

# Application for Participation

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

**Futagawa : Hometown**

~Studies and Activities using the local region ~

**Outline of the way the projects will be implemented in the institution**

(please use extra sheets if necessary)

## **Description of the Project**

Futagawa Elementary school is located in a town that flourished during the Edo period, with the Tokaido Futagawa inn. The old highway, Tokaido, where the Futagawa Honjin Museum still remains, is used to remember the landscape of the time and study old tradition. To the north of the school, Mt. Iwaya, Mt. Taimatsu, Tateiwa and Yumihari mountains can be seen, and is pleasing to see during the changing of seasons. Therefore, it is a rich learning environment which can be taken advantage of. It also has the help of local volunteers. There is also a facility for fulfilling educational activities appropriate to nature, the Natural History Museum and audio-visual education center, and Toyohashi Zoo & Botanical Park.

That ties in with the "Education for Sustainable Development" to promote the environment surrounding the school, to review the activities of the past, and continue to practice learning with community is important. Noticing the good of their own region, children must nurture pride and affection of the region.

Through learning and realizing the warmth of people's hearts, the kindness of the region, connecting with people it was decided that through the love of our community, we want to promote education and nurture leaders of the local society, to launch the project of (ESD) Education for Sustainable Development.

## **Objectives of the Project**

In our school, from the point of view of "the history and culture of the region" and deep ties with the local people, initiatives of ESD, we want to grow the leaders of a sustainable society. By examining the history, culture and environment of their area, and to understand present-day issues, we aim to foster children to find solutions for themselves. Using the pride of the area, we want cultivate power and values and to be realized as a sustainable future for ESD action.

Our school has goals of the following four activities.

### (1) [(Autumn Discovery (Photo ①) 1st grade, Iwaya-area]

With the help of local volunteers a nature exploratory activity in the parkland has been started.

With Mr. Nishikawa, the coordinator, and cooperation of the people familiar with the Iwaya area, we can kindly tell students how to play with animals and the names the local wildlife. It is a good opportunity for them to bookmark fallen leaves and nuts that were taken. There is

also the chance of creating an ornamental hairpin and crayfish fishing in the pond. This activity is able to deepen their interests in nature.

(2) [Shiitake Mushroom Cultivation Activity (Photo ②) 3rd grade *shiitake mushrooms cultivation activity*]

Every year, 3<sup>rd</sup> grade students experience the cultivation of shiitake mushrooms. Local residents and education volunteers help us to prepare the wood for the mushroom beating. They guide and advice the cells carefully stamped to upbringing. Children can grow shiitake mushrooms by watering the raw wood. Shiitake mushrooms grow gradually and about one year later the mushrooms come out. Children bring home the shiitake mushrooms, which are grown and can be used in cooking. Prior to the activity, they learn about bacteria etc, and then they examine the nature and types of mushrooms and put it all together in a report and present them. We hope this activity will deepen their interests and knowledge in mushrooms.

(3)Futagawa Honjin Festival [Photo ③6 grade]

The Daimyo parade has become one of the events that has close links with the region. It is an activity experienced every year, for the sixth graders. With a comprehensive social study, students have an opportunity to learn about the regional history. The Daimyo parade incorporates students from Futagawa elementary and junior high schools, and neighboring people in the community with the participation. From the top of the drum to the fife corps playing, and dancers as well, the parade moves through the town.

Through this event, not only will students learn the history of local town, but also they can wear traditional kimonos and be taught how to dance, making it a good opportunity to identify the importance of traditional culture.

(4)Bamboo lantern making [photo ④] All grades

"Decorating Futagawa Inn with Lanterns" We begin by calling Futagawa-Oiwa Town Planning Council. Children, draw a picture on their own on their bamboo. The picture that was drawn can be projected from the light of a candle.

In this activity, all school children participate, and are able to be involved closely with local community. It is a good opportunity to understand the value of Japanese culture.

In promoting learning and cooperation as well, the PTA has been supportive with local education volunteers, the school, and carrying out activities and is a great tribute to the educational power of the region. While seeking cooperation with local communities, to convey their value, we want to nurture the mind of our students for the future.

