

# Application for Participation

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

Let's sustain Futanan special Project in the future !

～Let's challenge everything and be warm and tough children～

Outline of the way the Project(s) will be implemented in the institution  
(please use extra sheets if necessary)

### Description of the Project (プロジェクトの概説)

Our school has been utilizing 「ARATAIKE」 (a pond), which is adjacent to us, for the children's learning benefit in cooperation with local volunteers. As a result, We have been seeing a big learning effect.

Therefore, we have been thinking that we would like to promote 「education for sustainable development」 (ESD) with the region and we would like our children to have attachment and gratitude to our region.

Volunteers have been improving 「ARATAIKE」 by listening to the requests of the school. For example, forming rice field for learning through experience, breeding goats and wild and domestic crossbred ducks (ducks) for the experience of interacting with living things, a pond for fishing and row boats, maintenance of the river for swimming, putting benches to rest, maintaining a fruit farm. They have been improving it with safety in mind. In the future, we would like to alter 「ARATAIKE」 into a place in which children will be able to play on Saturday and Sunday.

In order to develop these approaches into the promotion of 「education for sustainable development」, we are thinking to include learning activities about 「ARATAIKE」 in our school curricula. And we also would like to send information to the school district. We hope that children will remember 「ARATAIKE」 as an oasis of the school and the original scenery.

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## Objectives of the Project (プロジェクトの目的)

This school would like to work on 「EDS」 from the viewpoint of 「living」. We would like children to learn about the lives we live in this town and the connection among people. And we would like to produce the human resources to create a sustainable society.

This school, Futagawa South elementary school will observe the lives of living things and their food, and connection with region and various environment through this project. Contact with nature fosters independence, ability to judge and a sense of responsibility. Learning the life of living thing and food fosters children who are conscious of the connection with others, their society and the natural environment. Therefore, at this school, we have set a goal per grade through the following four kinds of activities.

### (1) Farming for a living

#### • Growing rice

5th graders will learn to grow rice for one year in integrated learning. There are volunteers who observe, come to our school and assist the students in the growing of the rice. By learning cooperation with these volunteers, we would like students to feel affection for growing rice. Also we will hold a party for appreciation and students will cook the rice they grow with volunteers. We would like students to appreciate the effort it takes to grow rice.

#### • Growing vegetables

For 2th and 3th graders, we will hold meetings in which they will learn to growing vegetables from a regional master in integrated learning. We would like the students to think about the solutions that allow the vegetables the children grow to thrive well. Also masters will hold a party in which students can eat the cabbage or the watermelon that the masters grow. Through this party, we would like students to experience the delicious vegetables the masters grow and realize the value of care.

### (2) Activities to observe various way of life

#### • Goats and ducks

For 1th graders, we will set times to enjoy contact with goats and ducks in drawing and manual arts class. And students will paint these animals. Students will able to experience animals' warmth, size and smell through activities in which children feed and observe them.

### (3) Activities ; living is connecting

#### • Making old Japanese straw sandals

4th graders will learn to see old tools in the social studies and integrated study. In this class, students will learn how to make old Japanese straw sandals from a local master. Students will make it on their own. We will tell students that these straw were made in 「ARATAIKE」 and we would like students to know that old people treasured their tools.

#### • Pounding steamed rice into cake-like dough

All students will experience pounding steamed rice into cake-like dough and eat rice cakes. It will take one year for this plan. In April, volunteers will pick and steam mugwort and freeze it. At New Year's Party in January, students will cook rice cakes with mugwort. We would like students to feel affection to the region and delight when eating that. And we would like students to know that to make things, an enormous amount of times and energy is needed.

### (4) Activities to 「know」 living

#### • Plankton

There are a lot of various fish in ARAGAIKE. In science for 5th graders or ARAGAIKE club ( club activity ), students observe plankton which is food for fish. We would like students to realize that there are small living things which we can't see by our eyes and there are a lot of various living

things.

- Lotus root

3rd graders will make stamps by sculpting lotus roots in drawing and manual arts class. By ARAGAIKE lotus roots which volunteers have planted grow taller and beautiful flowers bloom. By observing them in a year, we would like students to learn that there is work of nature although we can't usually see it. Also we will read a old tale 「KUMONOITO」 which is connected with the lotus to students. We would like students to think about different ways of living.

