

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

- The former town of Jimokuji declared itself “a town of respect for human rights” in 1999. Just like our region this school also puts a priority on human rights education, and has provided education with this region as the location of its activities. Aiming to “develop children who have rich hearts and engage in activities with vigor,” we have created a human rights education annual teaching plan and have implemented it in all of our educational activities.
- In the integrated study periods, aiming to “appreciate each other and work toward better ways of thinking in our interactions with other people, and to develop the ability to engage in activities,” we have studied the themes of “welfare” in the third grade, “the environment” in the fourth grade, “industry and career” in the fifth grade, and “history and culture” in the sixth grade. We have implemented the welfare practice classroom, delivered classes in environmental studies, studied the traditional industries of Jimokuji, and studied history and culture centered on the Jimokuji Kannon, etc.
- This school began working on ESD in the 2010 school year, and in the 2011 school year we reviewed the previous teaching plans and study content centered on human rights education, life environmental studies, and the integrated study periods. Through the creation of the ESD calendar, the annual teaching plan for life environmental studies and the integrated study periods, and the ESD-related teaching plan, we have been able to plan, formulate, and practice a curriculum which values connecting the content of the teaching materials and each subject area, etc., connecting to people and the region, and connecting the mastered abilities and attitudes to action. Furthermore, we have seen feelings of self-esteem and communicative ability increase in the children.
- Going forward, in order to ensure that the initiatives of this school continue over the next ten years even if the teaching staff are replaced, of course we review the ESD calendar for each school year and the annual teaching plan for life environmental studies and the integrated study periods, but we also create and review the evaluation criteria for the abilities and attitudes we want the students to master, and accumulate school evaluations of ESD through continuous implementation of awareness surveys of the children. Moreover, we will increase hands-on study activities further, visit welfare facilities, create green curtains, experience traditional industries, participate in traditional events, etc.

Objectives of the Project

- The themes of the ESD activities of this school are “people who try to connect with others, let’s connect with Jimokuji, interact, communicate, and connect.” This shows that this school is developing its ESD activities with the priority on “human rights” and our “hometown.” The aim of these themes is to develop people who value “working toward solving and improving the various problems of modern society through people talking to each other with their own respective ideas and bouncing those ideas off each other” and “attempting to appreciate both oneself and others, respect each other’s rights, and connect with each other in order to talk together and bounce ideas off each other.” We also

aim to develop students who will be responsible for ensuring a sustainable hometown in the future, by making them realize the wonderful qualities of Jimokuji.

- We have determined seven abilities and attitudes we place importance on in the curriculum: “the ability to think critically,” “the ability to forecast a vision of the future in order to make a plan,” “the ability to think in a multifaceted and comprehensive manner,” “the ability to communicate,” “the ability to cooperate with other people,” “an attitude respecting connections with others,” and “an attitude of proactively participating,” and we have stipulated these to be the abilities and attitudes that we want the children to master. Going forward we will continue developing an ESD-focused curriculum by adding and linking the goals of the unit and the goals of the classes in the curriculum.