## Execution

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

In our school, children should continue to learn from the point of view of "the history and culture of the region," this is the power that we want to foster in the ESD as described above.

It is considered that it can deepen their learning, can connect them with the local people, and foster leaders for a sustainable society.

By directly learning and interacting with local people and local nature and learning to examine the history, culture and environment of their area, children can have pride in the area. It fosters the fundamental part of the qualities and abilities to create a sustainable society.

(1) Involvement with the local community and each grades

All grades... Bamboo Lantern Festival

1st grade . . . (Autumn Discovery) Iwaya garden, Exchange with preschool and kindergarten  
Enjoy old games taught by people of the region

2nd grade . . . City Exploration

3rd grade . . . (Mushroom Activity) Join the community, with nature of Iwaya nature reserve.  
Shiitake mushroom cultivation.

4th grade . . . (Obuchi Shichi) People that supported Futagawa

5th grade . . . Let's Bring Up the Rice Bucket

6th grade . . . Futagawa Honjin Festival

(2) ESD Calendar (For example: 6th grade)

Area of subjects	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
Japanese	Let's introduce good points of our home											
Social Studies	From the warring state period to the Edo period 「The Edo Shogunate and Daimyo」											
Arts	Bamboo Lantern Making						Wood black engraving For Futagawa Honjin Festival					
General Studies	Futagawa elementary school history 「Treasures of Futagawa」 discovering the nature and history of Futagawa School play of the daimyo parade history 「Treasures of Futagawa」 sharing with the community											

【Picture① 1<sup>st</sup> grade Discovering Autumn】



【Picture② 3<sup>rd</sup> Grade Shiitake Mushroom Cultivation】



【Picture③ 6<sup>th</sup> Grade Honjin Festival】



【Picture④ All grades: Bamboo Lantern】



### Type of materials to be used

「Elementary school career education Handbook」 MEXT 2010  
「Toyohashi Shine」 Toyohashi Board of Education 2013  
「Futagawa Area」 Toyohashi University Campus 2006「Career Guidebook」 Notes  
of finding you dreams and making them come true Aichi Prefecture BoE 2012

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

The evaluation of the attitude and understanding of the children is performed as follows.

- I understand that from the results of from the various activities, children's records, reports, and essays will be taken student records, reports, and essays.
- The summary of activities, will be evaluated by observing their motivation and attitude and then sending it to the families and community as a communication and learning presentation.

With the evaluation of the above, practicing the following, we will further enhance the ESD activity.

In December a "questionnaire" about occasions after school will be taken, called "learning that incorporates the characteristics of the region" and "awareness survey: feel the pride and love of the area" for parents, children, faculty and staff to investigate the commitment to learning.

- In February, preparing for coming years curriculum, in line with regional characteristics and situation of the children, and the provision of the council, is for all staff to improve their plans for learning activities for the following year.

*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.*

20/2/2014

Date

Institution's name

Principal's name

Position, Principal

Futagawa Elementary School

# School Synopsis

## 1 School Name: Futagawa Elementary School

In 1873, both *Futagawa* and *Oiwa* elementary schools were founded.

Both remained separate until 1897.

However, the merging of both schools took place on

April 1 of the same year.

After the merging, it became *Okawa* elementary school.

The school seal was a merging of *Oiwa* school's 「大」 (big) character, and Futagawa's 「川」 (river) character thus forming “*Okawa*”.

The “big” character resembles a cherry blossoms flower, and they put the character of the “river” inside the flower.

This is the meaning behind the design of the school seal. Even after a hundred odd years, Toyohashi City has left the seal unchanged. It was inherited as an emblem for *Futagawa* elementary school.



## 2 Address

〒 441-3151

Aichi Pref. Toyohashi City, Futagawa-cho, Aza-kitaura 80

TEL:0532-41-0550 FAX:0532-62-2711

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

e-mail futagawa-e@toyohashi.ed.jp

### 【Directions】

① Take the JR east line one station from Toyohashi to Futagawa Station.

It is about a 10 minute walk to the east from Futagawa station.

② Take the bus from Toyohashi Station, it's a 200m walk to the south from the bus stop “Juutaku-mae”.

