

Application for Participation

Associated Schools Project (ASP) for Promoting International Education

“Takane kids who love their hometown”

~ Knowing the merits of our hometown and raising youngsters to live in it and be in harmony with it.

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

Description of the Project

Since the end of the 2nd world war, work to reclaim and cultivate land in the Takane school district has continued. Due to the opening of the Toyokawa irrigation system, the growing of cabbages, Chinese cabbages and-the-like in dry field farming has become a thriving activity and now that along with horticulture, the growing of watermelons rice crops has become a mainstay of agricultural production in the area.

At this school, with the Pacific Ocean to our south、 we have been doing educational activities connected to the Nishinanane Coastline.

In 1978, as an activity making good use of the characteristics of this area, all of the children from the school started the event of fishing with beach seines (hand operated drag nets). That activity continues today. In addition, the coastline where we do the beach seine activity is also used for tsunami preparedness activities.

In 1996, feeling a strong bond with the loggerhead turtles which lay their eggs on the Nishinanane Coast, we took a loggerhead turtle as our school mascot and named it Carretta, because we thought it would increase awareness in the children of the life of the turtles. Now the beach activities have become one of the things that represent the character of our school.

In 2005, when the area of residential plots known as Mutsune-Dai was completed and went up for sale, and the declining number of children being born in the area shifted toward an increase. Consequently, the number of people who don't know the good points of the area, the history of their (now) hometown area, and local customs and-the-like, has increased.

As a school, we'd like to encourage the co-operation of the local residents to know more about the Takane area.

As a school we seek cooperation from local residents; are trying to understand the realities of the Takane area; are learning about protecting the environment and, through the implementation of learning about sustainable development, are aiming to establish our personal identity.

Objectives of the Project

At this school, as part of our ESD initiative and with our activities to protect the loggerhead turtles' environment as a starting point, we have tried to nurture and place importance on our relationship with local residents. In addition, we've learned about the crop production that the local residents do, the natural features and climate and culture of the local area – in other words we've learned more about the Takane that we are so fond of – and we'd like to increase in our children an awareness of these things so that they feel they'd like to treat them with importance. In order to do that, we have set out to achieve our objective through the following activities.

(1) Learning related to the environment of the Nishinaname Coastline

- In 4th-year pupils' Combined Studies classes pupils learn about the loggerhead turtles
- In order to pass on the knowledge necessary to continue the preservation of the loggerhead turtles' egg-laying environment, we hold Classes with guest-speakers; invite specialists to speak as lecturers.

(2) We run activities to inform people in the local area of Nishinaname Coastline environmental preservation activities and periodic recycling activities.

- Together with the Parent Teacher Association and all the pupils of the school, we formed what we call "The Nishinaname Cleaning Strategy".
- Apart from the twice yearly collection of recyclable/re-useable materials, mainly carried out by the PTA, all the pupils of the school collect P.E.T. bottle caps and through these activities the pupils' awareness of recycling increases.

(3) Beach seine fishing and practice for evacuation from the coastline

- With "The Nishinaname Cleaning Strategy" and beach seine fishing as starter activities, we practice evacuating the area in the event of a tsunami.

(4) Meeting to show gratitude to local residents who have helped us

- In early February, activities are held through which we show our gratitude to the local residents, parents and guardians of the pupils who have helped the school. Pupils gives letters of thanks and hand-made presents to them. For example pounded rice made from that year's rice crop or corn-cobs, raised by 2nd year pupils, from that year's crop.

(5) Events and related activities

- Pupils, staff members, parents and guardians and local residents all take part, as one, in activities, and by having meetings to announce the results of those activities we are able to nurture in the pupils a strong attachment to their local area and the people in it.

Execution

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

In line with the aforementioned objectives, we will continue to promote our ESD initiatives to take care of the local environment, to strengthen the bond with the local area, and to treat our connection to the local area with importance. By deepening our learning, we feel we will be able to discover our relationship with the environment and development of the local area, our relationship with other people and our sense of values as members of society, and that we will be able to increase our common knowledge of the fundamentals thereof. And so, we are trying to educate those who will create a sustainable society.