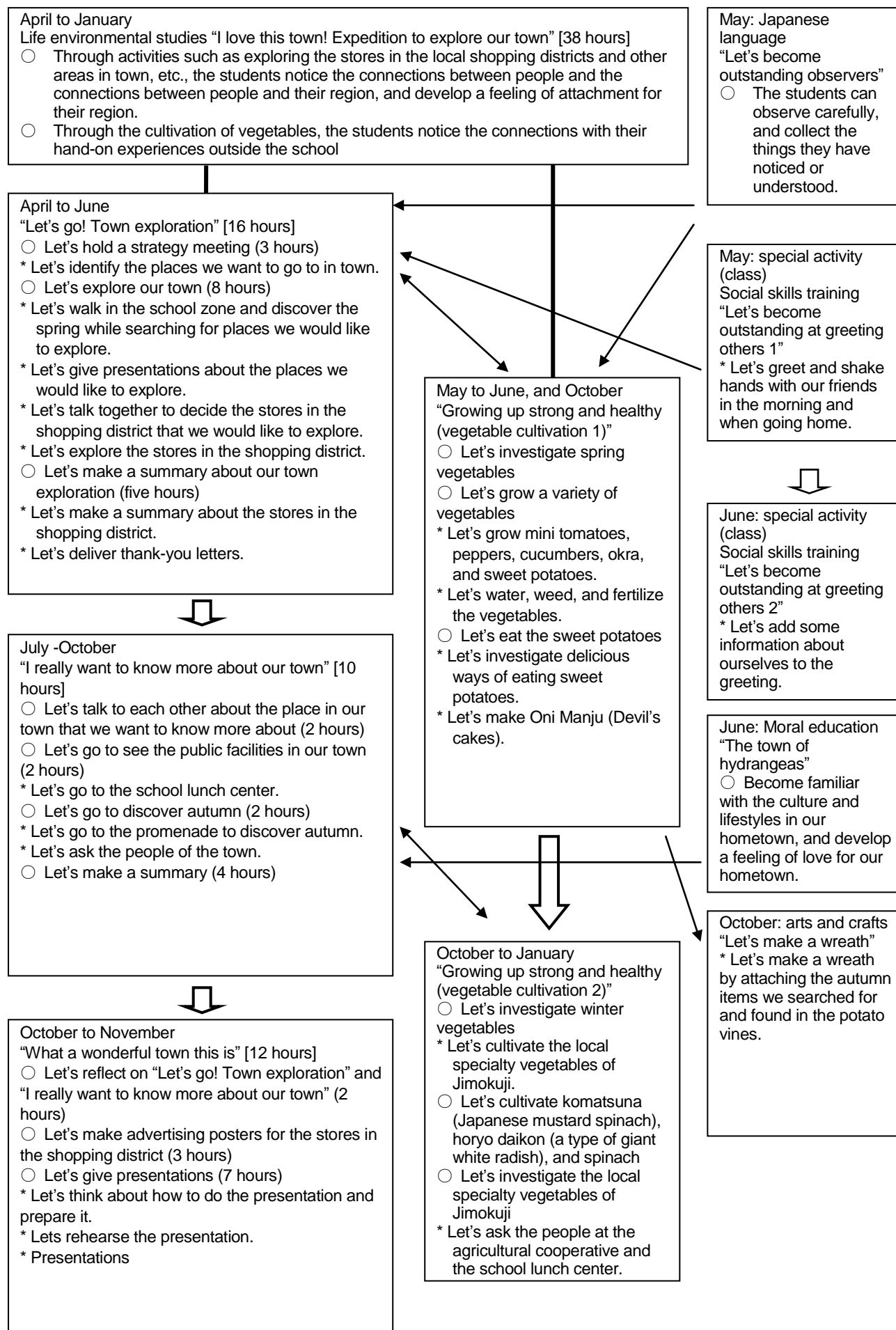
Execution

* Activity themes and study aims in life environmental studies and the integrated study periods

Grade	Name of the study activity	Aims of the study
1	You are now a first grader!	In the school, a new environment, the children have a safe and fun time actively interacting with nearby people and objects.
	Ok, let's all go out together	Taking care about safety, we go out to playgrounds and fields, and everyone plays while interacting with people and nature and feeling the season of spring.
	Autumn feels great doesn't it!	As we go for walks and play in playgrounds, fields, etc., we notice that the season has changed to autumn and everyone has fun playing using objects in nature such as leaves and nuts, etc.
2	I love this town! Expedition to explore our town	Through activities such as exploring the stores in the local shopping districts and other areas in town, etc., the students notice the connections between people and the connections between people and their region, and develop a feeling of attachment for their region.
	Growing up strong and healthy	Through the cultivation of vegetables, the students notice the connections with their hand-on experiences outside the school.
3	Let's interact with the people of this region	Notice the good qualities of our region and develop attachment to it by having an interest in interacting with the people of the region, and observing and surveying the way land is used, the location and functioning of public facilities, traffic conditions, ancient architectural structures, etc.
	Let's learn about welfare volunteers - Welfare practice classroom -	Through hands-on experiences of wheelchairs, sign language, guides for people with visual impairment, etc., gain an interest in welfare.
	Let's learn from the elderly	Investigate tools from long ago and what people's lives were like when they used those tools, and through hands-on activities gain an interest in the wisdom of the people that lived in the past and the changes in the lives of the people in the region.

