



1)



2)



3)



4)



5)



6)



#### 4. Outcomes

1) The school is located in Tohyama-go, where depopulation is progressing. Students who commute from marginal villages where 80% of the residents are over 60 years old are a precious asset to the school. Further declines are expected, according to the demographic statistics of the area. Our students who study in such an area have a strong love for their hometown. The Protect "Protect Tohyama-go," which originally started as a student council activity, has entered its seventh year. "Let's start with what we can do." That was the motto for the launch of the community cleanup activity, which has continued to this day. This year again, the students cleaned up the roadsides, public facilities, and tourism facilities.

2) In order to enliven the community, it is important to first get to know and relate to the people living in the community. "Learn from the Community Members" is an opportunity to interact with the people of the local community and get involved. For the workplace experience lessons, we ask 4 to 5 local entrepreneurs and working adults to teach the students the meaning of working in Tohyama-go.

3) The "Toyama-no-Shimotsuki- Matsuri" has been handed down in Tohyama-go and is a pride of the area. To ensure uninterrupted succession of the tradition has become a challenge to the area, as its population keeps declining. The school lessons on the "local folk dance" are an important platform to produce young carriers of the tradition. Members of the preservation society instructed the folk dance to students with enthusiasm. The students performed the dance in front of parents and other community members in November.

4) The "Toyama 3-school Linkage Project" was launched for the purpose of fostering future leaders. The elementary and junior high school students looked ahead to the future of Tohyama-go from the SDGs perspective and thought about what they could do. This was the first year of the project, and we started with the basic point of "What are the SDGs?" Junior high school students conducted research, made preparations, and organized a meeting to tell elementary school students what the SDGs are. By teaching elementary school students, the junior high school students learned about the SDGs themselves. Moreover, the fact that all the elementary and junior high school students in the area get together was the first step in building a block of community that would lead the next generation.

5) Our school has a vast forest of about 17 ha. Our area once prospered in forestry. The records show that our forebears bequeathed the school forest in the hope of impressing the importance of forests upon succeeding generations. From the study of the school-owned forest, we were able to learn that forest protection supports sound natural environment and peaceful life of the region.

6) One of the ongoing activities of the student council is the "Flower Gift Campaign." The students find out the joy of plant cultivation by taking care of the flowers themselves. In addition, they brought the flowers they grew to the community, and received smiles and words of appreciation. The campaign proved to be an activity by which the students truly feel their role and contribution in the community.

#### 5. Crafting of the teaching methods and organization

- (1) Securing human resources such as instructors (community schools)
  - School Management Council, Autonomy Promotion Center, Community Center, Forest Association, Social Welfare Council, Shimotsuki Festival Preservation Association
- (2) Transportation support
  - Autonomy Promotion Center, Community Center
- (3) Expenses
  - Autonomy Promotion Center, Community Center, Forest Association