

# Application for Participation

## *Associated Schools Project (ASP) for Promoting International Education*

“Our lovely hometown Ozawa”

~Raising children who love Ozawa, and live with local area~

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

(Please use extra sheets if necessary)

#### **Description of the Project**

In Ozawa elementary school, we have practiced educational activities which have deep relationship with local area. For example, plantation activities, study of a subjects, etc. These activities focus on relation by the rich nature and industries of local area. Then, furthermore, we promoted the educations which bring up people who can make sustainable society (ESD) with the area and we consider that we want to bring up children who can understand, love, and live with the area.

Especially, the students in this school have been growing seasonal vegetables and rice by borrowing the field which is next to our school. The children could get to know the pleasure of crop cultivation and difficulties, have sense of closeness to people of the area and the feeling of respect, while they have received instruction and support by farmers (volunteers for local education).

In order to connect these things to promotion of ESD, we would like to improve curriculum focusing on home economics and hours of comprehensive learning. In addition, we want to include relation with the nature, industries, and people of our local area in the educational activities intentionally. By doing so, we think that the children can love Ozawa which is their hometown and we can bring up their feeling of living with the area.

#### **Objectives of the Project**

At this school, we practice activities of ESD from a point of view of ‘We love *Furusato*’. *Furusato* means hometown. The children will be able to feel attachment and pride to their hometown, *Furusato* Ozawa by they learn deeply nature, industries, cultures, and foods of Ozawa while they have relationship with local people. And they will get judgment which is necessary to live and they will bring up as leaders of sustainable society.

In order to realize these things, we have some aims by four activities in the below.

(1) Activities to find *furusato*

- Finding earth of *furusato* (observation of the fields and stratum)
- Finding forest of *furusato* (observation of forest in temples and shrines)
- Finding sky of *furusato* (observation of starlit sky and moon)
- Finding sea of *furusato* (study of loggerhead turtles)

- Finding the histories of *furusato* (study of Higashi-Kannonji which is a local temple)

(2) Activities for feeling *furusato*

- Cultivation of vegetables and rice in garden and the field of the school
- A competition of peeling Kojima-pears which is a kind of pears
- Meeting of thanks

The children can feel pleasure of harvest, value of foods, and dignity and severities of labor by experiencing cultivation, while local farmers tell them. In addition, they feel relationship with local area and themselves who are loved in the area by doing a competition of peeling Kojima-pears which is special product of Ozawa, and meeting of thanks which children thank to people, things, and nature.

(3) Activities of tasting *furusato*

- The children cook farm products which they harvested and eat.
- The children hold meeting of *Mochitsuki*. (*Mochitsuki* means pounding steamed rice into the dough used for rice cakes.)

The children feel blessing of the earth and relationship with the local people through activities which are cooking farm products which they harvested by themselves, eating it, pounding steamed rice into the dough used for rice cakes by glutinous rice which they harvested, and eating it.

(4) Activities of protecting *furusato*

- Protecting nature environment
- Understanding goodness of the area and taking over it

We realize that the children consider and practice actions to protect nature environment of the local area through 530(gomizero)-undou which is activity for removing garbage in the street and the town and study of garbage and water. In addition, the children have the feeling that they try to prize the event and human relations of the area through activities with volunteers for local education and Kouku-undoukai which is a sport day of the area.

## Execution

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

In this school, we decide the purpose of ESD is to study deeply nature, industries, cultures and human relations which are grown by the study of our area which we live in and the education which bring up one's nature and ability to bring up leaders for making sustainable society.

In order to achieve an aim in each grade, local study and study which associated the event are advanced by hours of comprehensive learning, home economics, etc. Ozawa elementary school's ESD plan is drawn up as a practice plan for that, and practice is advanced.

