



*Matsubara Municipal Chuo Elementary School*

**International Safe School**

# Application Report



Sept. 20, 2017



## Index

<b>Chapter 1 Overview of Chuo Elementary School</b> .....	<b>2</b>
1. School name, School emblem, Educational goals .....	2
2. Number of students .....	2
3. Timetable .....	3
4. Environment surrounding Chuo Elementary School .....	3
<b>Chapter 2 Background of International Safe School Programs</b> .....	<b>4</b>
1. Background of program .....	4
2. Past programs .....	5
<b>Chapter 3 Situation of Physical and Emotional Injuries</b> .....	<b>6</b>
1. Injuries inside the school .....	6
2. Injuries outside of the school .....	20
[Summary of Priority Problems] .....	21
<b>Chapter 4 Programs Based on Eight Indicators</b> .....	<b>22</b>
Indicator 1 An operational infrastructure to work on safety improvement based on collaboration is developed.....	22
Indicator 2 Program policies have been determined based on those of the Safe Communities, and conform to the overall directions of the municipality and the Board of Education.....	24
Indicator 3 There are long-term and sustainable school programs covering both genders, all ages, environments and situations .....	25
Indicator 4 There are programs that target high-risk groups and environments .....	34
Indicator 5 All programs are conducted based on available and usable evidences .....	38
Indicator 6 There are programs that document the frequency and causes of injuries.....	44
Indicator 7 There are measures to assess and evaluate the programs, processes, and effects of change.	46
Indicator 8 Continuous participation in national and international Safe Community networks.....	53
<b>Chapter 5 Future Challenges and Goals</b> .....	<b>54</b>

# Chapter 1 Overview of Chuo Elementary School

## 1. School name, School emblem, Educational

Chuo Elementary School was established in 1973.

We are celebrating our 44th anniversary this year.

[School emblem]



### Educational Targets

Foster school children who have a solid sense of human rights, who are rooted in the community, and who can act independently to build a society that respects human rights

## 2. Number of students

The total number of students has continued to drop each year since SY2013. Still, we have the fourth largest number of schools among Matsubara City's fifteen Elementary schools. The school has 30 teachers, 30% of which are young teachers in their 20s.

[Table 1-1]

School year	Number of students
SY2013	549 students
SY2014	505 students
SY2015	484 students
SY2016	467 students
SY2017	434 students

[Table 1-2] Number of students in SY2017

Grade	No. of students	No. of classe
Grade 1	65 students	2 classes
Grade 2	73 students	2 classes
Grade 3	69 students	2 classes
Grade 4	69 students	2 classes
Grade 5	83 students	3 classes
Grade 6	75 students	2 classes
Special support class	(24 students)	5 classes
<b>Total</b>	<b>434 students</b>	<b>18 classes</b>

\* In Japan, the new school year starts from April.

Total number of students	434 students (as of April 10, 2017)
Number of teachers	30 teachers

### 3. Timetable

[Table 2]

	Hour
Morning assembly	8:30 to 8:45
Period 1	8:45 to 9:30
Period 2	9:40 to 10:25
Period 3	10:45 to 11:30
Period 4	11:35 to 12:20
Lunch	12:20 to 13:05
Cleaning time	13:05 to 13:25
Noon recess	13:25 to 13:50
Period 5	13:50 to 14:35
Period 6	14:40 to 15:25
End of school assembly	15:25 to 15:40



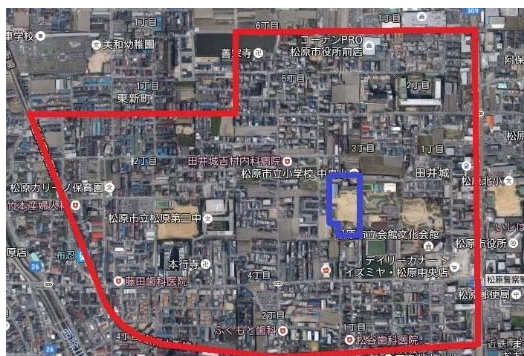
### 4. Environment surrounding Chuo Elementary School

#### (1) School district

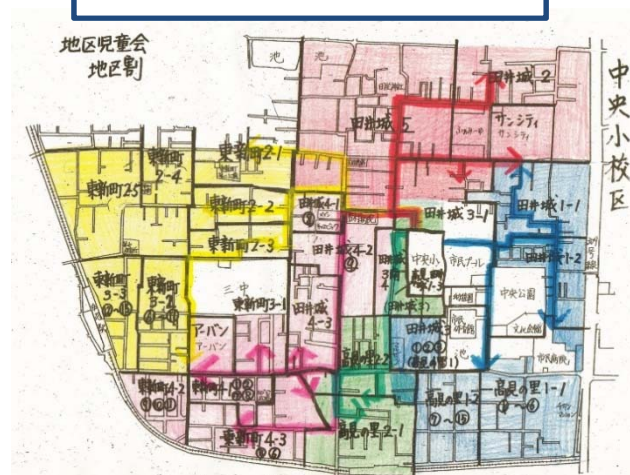
The school district has a two-lane national route with heavy traffic to the west, and the Kintetsu Minami-Osaka Line private railway running from south to east. The school is located in the approximate center of the Matsubara City. There are many public facilities and large supermarkets in the area.

The school district and school routes are divided into five areas and color-coded, so that students can go home in groups if there is a disaster. Since students living near each other become friends and commute to and from school in groups, we can reduce the risk of the students encountering dangerous situations. The community's sense of crime prevention and disaster prevention is high, and many people from the community participate in the joint disaster drills held every year at the school. It is said that there is a high possibility that a large earthquake will hit Osaka soon. It is essential that the children can make judgments and act on their own if a disaster hits.

Aerial map of Matsubara City



Chuo Elementary School district and school routes



## Chapter 2 Background of International Safe School Programs

### 1. Background of program

Matsubara City became the first designated Safe Community city in Osaka on November 16, 2013. We were the eighth city in Japan, and the 323rd city in the world.

Safe Community is a policy in which the WHO Collaborating Centre on Community Safety Promotion certifies "Communities" that are continuously involved in building a safe and secure city for all residents regardless of age or disability. Under the principle "Injuries and accidents do not happen spontaneously, and are preventable by identifying the cause", programs based on scientific data and cross-sector cooperation of districts, city administration, police, homes, and schools, etc. are combined for continuous actions to prevent accidents, crime, disasters, and suicide, etc.

The Matsubara City Safe Community Steering Committee has set six priority challenges and task forces. The "Child Safety Task Force" has promoted various activities, including the prevention of injuries of preschools, prevention of child abuse, and prevention of injuries at Elementary schools.

With Matsubara City's international designation, three schools (Matsubara Daisan Jr. High School, Nunose Elementary School, Chuo Elementary School) in Matsubara City's Municipal Daisan Jr. High School District joined forces. On May 21, 2015 declared the start of activities for acquiring international designation as an International Safe School (ISS), which is the school version of Safe Communities. Designation is anticipated in November 2017.

Matsubara City's Municipal Daisan Jr. High  
School District

<Ceremony to declare launch of ISS Program>

May 21, 2015



<Safe Community activity report meeting>



## 2. Past programs

[Table 3]

	Joint		Chuo Elementary	
SY2015	May 21	Declaration on start of ISS		
	Jun 11	Tour of ISS preliminary evaluation (Toshima City)	Jun 12	Drills for escaping from suspicious people
	Jul 1	Tour of ISS onsite evaluation (Kameoka City)	Jun 12	Life-saving course
	Sept. 1	International Safe School joint seminar		
	Sept. 5	Declaration of ISS Intentions (Matsubara Municipal Cultural Hall)		
	Oct. 6 & 7	Tour of ISS onsite evaluation (Atsugi City) School tour (Toshima City)	Oct. 7	Fire drills
	Nov. 16 & 17	Tour of ISS onsite evaluation (Chichibu City)	Jan. 23	Saturday disaster prevention drills
	Feb. 2	Participation in ISS Summit in Toshima	Jan. 18	Community evaluation drills
	Mar. 13	Matsubara City Comprehensive Disaster Prevention Drills		
SY2016	Jun 10	Tour of ISS preliminary evaluation (Toshima City)	May 19	Crime Prevention Class for 5th graders
	Jul 1	1st ISS School District Students Meeting	May 31	Assembly/Group commute home by districts
	Jul 18	Matsubara City Children's City Conference	Jun 1	Drills for escaping from suspicious people
	Aug. 26	Matsubara City Student Council/Student Assembly exchange meeting	Jun 2	Life-saving course
	Oct. 7	2nd ISS School District Students Meeting	Jun 18	ISS Workshop (Searching for hazards in the school)
	Nov. 4	3rd ISS School District Students Meeting(traveling)	Jul 4	Crime Prevention Class for 6th graders
	Nov. 11	4th ISS School District Students Meeting (Matsubara Daisan Jr. High School District research presentation meeting)	Jan. 21	Saturday disaster prevention drills
	Jan. 17	ISS preliminary guidance	Jan. 24	Community evaluation drills
	Jan. 19	5th ISS School District Students Meeting		
SY2015	Jun 30	1st ISS School District Students Meeting	May 11	Assembly/Group commute home by districts
	Jul 15	Matsubara City Children's City Assembly	May 19	Crime Prevention Class for 5th graders
	Aug. 25	2nd ISS School District Students Meeting	Jun 13	Drills for escaping from suspicious people
	Aug. 28	Matsubara City Student Council/Student Assembly exchange meeting	Jun 13	Life-saving course
	Nov. 13	ISS Main evaluation	Jun 17	Saturday disaster prevention drills

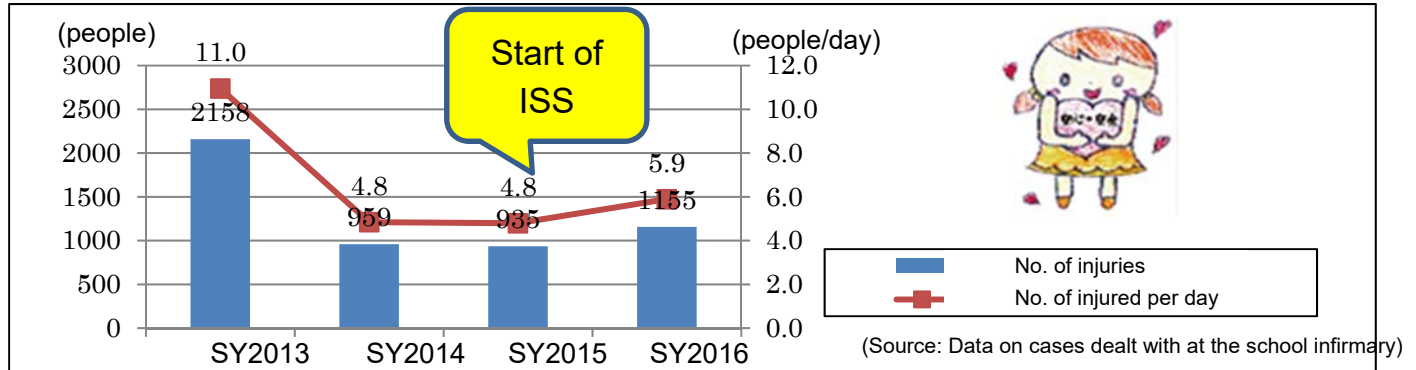
## Chapter 3 Situation of Physical and Emotional Injuries

### 1. Injuries inside the school

(1) Situation of injuries, including minor injuries

In SY2016, there were 1155 cases of injuries occurring inside the school. This translates to approx. 2.5 cases per student. Of these, 64 cases required treatment at a hospital.