## 3 School Size

Class Number: Regular Classes 16 Special Needs Classes 2

Faculty: Principal 1 Vice Principal 1 Teachers 23 School nurse 1 Part time teachers 3

Support Staff 1 School secretary 1 Janitor 1

Students: 242 boys 231 girls total: 473

## 4 Education History

(1) The history of the school district

Umeda River to the west flowing from Umeda Kosai, Shizuoka Prefecture, and Ochiai River originates in Hosoya, in our school district so it is called “Futagawa” because *Ochiai* River is flowing, and is the junction of the two rivers. Futagawa school zone is located at the southern end of the mountain range Akaishi called also known as the Yumihari mountain district. The forest that spreads to the north of the school district is

a majority state-owned forests, it is a mixed forest of hardwood and softwood. To the north is the "Mt. Ishimaki Tame Prefectural Natural Park." In addition, we can see Mt. Iwaya, which has Iwaya Kannon, it is a popular area here.

1 8 6 8	Both villages, the old <i>Futagawa</i> or the old <i>Oiwa</i> Kayado inn were territories of the Tokugawa Shogunate, and under the jurisdiction of the court of <i>Mikawa</i> placed in Yoshida. After that, it became <i>Mikawa</i> Province jurisdiction.
1 8 7 1	Jurisdiction of Nukata prefecture
1 8 7 2	Aichi prefecture jurisdiction
1 8 7 6	<i>Futagawa</i> village applied for a merger with <i>Ohwaki Shinden</i> .
1 8 8 9	Municipal reorganization, is spread throughout the country. <i>Futagawa</i> village becomes <i>Okawa</i> village, merging with <i>Oiwa</i> village and <i>Tanigawa</i> village.
1 8 9 3	<i>Okawa</i> village takes control
1 8 9 7	<i>Tanigawa</i> village split.
1 9 0 6	<i>Futagawa</i> village was born, through the merging of <i>Tanigawa</i> village, <i>Hosoya</i> Village, <i>Ozawa</i> village and close to the Pacific.

## (2) Educational Goals

To develop children with a rich academic mind and academic ability, through the harmonious virtue of knowledge, body, and mind.

### 【Motto】

- A Bright Child (virtue) ... To be courteous and caring
- A thinking child (knowledge) . . . To study willingly and with the wisdom to solve their problems on their own
- A healthy child (body) ... To have a strong mind and body while making persistent efforts creates a strong child.

## (3) Management Policy

Based on the basic philosophy of nurturing the "power to live" of the new course of study, all faculty members strive to achieve the educational goals and to have a firm sense of mission, awareness and professionalism.

◎We regard the foundation for children and to engage in education and with conviction. (Belief)

◎Build a relationship of trust with children and parents, region and teachers. (Building trust)

◎ One institution without isolation, to promote cooperation with colleagues and parents and regions. (Cooperation)

◎ Awareness of the mission and responsibilities as a teacher, and strive to improve competence. (Competence improvement)

◎ To believe in the power of children, devotion to good support. (Good supporter)

◎ Allowing the experience of joy and fun to learn, and striving to fix the basics and fundamentals. (Academic development)

◎ Overlooking the current situation, and through the willingness to step forward.  
(Day-to-day improvement)

◎ Working to open the school to the community. (Transparency)

◎ Fix the educational environment, with the aim of a bright and clean school.  
(Environmental Improvement)

#### (4) Targets for this year

□ To promote grade class management that does not generate bullying, physical abuse or verbal abuse.

□ Greetings ... To teach children to greet family members and local residents

□ Cleaning To teach children not to speak during cleaning

□ Reading By reading books on a regular basis, nurturing the mind to read

□ Class To teach children the importance of being on schedule

□ Academic achievement To teach children the basics and fundamentals

□ Subject Homeroom teacher system

To take classes from a teacher of that subject rather than the homeroom teachers (3rd~6th grades)

□ Homework. To give homework to children suitable for their grades

□ P.E. Events To participate in physical activities such as the school marathon and sports festivals and to make use of them with class management

□ Group Work To plan activities for children in grade or class groups, and do them regularly

□ Club activities To have students participate in activities with friends to foster their powers, skills and human relations

□ Training To improve teaching skills

□ Information dispatch

To tell children's school life through letters of grade or class and HP and so on