At Takane school, with the new Mutsune-Dai residential lots nearby, the number of pupils has increased. By doing activities with people who have newly arrived in the area together with those who have always lived here, the pupils can get to know their hometown Takane, and gain some mutual understanding, cooperation and harmony with them.

In order to achieve the objectives for each school year, we are promoting activities which relate combined studies time and home-economics etc. to the study of the local area.

As an implementation plan to that end, we created an ESD activities program outlined as follows.

- (1) Combined Studies 4 year plan called “Grand strategy to watch over the loggerhead turtles” (Nishinaname Coastline environmental preservation)
- (2) Whole school activity “Nishinaname Coastline 530 exercise” and” “Recycling Activity”
- (3) Whole school activities: “Beach Seine Fishing activity”; disaster prevention activity called “evacuating the area in the event of a tsunami”
- (4) A gathering to show gratitude to local residents who have helped the school.
- (5) Events and related activities
 - Observed classes; Open classes (which people may observe without prior notice); Parent & Child activities; Sports Day; School Arts Festival; School District Festival; Drawing Festival (drawing shrines and tractors); Reading volunteers; Library volunteers; Cultivation activities (watermelon, sweet potato, rice for pounding) Farm-work volunteers; Roasted sweet potato gatherings; Marathon; Harvest Festival

○ESD Activity Program

Scope of curriculum	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Combined Studies	<ul style="list-style-type: none"> ● Farmwork volunteer activity (rice) ● Grand Strategy to watch over the turtles ● Sweet potato planting ● Harvesting ● Announcements ● Picking the sweet potato crop 										
Special activities	<ul style="list-style-type: none"> ● Whole school recycling activities (all year round) ● Nishinaname beach 530 exercise ● 530 activities 										
Events	<ul style="list-style-type: none"> ● Sports Day ● Parent & Child Activities ● Reading Volunteers ● Roasted Sweet Potato Festival ● School Arts Festival ● Thanks-giving / Resource Reclamation ● Tsunami preparedness ● School District Festival ● Beach Seine Gathering ● Marathon 										
School subjects etc	<ul style="list-style-type: none"> ● Drawing Festival ● Watermelon planting ● Corn planting ● Library Volunteer (One speaker each month – all year round) ● Harvesting ● Harvesting 										

(1) Combined Studies class “Grand Strategy to Watch Over the Loggerhead Turtles”



“Protecting nature on Omotehama beach for the loggerhead turtles”



A lesson on turtles by a guest teacher



Newly hatched turtles

(2) Nishinanane Coastline 530 cleaning activities



Nishinanane beach cleaning



Near the turtles' egg-laying ground

(3) Whole school activity: Beach seine and disaster prevention (evacuation in case of a tsunami)



Beach seine



practice: evacuation in case of a tsunami

(4) Giving thanks the local residents for help rendered



Entering with Caretta the turtle mascot



Thanks giving event

(5) School events



Customary race at the sports Day "Run, Caretta"!



Roasted Sweet Potato Gathering

Type of materials to be used

Primary school career education handbook
Find your dream and make it come true voyage note

MEXT May 2011 (web version)
Aichi B.O.E (web version)

* (MEXT - Ministry of Education, Culture, Sports, Science and Technology)
(Aichi B.O.E – Aichi prefectural Board of Education)

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

Classroom teachers observe pupils' attitude and behaviour and, after a project is completed, read the pupils' self-evaluation card before rating their performance. Concurrently, teachers also evaluate pupils as follows:

- Teachers grasp what pupils have done by looking at both the results of the project/activity and at the pupils' notes about his or her own impressions.
- Results presentations for open classes and exhibitions of the children's drawings, which function as summaries of learning and activities, and other events (Sports Day, School Arts Festival, Resource Reclamation activities) and school newsletters (by year, class and whole school) posted on the Internet, are used to gauge the children's impressions willingness and attitude with toward projects

Along with the evaluation methods mentioned above, the following also contributes to our evaluation of pupils: evaluations from local residents via the school trustees, examinations of questionnaires after parent and guardian meetings, examinations of annual questionnaires for parents and guardians. Aiming toward improving the ESD program, we are striving to help raise children who will live in harmony with the local area, by continually working for the betterment of our activities.

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.

_____/Mar./2014

Date

Principal's name

Position: Principal

Institution's name

Takane Elementary School