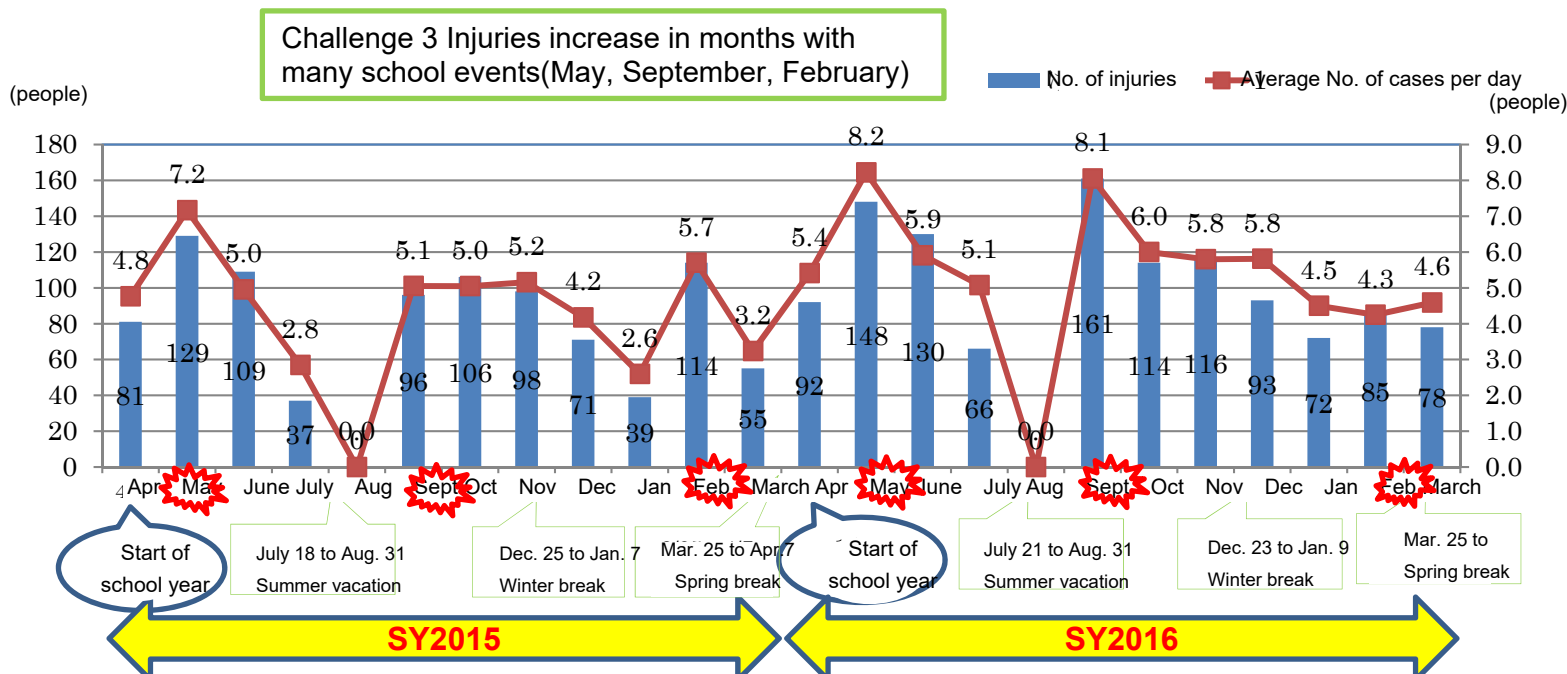
[Fig. 1-1] Injuries that occurred inside the school (SY2013 to 2016)



[Fig. 1-1] shows the number of injuries that occurred in the school between SY2013 and SY2016. In SY2013, there were 2158 cases. This dropped to 959 cases in SY2014. In SY2015, the year that the ISS program was started, there were 935 cases, which were the same as the reduced value reached in SY2014. However, this value increased to 1155 cases in SY2016. We will promote programs that aim to further reduce injuries including minor injuries.

[Fig. 1-2] Number of injuries by month (SY2015 to 2016)

(Source: Data on cases dealt with at the school infirmary)



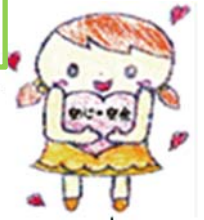
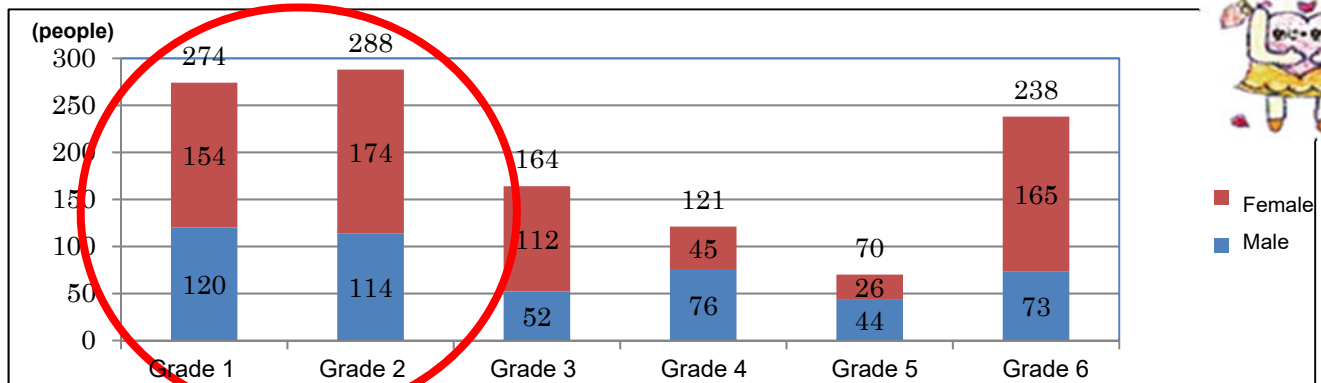
We compared the number of injuries in SY2015 and SY2016. The graph shows that a high rate of injuries around May when the students have gotten used to their new grade and class, and are starting to get active. The rate increases again in September and October when practice for Sports Day starts, and finally in February when the temperatures drop and bodies don't move as nimbly. In Japan, the new school year starts from April.



[Fig. 1-3-(1)] By grade, by gender (SY2016)

(Source: Data on cases dealt with at the school infirmary)

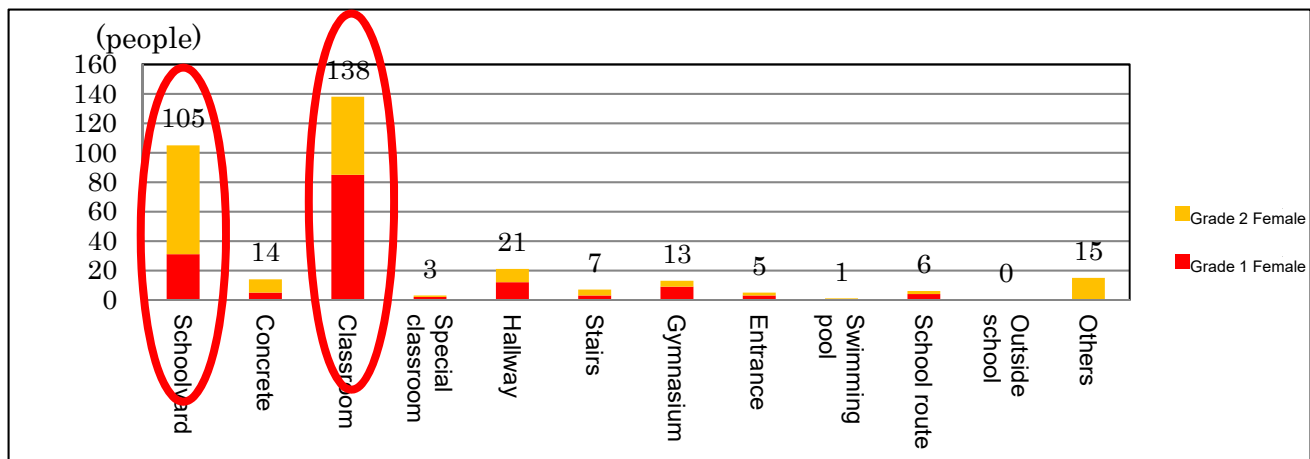
Feature 1. There are many injuries among Grade 1 students, and especially among female students.



Looking at injuries by grade, we see that injuries among Grade 1 and Grade 2 students are high. Injuries are especially high among female students.

[Fig. 1-3-(2)] Place where Grade 1 and Grade 2 female students were injured (SY2016)

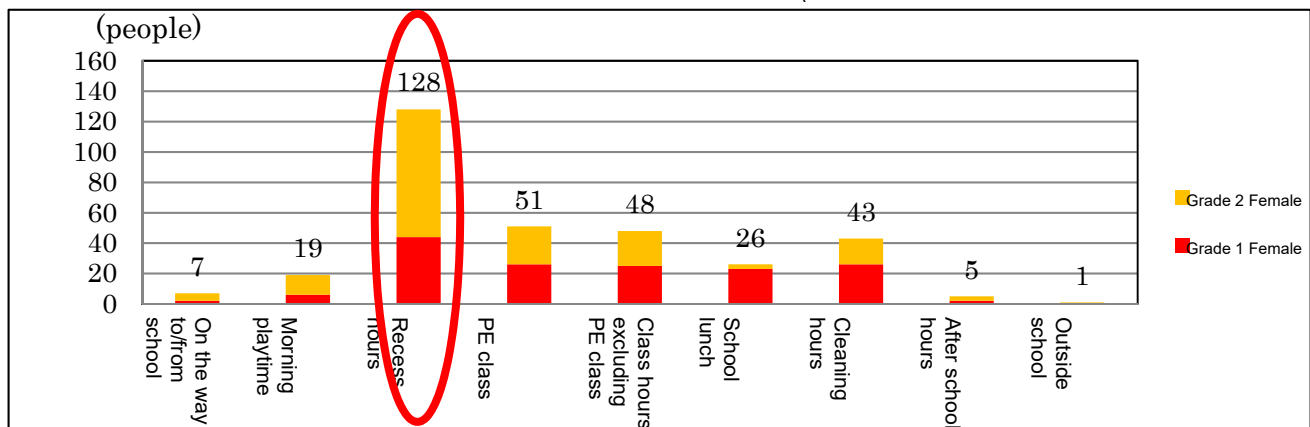
(Source: Data on cases dealt with at the school infirmary)



Looking at the place where Grade 1 and Grade 2 female students were injured, injuries sustained in the classroom were highest, followed by injuries sustained on the schoolyard.