Grade	Name of the study activity	Aims of the study
4	Let's think about the earth's garbage problem, water, and the environment	Think about the garbage problem, and practice what we ourselves can do to reduce the volume of garbage. Think about the water problem, and practice what we ourselves can do to take care of water.
	Creating an earth-friendly town	Gain an interest in the surrounding environment, learn about nature and the social environment in the Jimokuji area in which we live, and increase our desire to make our environment better.
5	Let's learn about the major industries in the Jimokuji area	By learning about and gaining an interest in the main industries of our region, increase our willingness to investigate them in detail.
	Let's investigate traditional industries	Gain an interest in the traditional industries of our region and investigate "hake brushes" in detail.
	Our industry survey team	Learn about the people involved in the various kinds of work in the industries of our region. Interact with the region and the industries to deepen understanding of our ties with other regions, and consider if there is anything we ourselves can do in order to make the industries of our region strong, and put any such measures into practice.
	Discover my future self	Gain energy from the people working hard in our region, and discover our future selves.
6	Let's learn the history of our region	By learning about the existence of the historical and cultural heritage of our region, gain an interest in the history of our region, and increase our willingness to investigate it more deeply.
	Let's experience the historic sites and traditional performing arts of our region	By experiencing the historic sites and traditional performing arts, etc. remaining in our region, become strongly aware of the depth and value of the history of our region, and increase our attachment to our hometown.
	We the regional volunteers	Through participation in and hands-on experience of traditional events, etc. handed down in our region, reaffirm the good qualities of our region to increase our self-awareness and pride as people living in this region, and develop a feeling of wanting to look after the region.

* ESD-related teaching plan centered on life environmental studies in the second grade



Type of materials to be used

*** Textbooks**

Wakuwaku Seikatsu Jo [Exciting Life] (Keirinkan), published in 2011

Ikiiki Seikatsu Ka [Energetic Life] (Keirinkan), published in 2011

Meijin Bukku [Master Book] (Keirinkan), published in 2011

Atarashii Rika [New Science] 4th Grade (Tokyo Shoseki), published in 2011

Shogaku Shakai [Elementary School Society] 3rd and 4th grade, part 2 (Nihon Bunkyou Shuppan), published in 2011

*** Supplementary teaching materials**

Brilliant Aichi (Aichi Social Study Research Association, Owari Branch), published in 2012

Our Ama City (Ama City Board of Education), published in 2012

Ama City Knowledge Reader (Ama City Knowledge Test Executive Committee), published in 2011

Commemoration of the Niozo Restoration, Jimokuji Kannon Exhibition “Treasures of Jimokuji-temple” (Nagoya City Museum), published in 2011

*** Related web sites**

Ama City official web site

Jimokuji Chamber of Commerce and Industry

Ama City Council of Social Welfare

*** Related leaflets of various organizations**

Achieving a Correct Understanding of Hansen’s Disease (Aichi Prefecture), Fiscal Year 2010 Edition

*** Study outside the school**

Jimokuji Museum of History and Folklore

Gojogawa (Incineration) Plant, Nagoya City

Kiso Sansen National Government Park, Water Eco Park, Shizen-Hakkenkan Web Site (environmental education program)

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

* Evaluations of the children are implemented in terms of the seven abilities and attitudes we want the children to master: “the ability to think critically,” “the ability to forecast a vision of the future in order to make a plan,” “the ability to think in a multifaceted and comprehensive manner,” “the ability to communicate,” “the ability to cooperate with other people,” “an attitude respecting connections with others,” and “an attitude of proactively participating.” We choose the abilities and attitudes we give priority to from the study activities and aims in each grade from seven perspectives, create the evaluation criteria, and perform the evaluations. We assess the performance of the students with the worksheets and reports they use in their study activities and hands-on activities and by observing the presentations they give as study summaries and their initiatives, and getting them to perform self-evaluations.

* Regarding ESD activities, we conduct an awareness survey of the children before and after the implementation of the ESD-related teaching plan, and evaluate activities placing the priority on connections with the region and the people of the region. We also include a survey of the study activities of each grade.

* In order to make the ESD activities sustainable, at the end of the school year we review and make improvements to the ESD calendar, annual teaching plan, ESD-related teaching plan and specific activities content based on the practice in every 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。)

Date (日付)

Principal's name (校長名 (※直筆))

Position, (役職)

Institution's name (学校名)