

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)

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

This institution is the only school in town of Kamo, also known for having the least number of pupils both in district and division schools population scale of Toyohashi City. The region is blessed with the bounties of nature and the flowing Toyogawa River, regarded as the longest in the region. The school have numerous on-going educational activities which incorporate and take advantage of the locale's natural environment, history, and the most valuable human resource. This as a starting line of a broader endeavor to initiate the promotion of education for sustainable society, a more in-depth study of region's way of life and resources were carried out. Moreover, the cultivation of children's love and respect for the region as indicated in the development goals is achievable through collaboration with local community and ESD. In order to advance ESD based activities, the faculty and staff need to gain more knowledge , skills and competencies through thorough in-service training likewise, curriculum revision particularly in Home Economics and Integrated Studies" are perceived as necessary. Furthermore, in pursuit to proceed on education for community wide development, strengthen the school and local area tie ups by creating an atmosphere where in adult members of the community get involve and focus on children's welfare.

In addition, looking into the future, the implementation of ESD will help develop and nurture love for our hometown and a vehicle to raise awareness of the good attributes of the region.

Objectives of the Project (プロジェクトの目的)

Through the specific Educational Support and Development (ESD) backing-up and partnership, the school aims to strengthen the environmental protection and community life and history via deepening the school and community interdependency and nurturing future leaders of a sustainable society. By exploring the environment, life and history of our region purposively to nurture respect and pride towards our own region, and to cultivate actions and values towards the realization of a sustainable future, the list of goals and objectives are consolidated in four (4) major activities enumerated below:

(1) Hands-on Farming and Community Education Volunteering

1. The farming experience throughout the year using the vast farms and paddies.
2. Farming experience on the special local produce such as persimmons, peaches and strawberries.
3. Raise awareness on the importance of "Oya-gamo Kai", a community education volunteer organization launched in fiscal 2005 and an outdoor based assembly wherein people who have contributed and helped in the school-community activities such as growing vegetables and rice were given commendation and being served afterwards with refreshments made from the harvested crops and vegetables including the three specially produced local fruits.

It is also a created opportunity to express our gratitude towards a good harvest throughout the year. Moreover, this is also designed to cultivate an attitude to continually focus on establishing good relationships among people through conducting activities such as rice pounding activity (mochitsuki) , joined by the invited senior citizen organization, parents association, nursery school; people of the region across generation to share the joy of harvest in this occasion hand-in-hand with the presentation of the whole year outputs and other relevant information updates.

(2) Toyogawa River and its tributary, Aidagawa River environmental research and preservation

1. Toyokawa and Aidagawa ecosystem investigation.
2. Toyogawa and Aidagawa water quality and aquatic life analysis.
3. Toyogawa upstream, Horai Nishi Elementary School collaboration.

While examining and comparing the upstream and downstream of Toyogawa and Aidagawa Rivers' natural environment and considering the importance of their conservation, enhance the community environmental beautification and protection awareness.

(3) Region's cultural and historical appreciation activities

1. Field trips to Kamo Shrine and surrounding tombs, and listening to the chief monk's lecture on history.
2. Listening to community experts' talk about the history of people of Kamo and levee of Toyogawa River.
3. Learning traditional games with the community elderly people, "Aoi Kai "organization Foster an attitude of respect and awareness by learning about the community life, tradition and history in collaboration with the experts and elderly of the region.

(4) Fireflies Breeding Program

1. Breeding from spawning, and environmental conservation through "horyu katsudo"
2. Understand the region by collecting snails (*semisulcospira libertina*) as feeds for larvae
3. Disseminate the collected information from the investigations made about fireflies to the community.

Through the breeding program for fireflies – the symbol of environmental protection, raise awareness on local community environmental concern and conservation; and inculcate values and attitudes of respect, pride and love for the region that nurtures us.

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)

Based on the enumerated goals and objectives above, this school aims to cultivate learning on environmental protection, awareness on local history and lifestyle through ESD. This is based on the framework that in order to raise up leaders for a sustainable society, enriching is inevitable for it gives birth to connectivity.

Kamo refers to a 1300-year long celebrated occasion in deification of Kamo Shrine. Kamo school district nestles Toyogawa River known for its "kasumitei" or open levee built in Edo period. This river bank protects the downstream city area from overflow, and it alleviates water current. It also accumulate fertile mud which then washed away by flood and significantly help increase soil

fertility essential in producing various crops. People are taking advantage of the abundant water source from Toyogawa River, this has brought agriculture to be the main industry of the region. In this, efforts to preserve and protect the smooth water flow of Toyogawa River and its tributaries were born. Research on environment and local history as the core theme are conducted in order to foster high regard and pride for their own region's heritage and to make children understand current issues as well as take actions in finding solutions to solve problems. This is to foster fundamental skills needed for making a sustainable society.