[Fig. 1-3-(3)] Time zone when Grade 1 and Grade 2 female students were injured (SY2016)

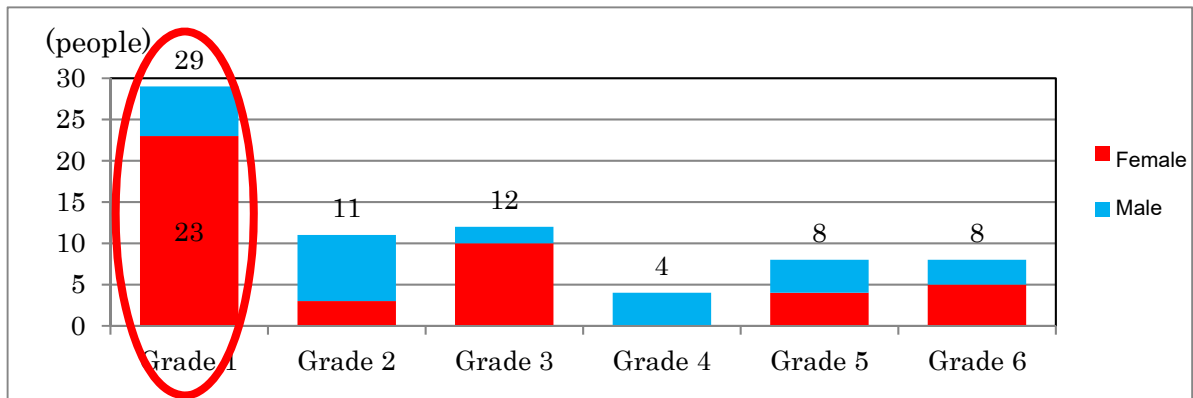
(Source: Data on cases dealt with at the school infirmary)



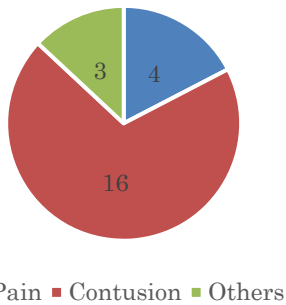
Looking at the time zone in which Grade 1 and Grade 2 female students were injured, injuries sustained during recess hours were very high.

[Fig. 1-3-(4)] Injuries during lunch hour by grade (SY2016)

(Source: Data on cases dealt with at the school infirmary)

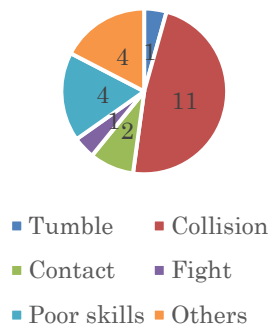


[Fig. 1-3-5] Type of injury sustained by Grade 1 girls during lunch hour



(Data from School Infirmary)

[Fig. 1-3-6] Cause of injury sustained by Grade 1 girls during lunch hour

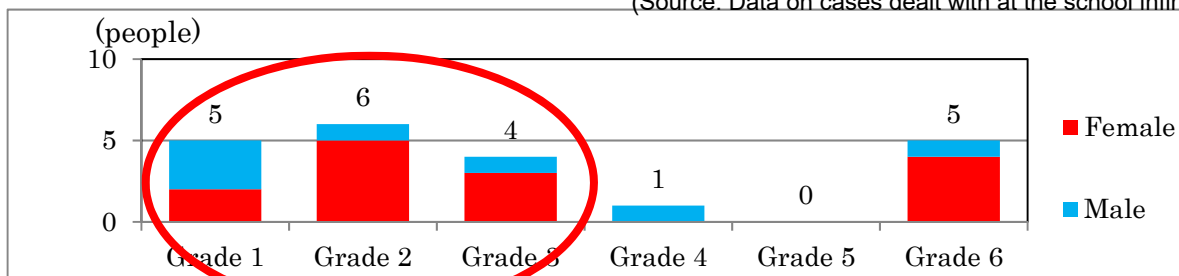


(Data from School Infirmary)

When looking at injuries sustained during lunch hour by grade, we see that injuries sustained by Grade 1 students are high. Injuries sustained by Grade 1 female students are particularly high. Injuries during lunch hour could lead to serious injuries such as burns. The students may not be used to preparing lunch, or may still have weak muscles.

[Fig. 1-3-(7)] Injuries sustained during commute to and from school by grade (SY2016)

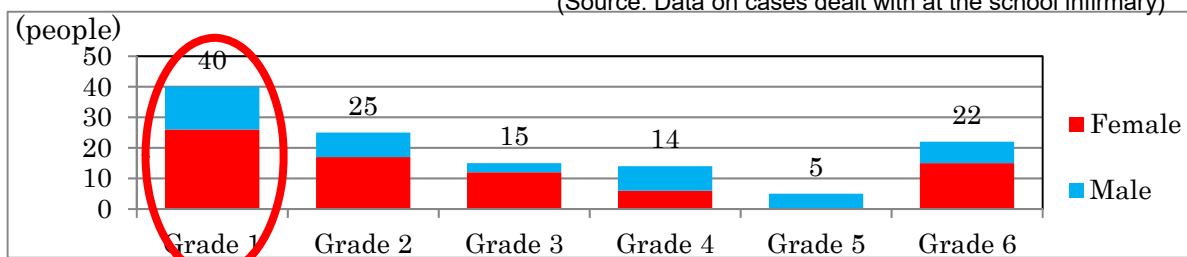
(Source: Data on cases dealt with at the school infirmary)



When comparing injuries sustained during commute to and from school by grade, we see that injuries sustained by students in Grades 1, 2, and 3 are high.

[Fig. 1-3-(8)] Injuries sustained during cleaning hours by grade (SY2016)

(Source: Data on cases dealt with at the school infirmary)

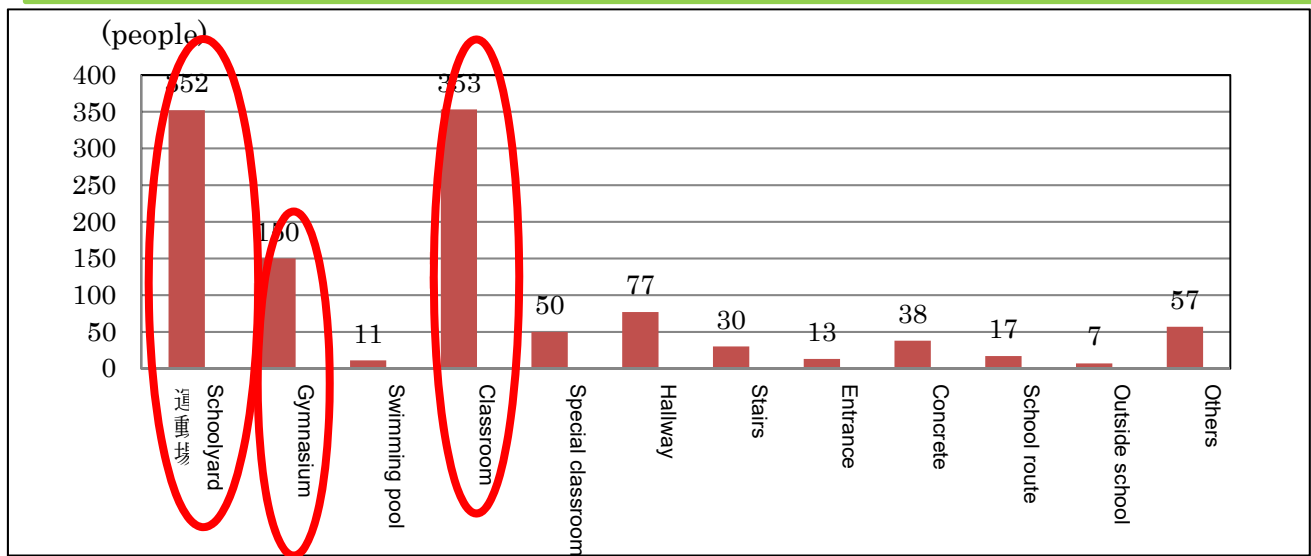


When comparing injuries sustained during cleaning hours by grade, we see that many injuries are sustained by Grade 1 students. Injuries are especially high among female students.

[Fig. 1-4] By place of occurrence (SY2016)

(Source: Data on cases dealt with at the school infirmary)

Characteristic 2 There are many injuries sustained in the schoolyard, gymnasium, and classroom



Looking by place of occurrence, we see that injuries are high in order of classroom, schoolyard, and gymnasium.

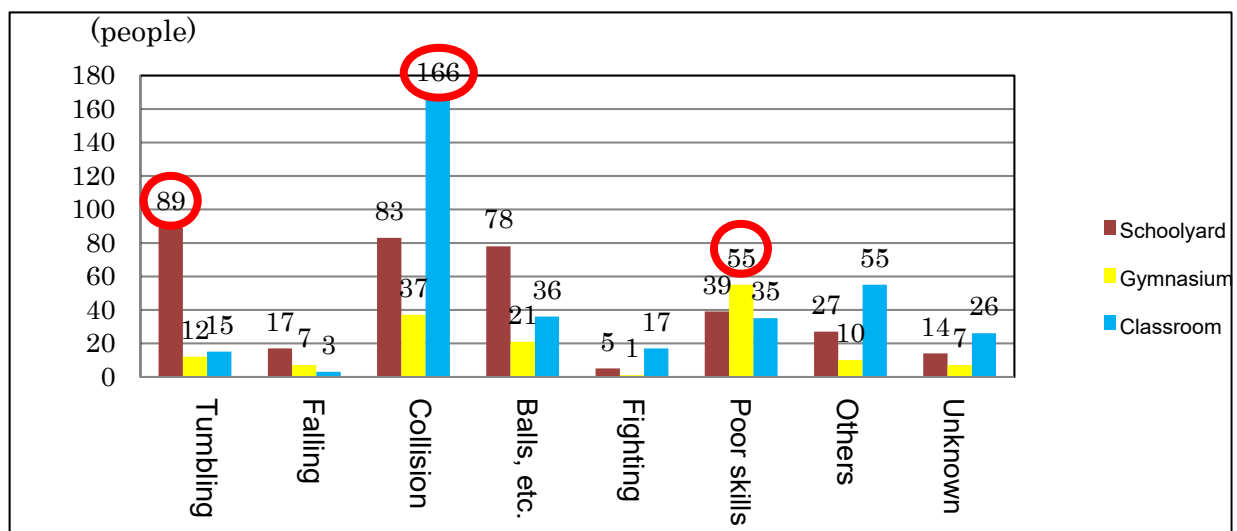


We investigated the cause of injuries sustained in the schoolyard, gymnasium, and classroom.

