery
- 4 Rice growing
Facilities and building; The rice field Approximately 50 m²
Mini-rice field in the the courtyard
Teaching tools; Sickle, Farm tractor, Rice cutting tools; a plane, Thresher
- 5 Folk handicraft classroom
Teaching materials Coix lacryma-jobi, Bamboo, Wire, Charcoal, Rice,
Empty can, Marbles, Glass marble
Tool Knife, Saw, Sewing set

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

- 1 Evaluation Outline
Knowledge necessary to become a leading social figure who can develop socially
 - The knowledge of local agriculture
 - Knowledge about the river environment
 - Knowledge about the rice growing
 - Knowledge about a local traditions
 - Knowledge about the cultivation of chrysanthemum flowersSkill necessary to become the sustained social leading figure who can develop
 - Skill to analyze information collected , and how to arrange it
 - Skill to tell to others clearlyManner necessary to become a sustained social leading figure who can develop
 - How to take good care of nature
 - How to cooperate with others when you have conflicting opinions
 - How to make use of knowledge and the skills learned
- 2 Materials for evaluation
We evaluate from different angles in combination with next method
 - State of the activity of (observation by the leader)
 - A worksheet and impression after the activity, self-evaluation
 - Work of the child
- 3 Time Yse owing the evaluation
We collect and evaluate the activity each time. We tell parents about the evaluation results at the end of the first half year and at the end of the school year. Furthermore, at the end of a school year, We do questionnaire survey for pacentis about all instructional activities

including this project, and an evaluation of how the school fit in win the project with a review of improvement for reference, too.

On behalf of my institution, We 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, We shall submit a report of the Project to the ASP National Co-ordinator of our country.

14 / 3 / 2014

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職) **Principal**

Institution's name (学校名)

Tanigawa Elementary School