- Fruits farm

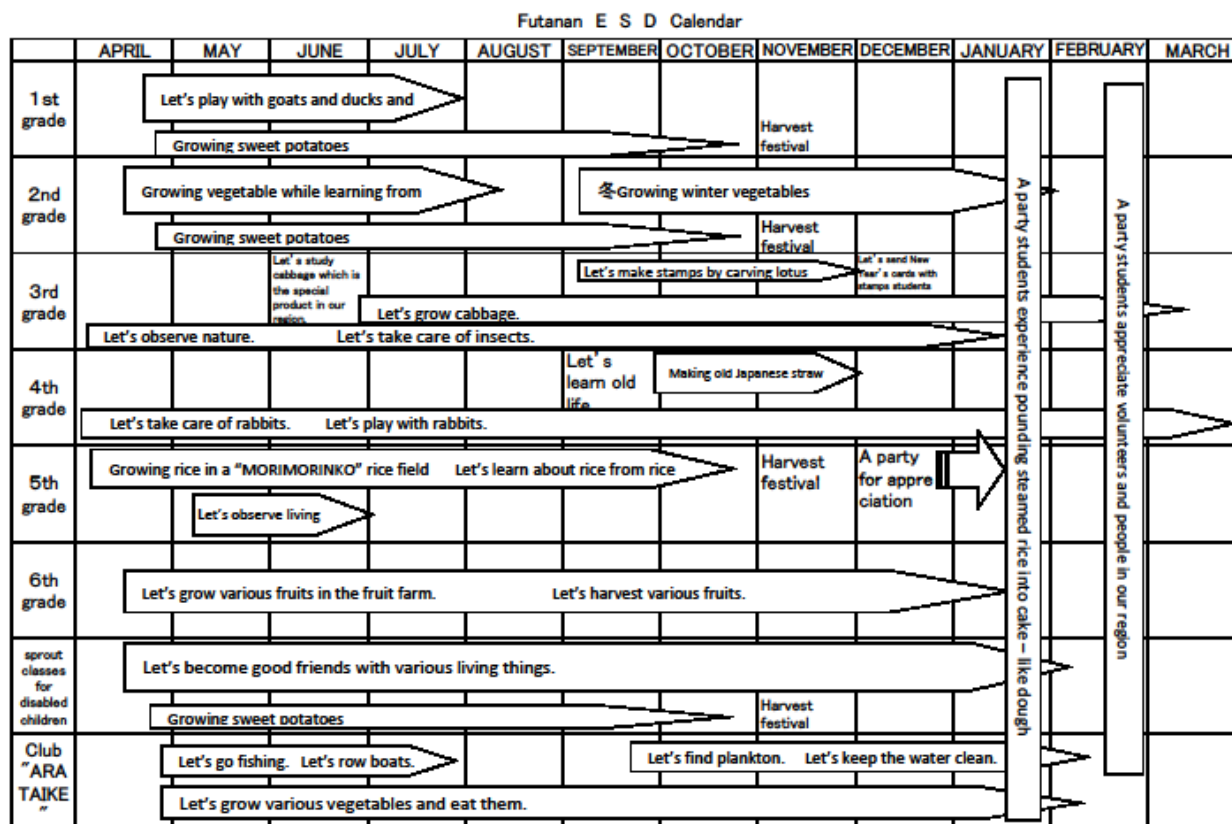
3rd graders will observe insects in the fruits farm and learn from them in science class. By finding various larvae and imagoes which hatch naturally, we would like students to learn the mysteries and the importance of nature. Also 6<sup>th</sup> grader will become leaders and all students will maintain and mow the grass in this fruits farm with volunteers. We would like students to experience the difficulties and the delight of working.

## Execution (プロジェクトの実施)

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

In this school, students will learn nature, industries, culture and connection with people in our city from the viewpoint of 「living」. Each activity is education which establishes basic ability and quality for raising the human resources who love our town to create a sustainable society.

In order to achieve the goals in each grade, we work on activities linked to community studies and events in the Integrated Study Period and life Environment Studies, etc. We have created and are implementing the ESD calendar as an implementation program for this purpose.



(1) Growing for live



Rice planting  
5 th grade



Watermelons  
the masters  
grew  
2 nd grade

(2) Observe various way of life



With rabbits  
4 th grade



With goats  
1 st • 6 th grade

(3) Living is connection



Making old  
Japanese straw  
sandals  
4 th grade



A party students  
experience pounding  
steamed rice into cake  
– like dough  
Whole school children

(4) Know what is alive



A pond “ARATAIKE”



Fruit farm for persimmons,  
mandarins, plums and Japanese  
pears, etc.

**Type of materials to be used (使用する教材)**

- Handbook of Elementary school Career Education, Ministry of Education, culture, Sports, Science and Technology, 2010
- Basic plan for promotion of education in Toyohashi City, Board of education in Toyohashi City
- Career Education Notebook; a Navigation Notebook for finding your Dream and Fulfilling your Dream, the Aichi Prefecture Board of Education
- Supplementary side reader for social Studies 「Futanan」 . Futagawa Minami elementary school

**Is there any type of evaluation to examine the effects of the project on students' comprehension and attitudes? (プロジェクトに対する生徒の理解と姿勢の評価方法)**

We use the following evaluation methods.

- Ascertain the outcomes on the various activities of the children using summaries and feedback, etc. afterwards.

- As a summary of the studies and activities, we observe and evaluate the interest, enthusiasm, attitudes, etc. of the children through presentations and transmission to regions of outcomes such as open classes and summer holiday exhibition of work.

Together with the above evaluations, we will carry out the following plans and more; to improve ESD activities.

- We will carry out survey by questionnaire which asks parents, students and teachers about 「effect of learning region」and 「change in consciousness about attachment and pride of our region」. Also we will tell the school counselors about that result and set meetings which the school counselors will advise us.

- We will revise EDS calendar in this year to make better curriculum which is suitable for the actual conditions of the children and the region.

*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.*

(本学校を代表して、ユネスコASPの参加申請をし、少なくとも2年間は上記概要にそってASPに貢献する活動を行うことを確約します。また、毎年ASPコーディネーター(※日本の場合は日本ユネスコ国内委員会)に活動のレポートを提出します。)

15/10/2013

**Date (日付)**

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Principal 校長

Futagawaminami Elementary School 豊橋市立二川南小学校

**Principal's name (校長名 (※直筆))**

**Position, (役職)**

**Institution's name (学校名)**