[Fig. 1-5] Causes of injuries that occurred in the schoolyard, gymnasium, and classrooms

(Source: Data on cases dealt with at the school infirmary)

Characteristic 2 Tumbling is by far the highest cause of injury in the schoolyard. Many injuries in the gymnasium are the result of poor skills. Many injuries in classrooms occur by collisions.



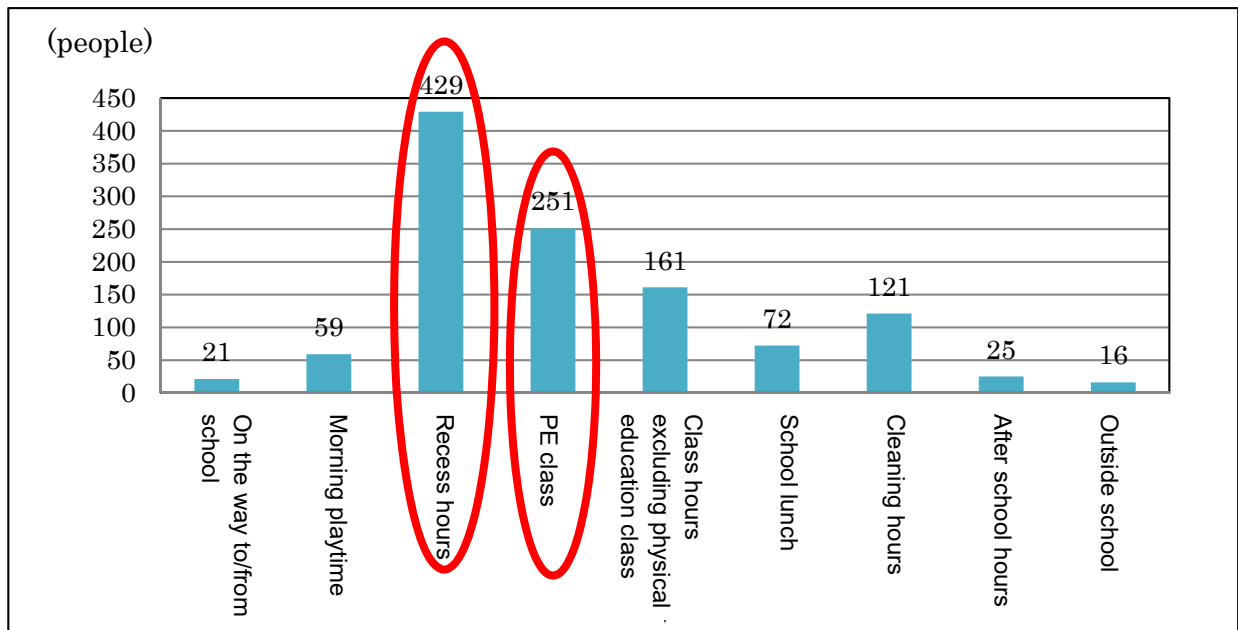
When we checked the cause of injuries occurring in the schoolyard, classroom, and gymnasium, where rates were high, we see that injuries from tumbling were by far the highest on the schoolyard. In the gymnasium, many injuries occurred during physical education class because of poor skills. In the classroom, many injuries were the result of collisions.

\* Poor skills refer to a lack of knowledge, weak muscles, or the inability to support one's own weight, thus resulting in injury.

[Fig. 1-6] Injuries by time zone (SY2016)

(Source: Data on cases dealt with at the school infirmary)

Characteristic 3 Many injuries are sustained during recess or PE classes



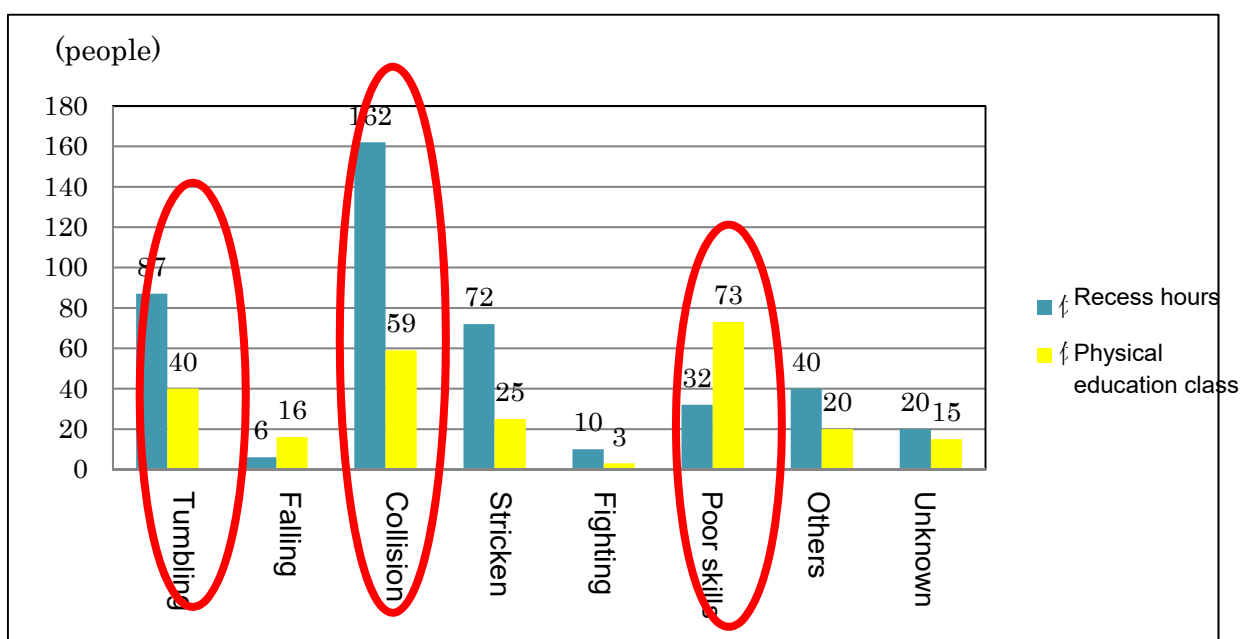
When comparing when injuries occurred by time zone, we see that injuries sustained during recess are the highest, accounting for about half of all injuries. This is followed by injuries sustained during physical education class.

➡ The causes were investigated specifically for recess time and physical education class time.

[Fig. 1-7-1] Causes of injuries sustained during recess hours and PE class (FY2016)

(Source: Data on cases dealt with at the school infirmary)

Characteristics 3 Recess hours -> Tumbling, collision  
PE class = Tumbling, collision, poor skills





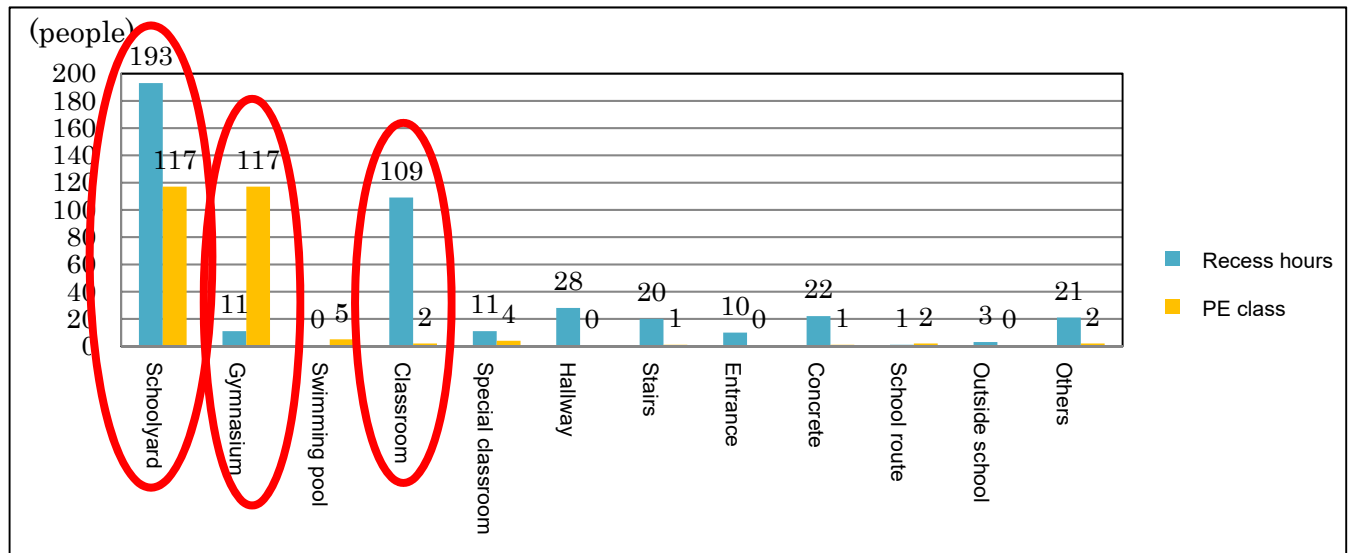
The places of occurrence were investigated specifically for recess time and physical education class time. (Source: Data on cases dealt with at the school infirmary)

[Fig. 1-7-2] Places where injuries were sustained during recess hours and PE class (FY2016)

Recess hours = Schoolyard, inside school building

\* Classrooms, special classrooms, hallways, stairs, and entrance are summarized as "Inside school building"

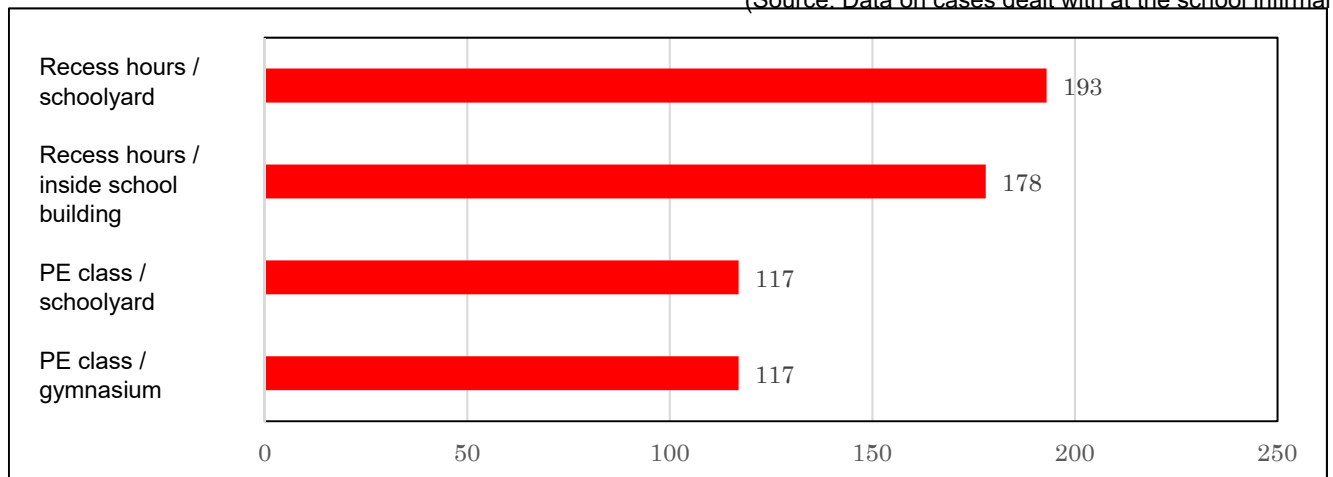
PE class = Schoolyard, gymnasium



We cross-referenced the time zone, place and cause of injury, and identified the challenge we face.