## The plan of ESD in Ozawa elementary school

|             | April  | May | June | July | August                               | Sept. | October  | November | December                                     | January                    | February | March |
|-------------|--|-----|------|------|--------------------------------------|-------|--|----------|--|----------------------------|----------|-------|
| First grade | · Enjoy season (Spring · Summer · Autumn · Winter)   |     |      |      |                                      |       |  |          |  |                            |          |       |
| Second      | · Our town (Spring · Summer · Autumn · Winter)   |     |      |      |                                      |       | · Tell wonderful points of our town                              |          |  |                            |          |       |
| Third       | · Secret of Kojima-pear (observation · investigation · Interview · Summary · announcement)           |     |      |      |                                      |       | · Agriculture of Ozawa   |          |  | · Our town Ozawa           |          |       |
| Forth       | · Protect <i>Furusato</i> (Clean-up, loggerhead turtle) · Where is water from? · Observation of moon |     |      |      |                                      |       |  |          |  |                            |          |       |
| Fifth       | · Aim! Rice-farming expert (making rice field, rice planting, raising, observation, rice reaping)    |     |      |      |                                      |       |  |          |  |                            |          |       |
|             | · Meeting for painting picture (Higashi-Kannonji)  |     |      |      | · Vigorously life and food           |       |  |          | · Eco-life for environment                   |                            |          |       |
| Sixth       | · Let's study Ozawa (Higashi-Kannonji, Industry, Great people)                                       |     |      |      |                                      |       | · Obsarvation of starlit sky                                     |          |  | · Our life and envernement |          |       |
| Event       | · Big Sport day in the area  |     |      |      | · Competition of peeling Kojima-pear |       |  |          | · Meeting for Thanks, Meeting for Mochitsuki |                            |          |       |
| Farm        | · Planting, hervest, and cooking of Spring and Summer vegetables                                     |     |      |      |                                      |       | · Planting, hervest, and cooking of Autumn and Winter vegetables |          |  |                            |          |       |

### (1) Finding *Furusato*



'Secret of Kojima pear' Third grade



'Let's study Higashi-Kannonji' Sixth grade

### (2) Feeling *Furusato*



'Competition of peeling Kojima-pear' All grade

They compete the length of the peel of Kojima-pear which they peeled for 45 minutes. They display their result of practice during summer vacation in the home.

Everyone is serious to the best result as themselves.

The record of the most length so far is 11 meter 94sentimeters.

### (3) Tasting *Furusato*



'Meeting for *Mochitsuki*' All grade and local people

'Meeting for baked sweet potato' First and second grade

### (4) Protecting *Frusato*

The students start clean their town after environment committee explained. They surprised so many garbage in the street, they unexpected.

'530-undou'(clean-up) All grade



### Type of materials to be used

- 'The guide of elementary school career education' 2010  
Ministry of Education, Culture, Sports, Science and Technology
- 'Toyohashi basic plan for promotion of education' 2011  
Toyohashi City Communication Board
- 'Voyage note for finding my dream and fills the dream' 2012  
Aichi Prefectural Board of Education
- 'Shining Toyohashi' 2011  
Toyohashi City Communication Board



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

A child's understanding and evaluation of a posture are performed as follows.

- The result to the measure for children's various activities is grasped from a subsequent conclusion, dryness, and an announcement.

- The result in study, a class observation day as a conclusion of activity, a work show, an event, etc. is announced, and volition and an attitude are observed and evaluated.

The further following thing is carried out based on the above-mentioned evaluation, and further fullness of ESD is aimed at on it.

- By the "questionnaire" after an event, and "the questionnaire about school assessment" in November, the questionnaire which asks the contents, such as "validity of local study" and "consciousness change about the pride of the local area and attachment", carried out for guardians, children, and school staffs. Moreover, the results are presented and discussed among parents and teachers and the "School Management Advisers".

- In order to fit the curriculum to the children and the characteristics of the community, the ESD schedule is reviewed yearly to improve the situation of Hometown study.

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.

10 / Jan / 2014

**Date**

**Principal's name**

Kazuhiko Itami

**Position,**

**Principal**

**Institution's name,**

**Ozawa Elementary School**