

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)

1. Description of the Project

Our institution has been working on the environmental education since 2010 in cooperation with adjacent elementary schools and junior high schools on the theme of “Cultivating our children to be able to enhance their awareness of the environment and heighten their feelings for the community. ~Through the creation of educational activities focusing on the curriculum for the educational continuity from primary through early secondary levels~”.

We set our environmental education target on developing our children’s ability to relate and involve themselves to “their community”, and regard “the environment” as the community where our children live. The reason is that “the environment” which we hope our children respect and admire the most is consist of the “Products, Concepts and People” of the community.

We take seriously the requirement of environmental education to be deployed systematically and in a cross-sectorial manner over all subjects and fields, and therefore we have continued our research on the basis of “Environmental curriculum (ESD calendar)”. For example, we have classes for vegetable plating in the first grade, exploration activity in the school zone in the second grade, study tour to farmhouse and vegetable planting in the third grade, study tour to the river and tideland in the school zone in the fourth grade, green curtain creation in the fifth grade, and ecological activity in the sixth grade. Centering around those activities spending the hours for life environmental studies and integrated study, we reorganized the subjects and educational fields from the viewpoint of the environment to create “the environmental curriculum” which we take as a step for next stage to develop our children’s ability to relate with our environment. In addition, we made “the curriculum NAVI(navigation)” in which the contents of the environmental curriculum for each educational unit are shown in order to indicate the example of study deployment and the connection with the study contents of other grades. Moreover, we also cooperate with the environmental education of adjacent elementary schools and junior high schools and conduct exchange activities with them as described earlier. Our school events such as 530 (No waste) campaign, three-school environmental summit, bird watching etc., and our student-body activities are assigned in the annual calendar to be linked with our educational activities.

2. Objectives of the Project

Our institution has the following purposes in the environmental education.
The image of learning steps and the ability to be acquired in each grade.

Phase	Purpose	Ability to be acquired
<Lower grades> Period to discover the beauty of the community	To cultivate the emotional richness toward the environment	“Sensitivity and Sensibility” Children come to have an attachment to their community by relating with the regional “products, concepts and people” through the activity to plant vegetables and to explore the local area.
<Middle and upper grades> Period to think about the community and motivate themselves to work for its improvement	To establish their perspective and way of thinking of the environment	“Ability of self-expression” Children express their thoughts by describing or drawing a picture of what they see and feel through the study tour of vegetable planting or an experience at the river and tideland.
		“Ability to cooperate to solve the problem” Children work together to solve the problems with their friends through the ecological activities such as the creation of green curtain or power-saving sheet etc.

3. Execution

We introduce our main activities in the fourth and sixth years out of the all grades projects.

(1) ESD calendar of the fourth year in OITSU Elementary School

[illegible]

(2) ESD Calendar of the sixth year in OITSU Elementary School

[illegible]

4. Type of materials to be used

Grades	Teaching equipment, materials & books	Website
1 st	Farm equipment, mulch, poles, work gloves, fertilizer, farming net. <ul style="list-style-type: none"> • Picture books of “Let’s raise and play with cucumbers or mini tomatoes” edited by Hideyuki Takeda, published by Rural Culture Association Japan 2010 • Picture guidebook of plants to grow in school. Written by Hisashi Okuyama, published by Poplar Publishing Co.,Ltd. 2009 	Vegetables Beginners Guide http://kateisaiennkotu.com/
2 nd	Explorer bag, digital camera <ul style="list-style-type: none"> • “Enjoy growing and eating vegetables.” Supervised by Hisamitsu Takahashi , published by Komine Shoten 2008 	
3 rd	Farm equipment, work gloves, fertilizer, digital camera, planter, CD, spray	How to make fertilizer with fallen leaves. www.kyoto-sports.or.jp/eco/detail/pdf/taihi.pdf Kid’s website managed by Farm Ministry http://www.maff.go.jp/j/kids/index.html JA Zenchu http://www.zenchu-ja.or.jp/
4 th	Air pump, water tank, collecting net, digital camera, bucket, water quality inspection kit (package test)	Hamamatsu municipal Toyonishi Elementary School in Shizuoka http://www.city.hamamatsu-szo.ed.jp/toyonishi-e/ Official website of Aichi prefecture http://www.pref.aichi.jp/
5 th	Poles, farming net, work gloves, fertilizer, cooking pot and knife	How to make bitter gourd tea in “cook pad” http://cookpad.com/recipe/1505315 How to make vegetable(gourd) sponge in DIY GARDEN http://www.diy-garden.net/garden/sponge-cucumber/how-to-make-suponge
6 th	Farming net, work gloves, fertilizer, fertilizer bag, bucket, newspaper	Plants suitable for making green curtains http://www.jikooyooen.com/index.html
Special support class	Work gloves, poles, Fertilizer, trowel, digital camera <ul style="list-style-type: none"> • “Enjoy growing and eating vegetables.” Supervised by Hisamitsu Takahashi , published by Komine Shoten 2008 	Nogoyoya.com http://www.nogoyoya.com/html/user_data/yasai/yasai.php

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

(1) Summary of Evaluation: Material and Method

A In the lower-grade activities, we aim at developing sensibility to the environment by familiarizing our children with nature through the experience of planting vegetables and school zone exploration etc. to “connect” themselves to the regional products, concepts and people. Those activities shall be evaluated afterward, by means of a diary of observations on vegetables, review cards on the exploration, activity reports, newspaper creation etc. from the following viewpoints:

① Understanding the “connection” between the nature and their lives through the experience to have contact with nature and planting activities.

B In the middle-grade activities, we aim at developing sensibility to the environment by finding the importance of nature through the experience to be “connected” with the regional products, concepts and people in making compost, planting vegetables, and experience and research activities at the river and tideland. Like the lower-grade classes, the activities shall be evaluated from the following viewpoints, by means of research at the river or tideland, observation diary on vegetables, review cards on the exploration, activity reports, newspaper creation etc.

① Awareness of the environmental problems through their experience and research activities, and understanding the connection between human and nature.

② Can children express themselves about what they felt in their experience by describing or drawing pictures?

C In the upper-grade activities, we aim at inspiring our children to think how to protect nature and forming their perspective and way of thinking of the environment through the experience to be connected with the regional products, concepts and people in the energy-saving activities such as growing green curtains and creating power-saving sheet etc.

To achieve those aims, we are planning some activities to inform the result of those studies and practice regarding energy saving in the newsletters or poster sessions. The activities shall be evaluated from the following viewpoints, by means of the worksheet or presentation on the research, newspaper creation and etc.

① Can children think together with their friends about how to take actions to solve the environmental problems ?

② Can they summarize and express their own ideas on the basis of the result of their research and practice ?

(2) Period for Evaluation and its Application

Evaluation on the children's performance in an activity and their self-evaluation shall be conducted at each activity time, and evaluation from the viewpoints shall be conducted after each activity.

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.

24/ Jan./2014

Date

Principal's name (autograph)

Position,Principal

Institution's name

Oitsu Elementary School