[Fig. 1-8] Place and cause injuries sustained during recess hours and PE class (SY2016)

(Source: Data on cases dealt with at the school infirmary)



Time zone/place with high rate of injury, cause of injury

- Recess hours / schoolyard = Tumbling, collision, stricken
- Recess hours / inside school building = Collision
- PE class / schoolyard = Tumbling, falling, collision, stricken
- PE class / gymnasium = Tumbling, collision, poor skills

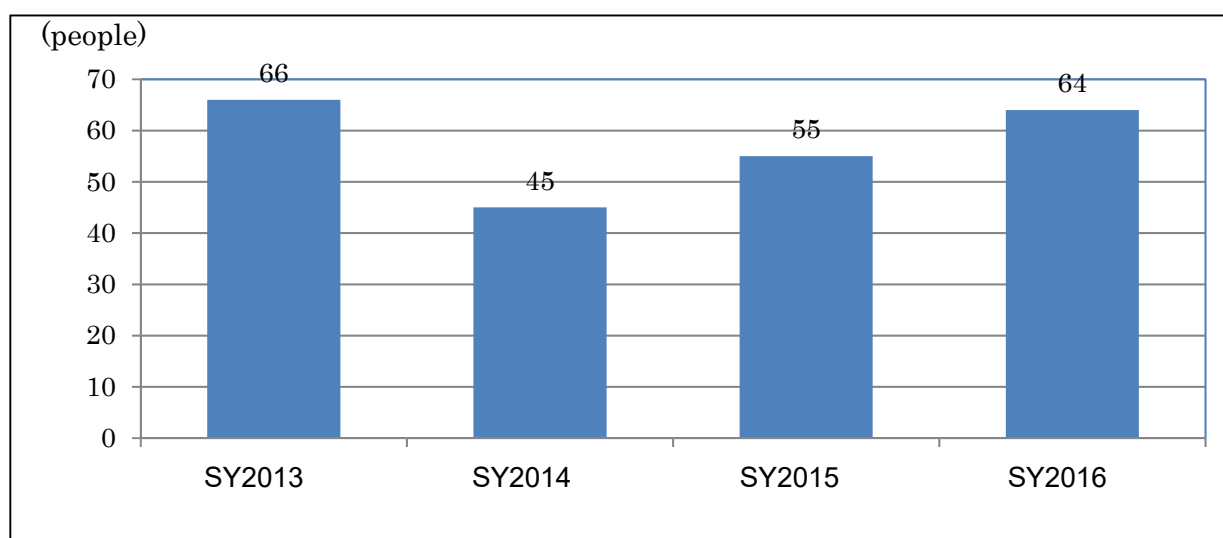
## (2) Situation of injuries requiring hospital treatment

The situation of injuries requiring hospital treatment in the three years from April 2013 to March 2016 was tabulated as shown below. (No. of applications submitted to the Japan Sport Council)

[Fig. 2-1] Number of injuries by school year (SY2013 to SY2016)

(Source: No. of applications submitted to the Japan Sport Council)

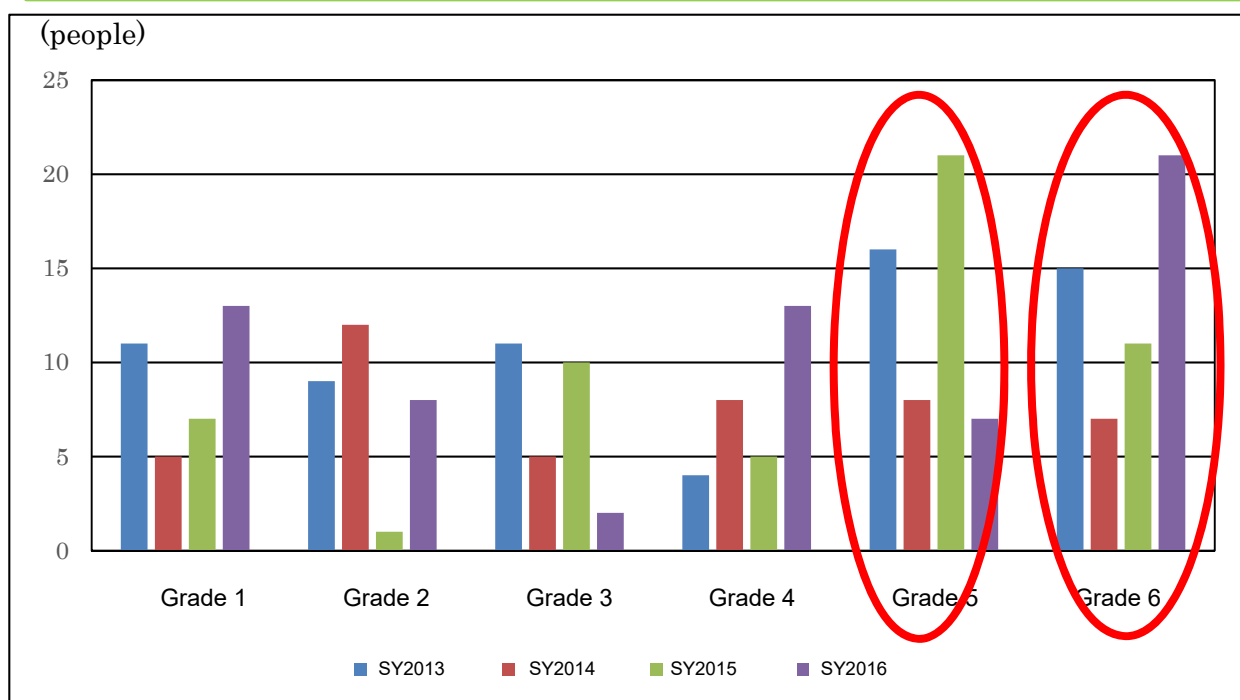
The total number of injuries has decreased, but injuries that required hospital treatment did not decreased much.



[Fig. 2-2] Number of injuries by grade (SY2013 to SY2016)

(Source: No. of applications submitted to the Japan Sport Council)

Characteristics 4 Injuries that require hospital treatment are higher among the higher grades (Grade 5 & 6 students)

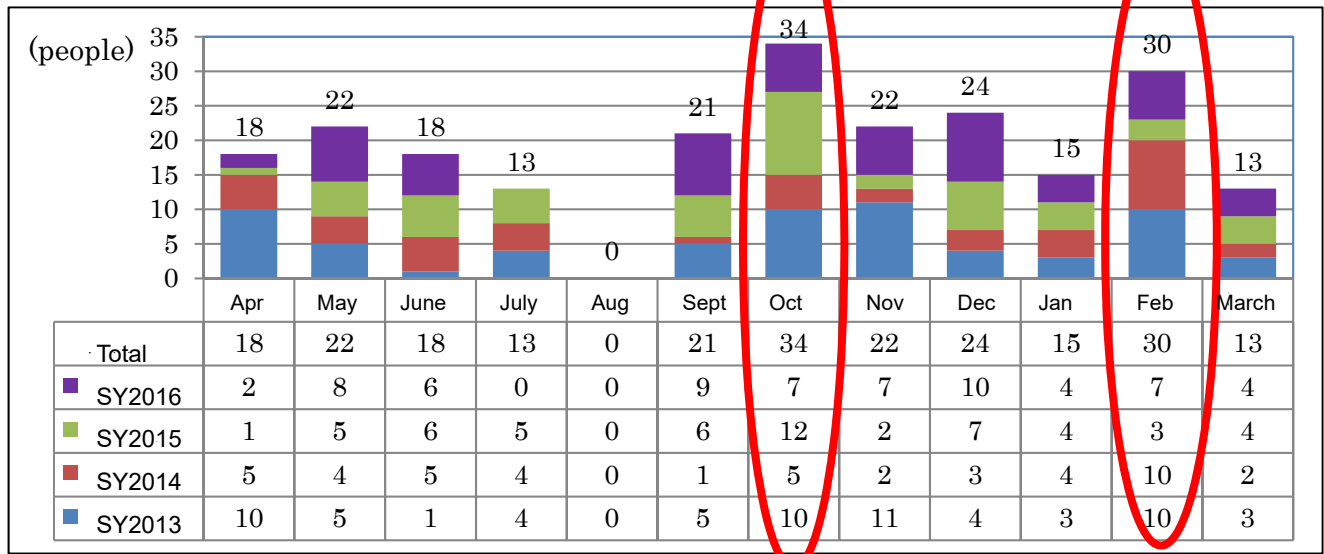




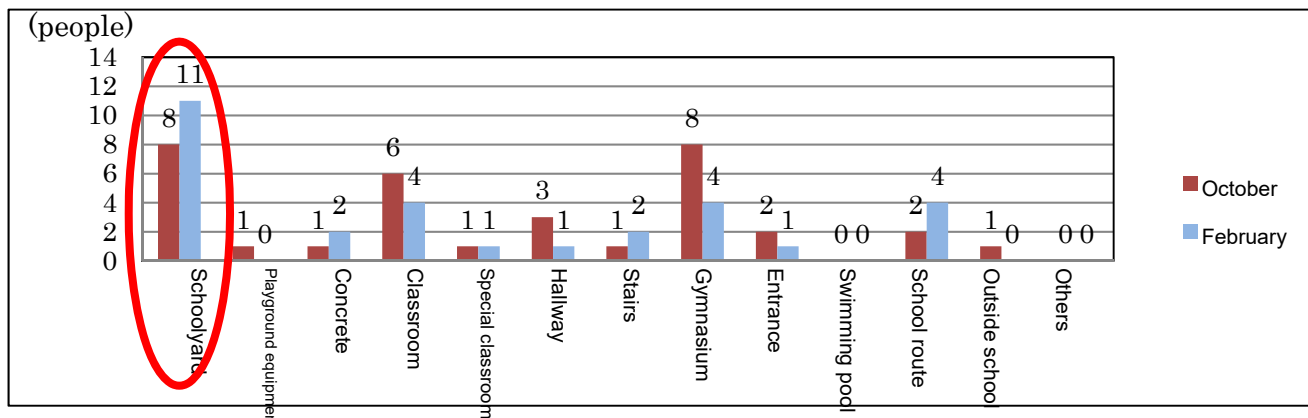
[Fig. 2-3-(1)] Number of injuries by month (SY2013 to SY2016)

(Source: No. of applications submitted to the Japan Sport Council)

Challenge 3 Injuries increase in months with many school events (Sports Day, marathon)  
(October & February)

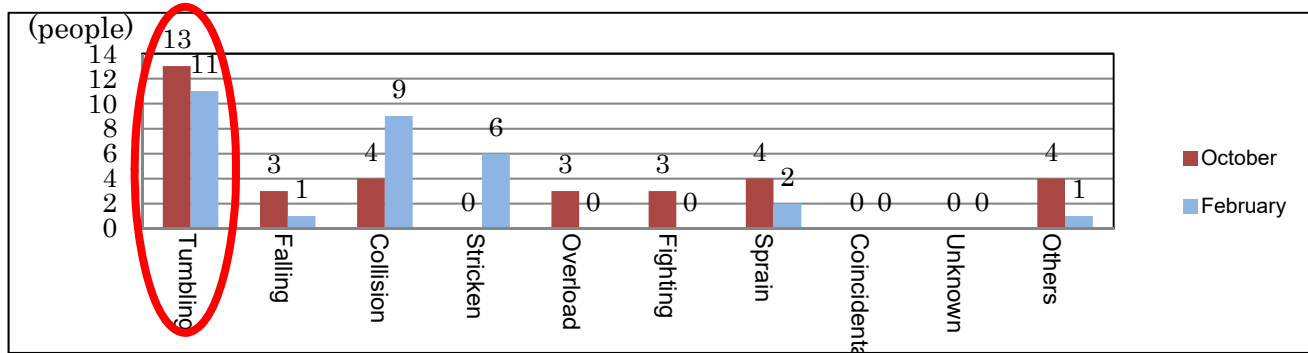


[Fig. 2-3-(2)] Injuries in October and February - by place - (FY2013 to FY2016)



When we analyze the injuries occurring in October and February by place of occurrence, we see that injuries sustained in the schoolyard are high. In October, this is followed by injuries sustained in the gymnasium and classroom.