Below are the Kamo Elementary School ESD based activities:

(1) ESD activities and programs advancement (example : Grade 4)

Subject Area	Apr	May	Jun	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Social Studies	garbage use and disposal		origin of water								
Science	seasons and living things (spring)		seasons and living things (summer)		seasons and living things (fall)				seasons and living things (winter) , water cycle		
Integrated Studies		aquatic life inquiry ,water-quality test, midstream and downstream comparative investigation		Horai Elem. Sch. collaboration (upstream investigation)				Mizunowa assembly , entire school integrated studies presentation			
Events	"Walk in Kamo"	530 (Gomi Zero) campaign								Hitonowa assembly	releasing of fireflies

(2) Hands -on farming supported by community volunteers

- Germination of rice, developing rice seedling, soil puddling, rice planting, and experience on rice cultivation and harvesting.
(Grades 5, 6) (Photo 1), muddy rice paddy experience (entire school)
- Farming experience on locally produced persimmons, peaches, and strawberries (Grade 5)
- Farm land experiences . okra, cucumber, cherry tomatoes (Grade 1), watermelon, Japanese radish, cabbage (Grade 2), azuki bean (Grade 3), soybean (Grade 4), carrot (Grade 5), onion , potato (Grade 6), sweet potato (all grades)
- Harvested rice, carrots, onions, potatoes and watermelons are used in outdoor activities (Grades 4, 5, and 6)
- Making rice cakes using the harvested glutinous rice for *Hitonowa* assembly, invite people who helped and made rice planting possible into the rice-pounding event, harvested soybean made into flour, flavored and topped with *vigna angularis* (azuki) beans.
(*Hitonowa* assembly) (Photo 1 and 2) (entire school)



Photo 1



Photo 2

- (3) Toyogawa and Aidagawa rivers environmental research and conservation project
- “Walk in Kamo”, explore the community vicinity on foot. (all Grades)
 - Through “ River Walk ” – a walk along the riverside activity to get familiar with the natural surrounding areas of Toyogawa and Aidagawa rivers. (Grades 3-4)
 - Toyogawa river downstream and midstream water quality and aquatic life investigation [Photo 3] , (Grade 4)
 - Upstream aquatic life , water quality analysis and presentation of each reports of integrated studies with Horai Elementary School [Photo 4] , (Grades 4-5)



Photo 3



Photo 4

- (4) Local community traditional culture and history learning activities
- Learning activities that make use of artifacts and other objects exhibited in Kamo Shrine chief monks institute . [Photo 5] (Grade 6)
 - Activities that investigate royal tombs in Kamo area (Grade 6)
 - In view of the learning from community experts lecture-workshops on region’s history and way of living, investigate the important Toyogawa levees through field survey.
 - Learn from the members of “Rojin kai” – elderly people assembly and parents on how to make and play traditional games or toys such as bamboo-copter (taketonbo) , small bean bags played like jackstones (otedama) , marbles or pebbles game (ohajiki), and card game (menko) during the “Three-Generation Camaraderie Event” (sensedai fureai katsudo). [Photo 6] (entire school)



Photo 5



Photo 6

(5) Breeding Fireflies Activity

- The return to a "town where fireflies flutter" , a slogan for breeding fireflies activity (Grade 6)
- Examine the waterways in Toyogawa River and surrounding places and collect freshwater snails (*semisulcospira*) for fireflies feeds (Grade 6)
- Installation of self-made charcoal stuffed bag for water quality improvement Toyogawa River and its tributaries, Aidagawa River [Photo 7] (Grade 6)
- Discharging of hatched fireflies larvae into the river in March [Photo 8] (entire school)



Type of materials to be used (使用する教材)

- Kamo School District Committee on Historical Editorials (Writings) (Year 2006)
- "Furusato Kamo" – Kamo School District Cultural Association (Year 2013)
- "Tagaya shiki" – A breeding method, purification container circulation cooling system for fireflies (Year 2012)
- Elementary School Career Education Guidebook , Ministry of Education (Year 2010)
- "Kagayaku Toyohashi – Shine Toyohashi" , Reference from Toyohashi City Board of Education (Year 2012)
- 1) Career Education Notes 2) Voyage To Your Dream (Dream Come True) , References from Aichi Prefecture Board of Education (Year 2012)

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)

Assessment of Children's attitude and understanding towards the activities are as follows:

- Consolidate and analyze the assessment of the various activities from the post evaluation questionnaire of the children respondents.
- Conduct presentation of results for July (Horai Nishi Elementary School Cooperative Program), October (Mizunowa Assembly), and February (Hitonowa Assembly) ; and evaluate the data on the descriptive observation with regards to respondents' attitude and motivation level towards the conducted activities and projects.
- With the above-mentioned evaluation strategy, the ESD school-based project can be further enhanced by incorporating the following evaluation activities below:
 - Investigate the current extent of undertakings for the items 1) educational activities in the area 2) educational activities in consortium with the parents, teachers and children as contained in the questionnaire taken in July and December.
 - In February, to be the curriculum integrating the regional activities and considering children's traits and background and to create an overseeing council to evaluate the educational program and implementation for the next school 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.

(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。)

December 18, 2013

Date

School Principal
Kamo Elementary School