[Fig. 2-3-(3)] Injuries in October and February - by cause - (SY2013 to SY2016)

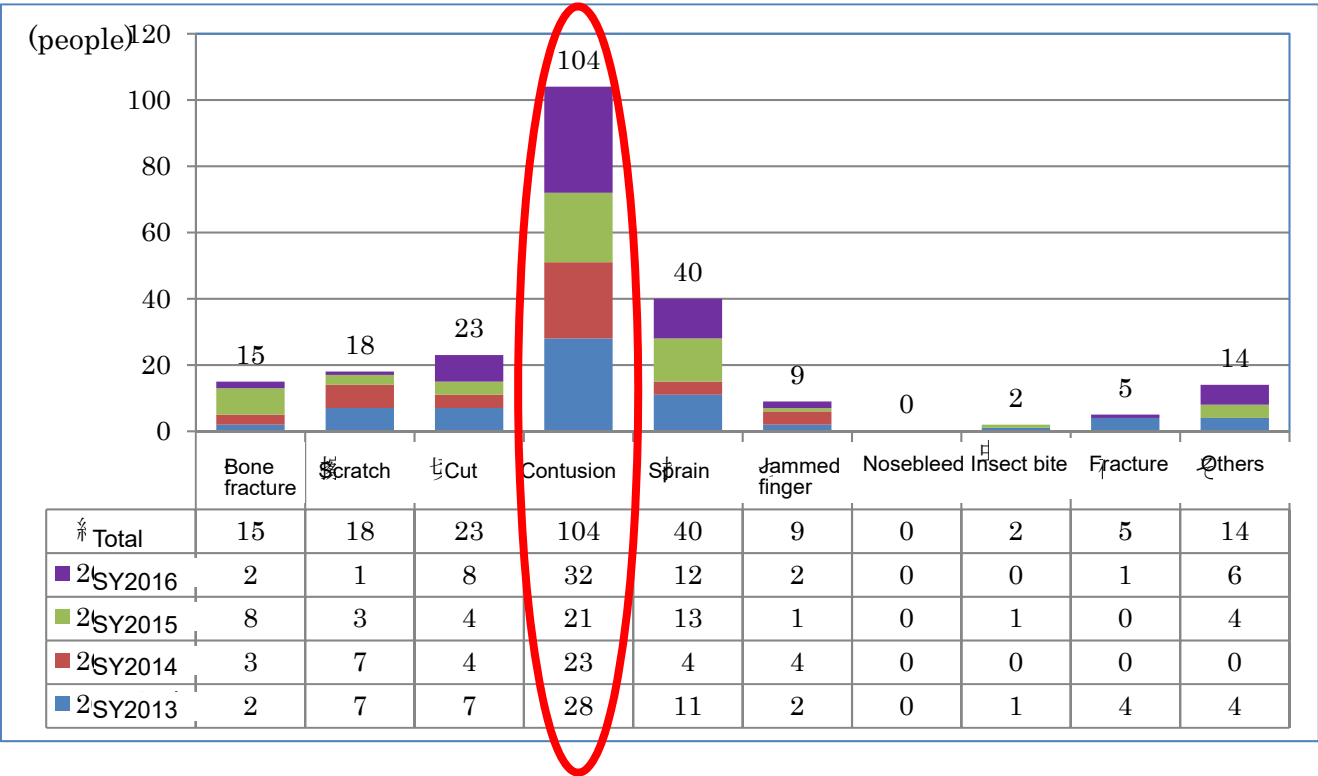


Looking at injuries by cause, those tumblers lead the cause of injuries in October and February. In February, this is followed by collision with people and objects.

[Fig. 2-4] Types of injuries requiring hospital treatment (SY2013 to SY2016)

Contusions are high

(Source: No. of applications submitted to the Japan Sport Council)

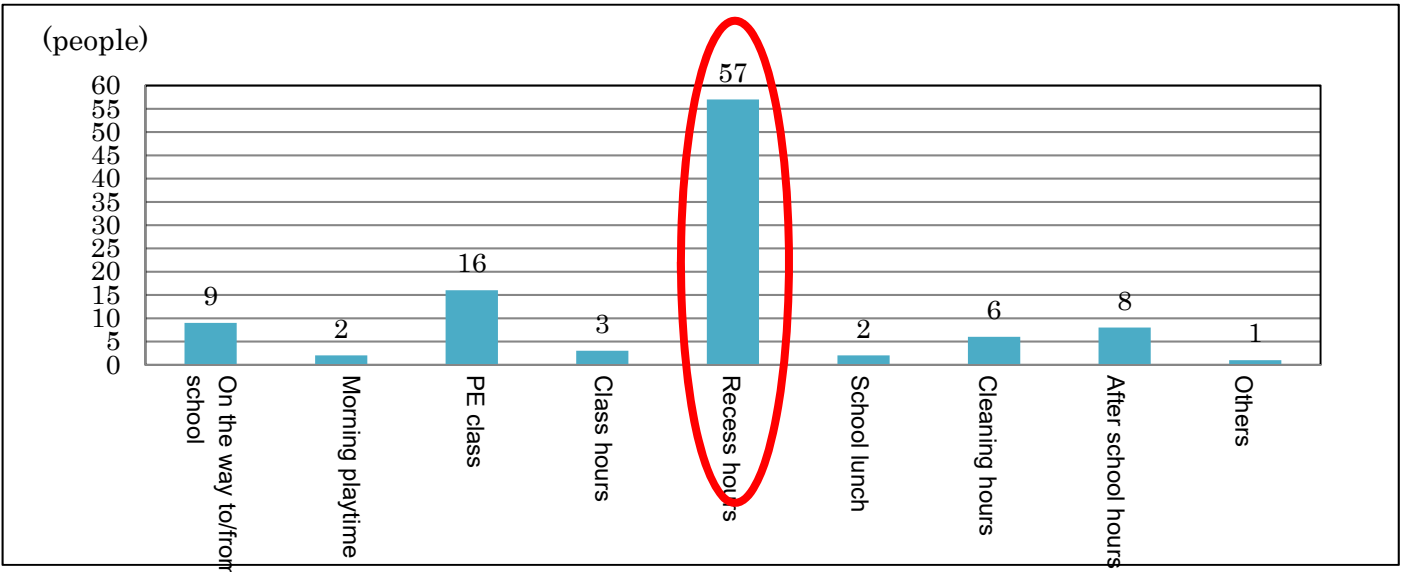


Contusions lead the cause of injury in all time zones.

(Source: No. of applications submitted to the Japan Sport Council)

[Fig. 2-5] Of injuries requiring hospital treatment, time zone of injuries caused by contusion (SY2013 to SY2016)

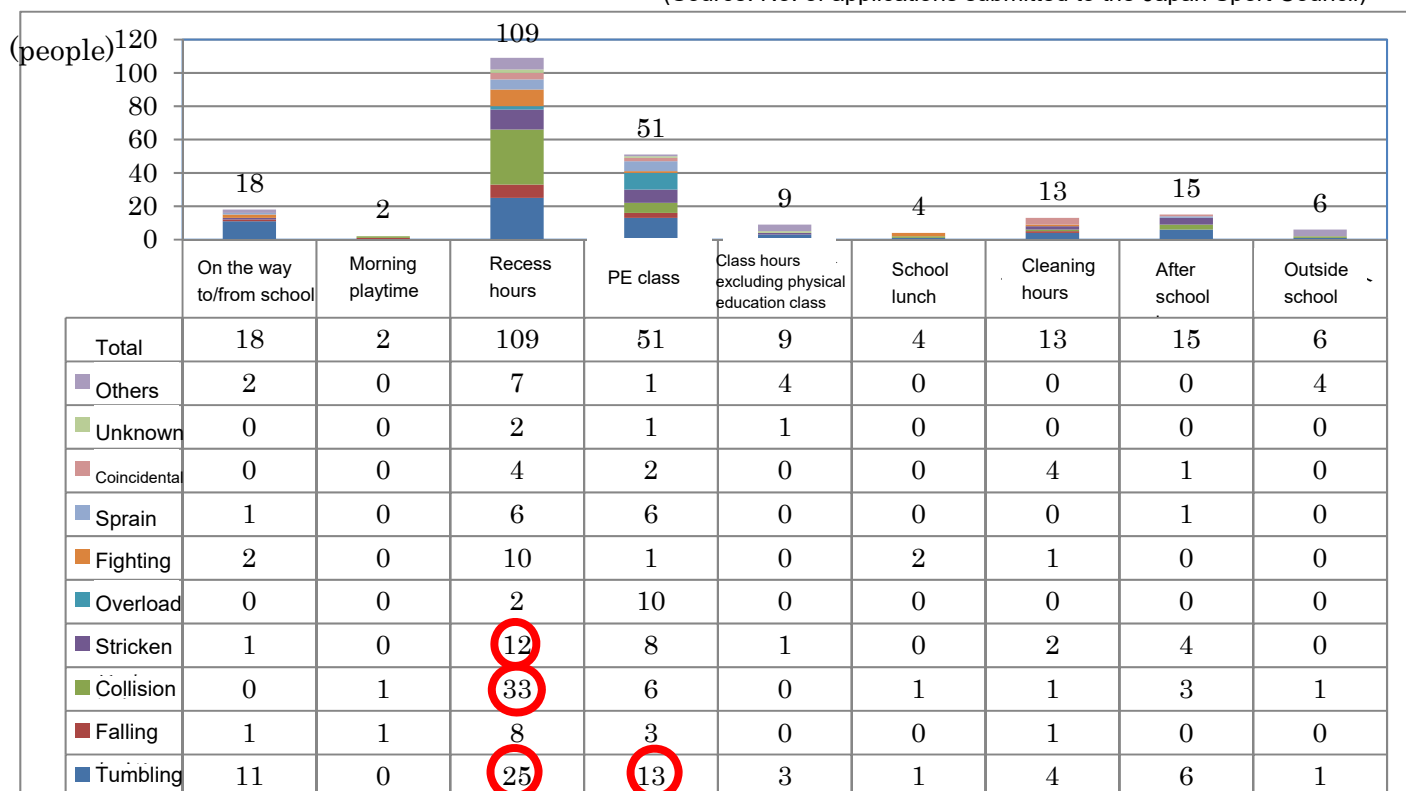
Injuries from contusions are especially high during recess hours



Cases of hitting the head lead contusion injuries. Most of these are sustained by running round in the classroom or hallway during recess, or from falling when moving too quickly.

[Fig. 2-6] Number of injuries by time zone and by cause (SY2013 to SY2016)

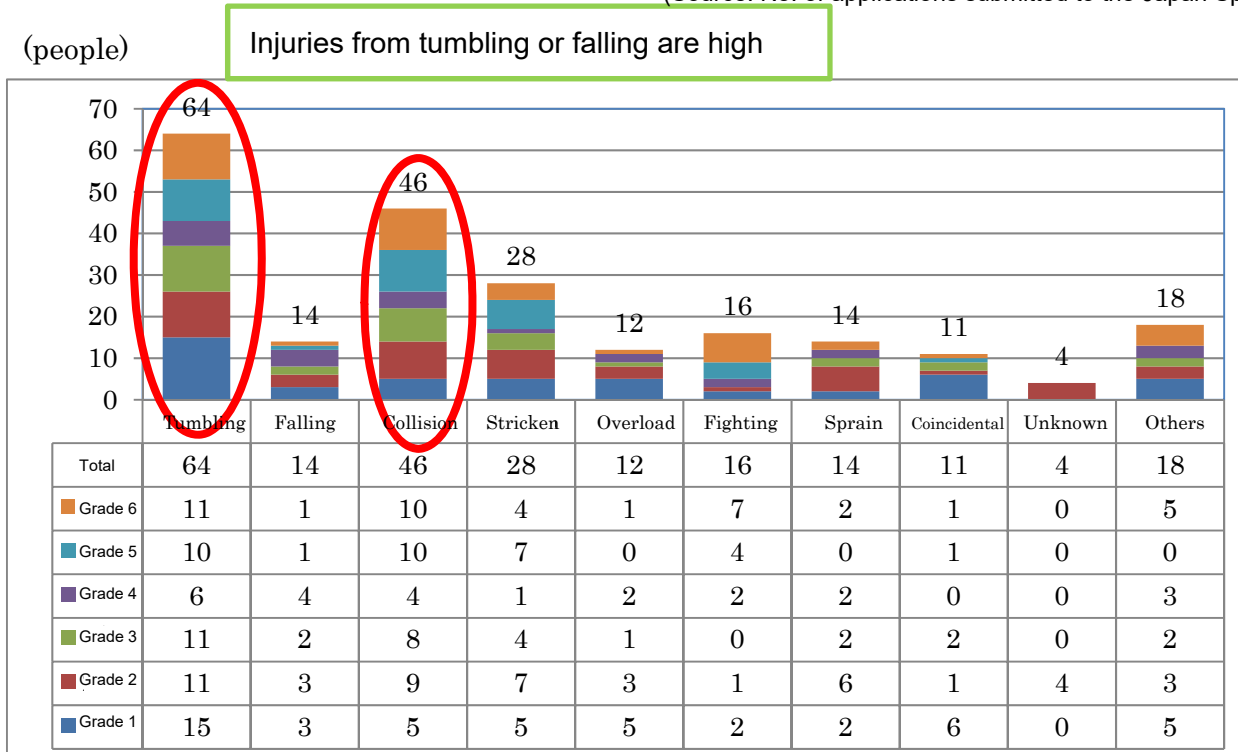
(Source: No. of applications submitted to the Japan Sport Council)



When we look at the time zone with high rate of injury by cause, collisions with people, stricken by ball, etc., and falling occur mostly during recess hours. Ankle or wrist sprains, and tumbles are often sustained during gymnastics, such as mat exercises or horse vault.

[Fig. 2-7] Number of injuries by cause (SY2013 to SY2016)

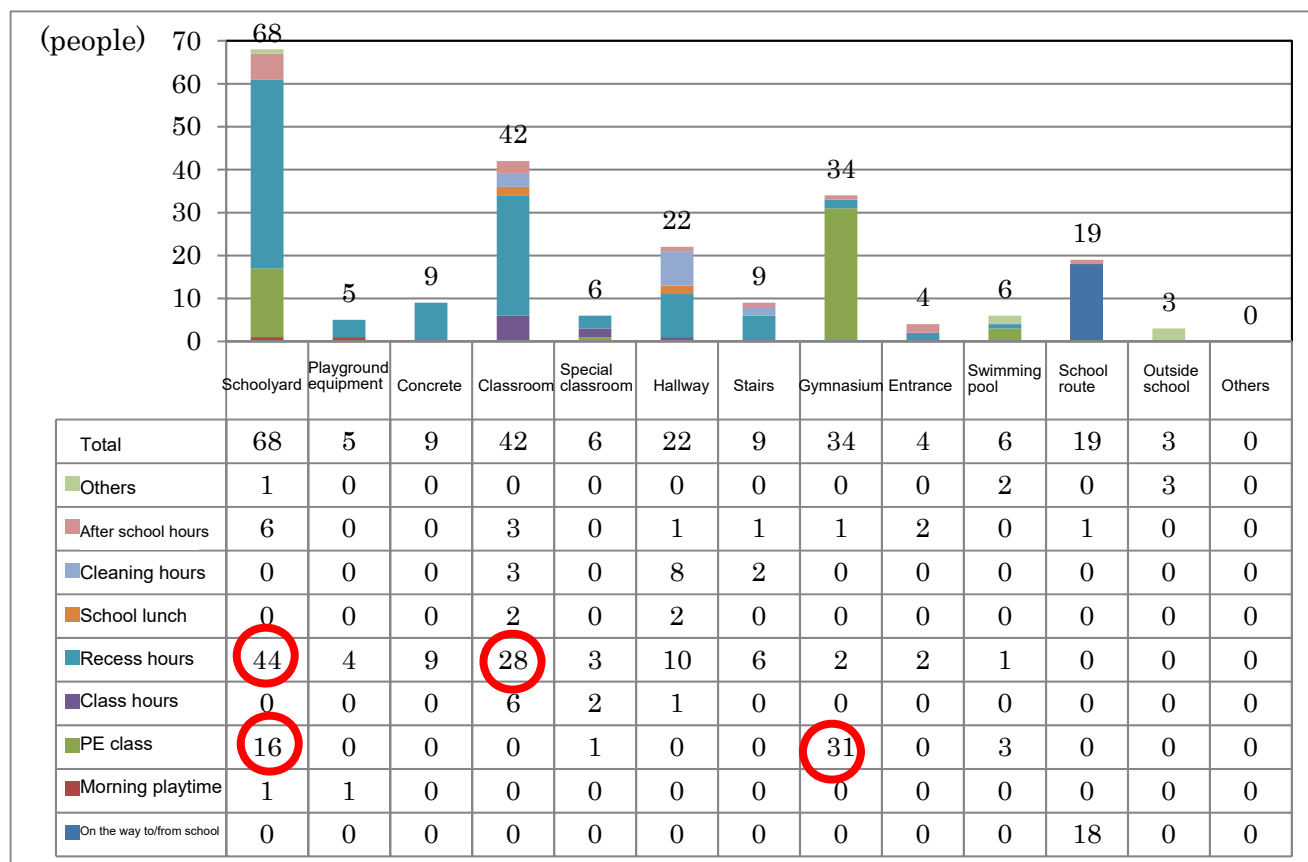
(Source: No. of applications submitted to the Japan Sport Council)



[Fig. 2-8] Place of injury occurrence by time zone (SY2013 to SY2016)

(Source: No. of applications submitted to the Japan Sport Council)

Injuries occurring in the schoolyard or classroom are high during recess hours, and injuries in the gymnasium or schoolyard are high during PE class



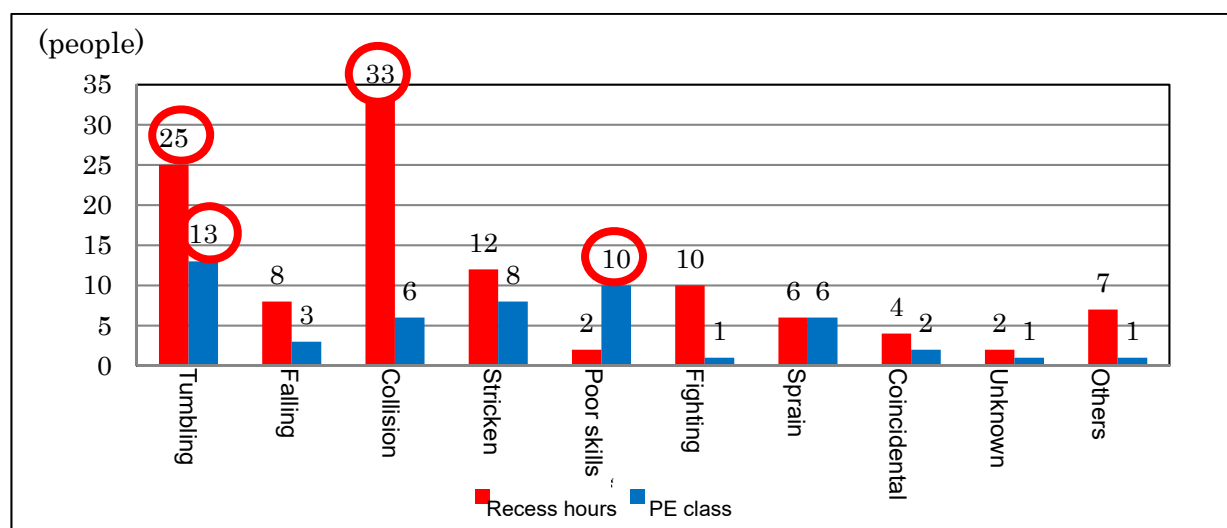
[Fig. 2-9] [Fig. 2-9] Injuries sustained during recess hours and PE class by cause (SY2013 to SY2016)



The causes of injuries sustained during recess hours and PE class were investigated.

(Source: No. of applications submitted to the Japan Sport Council)

For recess hours, collisions and tumbling are overwhelmingly high  
For PE class, tumbling and poor skills are high



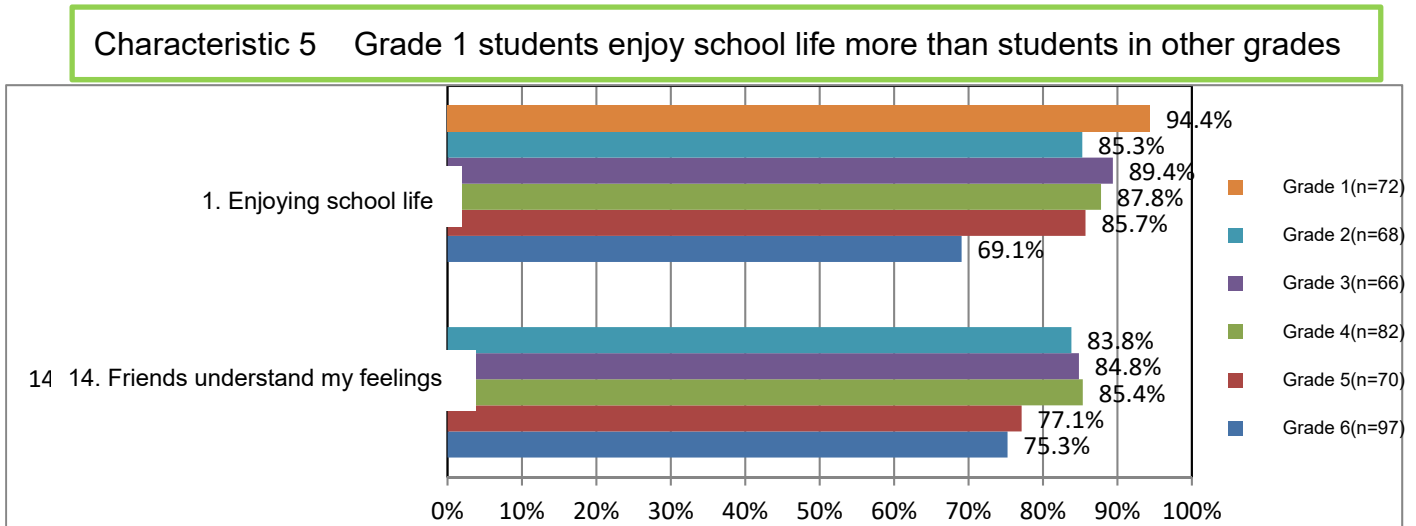
### (3) Emotional injuries from bullying

At Chuo Elementary School, various surveys are implemented and analyzed to understand the situations that the children face.

[Fig. 3-1] shows the results of the characteristic items that show emotional injury in the "School Life Survey" (total 20 items) conducted in SY2015.

[Fig. 3-1] Situations leading to emotional injuries by grade (SY2015)

(Source: School Life Survey)

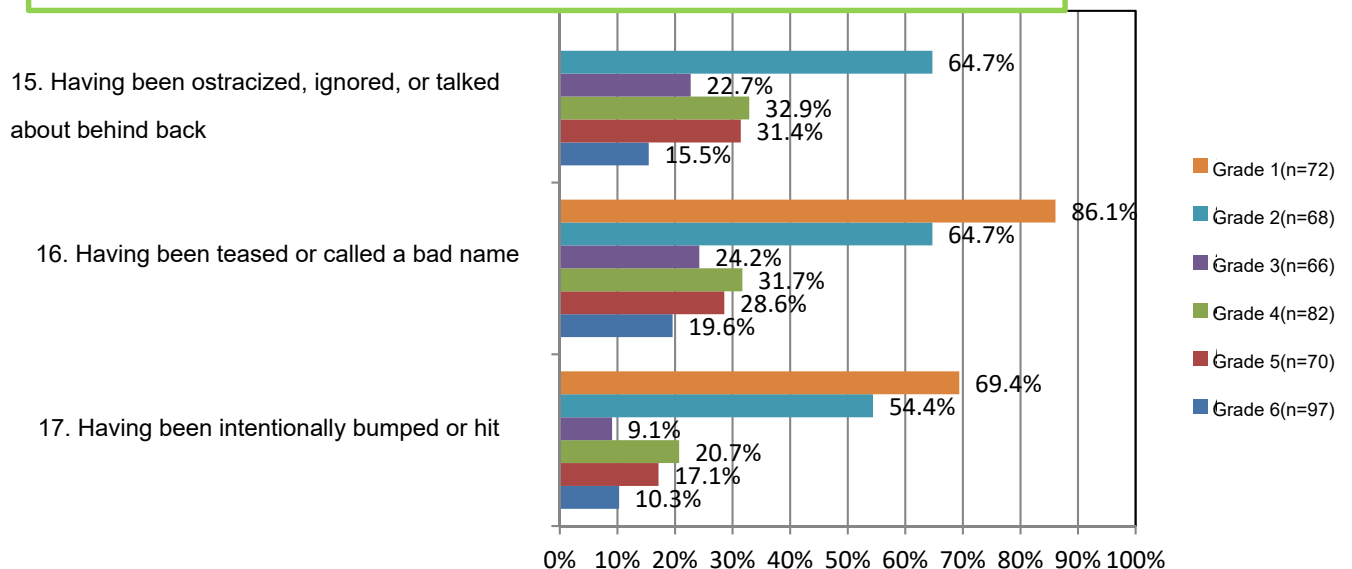


While 80% to 90% of the students feel that they are "Enjoying school life" and "Friends understand my feelings", the numbers decline as the grades increase.

[Fig. 3-2] Situations leading to emotional injuries by grade (Victim's side) (SY2015)

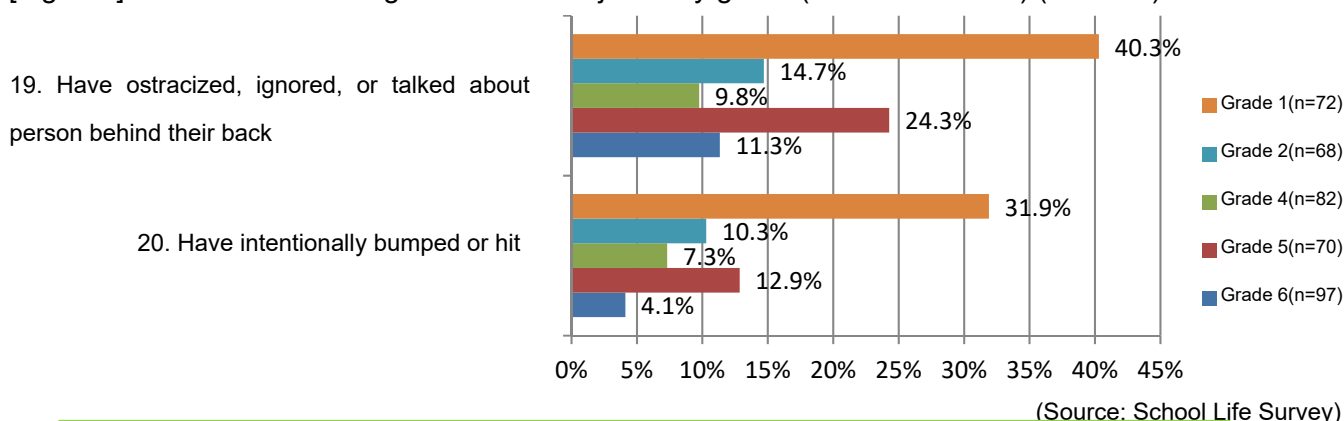
(Source: School Life Survey)

**Characteristic 6 A feeling of being victimized is higher among lower grades.**



The students were asked about their relation with their friends with whom they spend many hours together. We found that many students feel left out, have been talked about behind their backs, or have suffered from violence.

[Fig. 3-3] Situations leading to emotional injuries by grade (Victimizer's side) (SY2015)



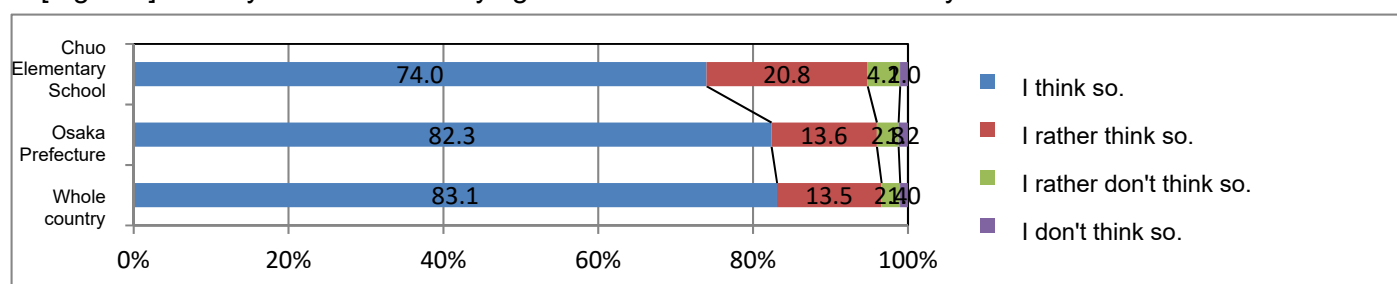
### Characteristic 7 Victimizing behavior is higher in lower grades and Grade 5

Looking at the victimizer's side, we see that students in lower grades who are yet unable to convey their feelings well are more likely to ignore, speak bad about, or use violence against their friends.

○ Situations leading to emotional injuries were compared with data from Osaka and from nationwide.

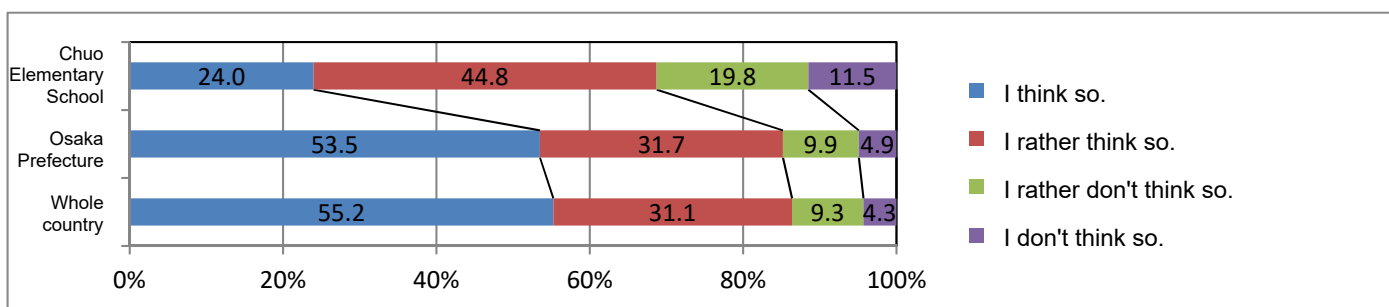
(Source: Nationwide Survey on Academic Performance conducted with Grade 6 students)

[Fig. 3-4] Do you think that bullying should not be allowed under any circumstances?



(Source: Nationwide Survey on Academic Performance and the State of Learning)

[Fig. 3-5] Do you enjoy going to school?



(Source: Nationwide Survey on Academic Performance and the State of Learning)

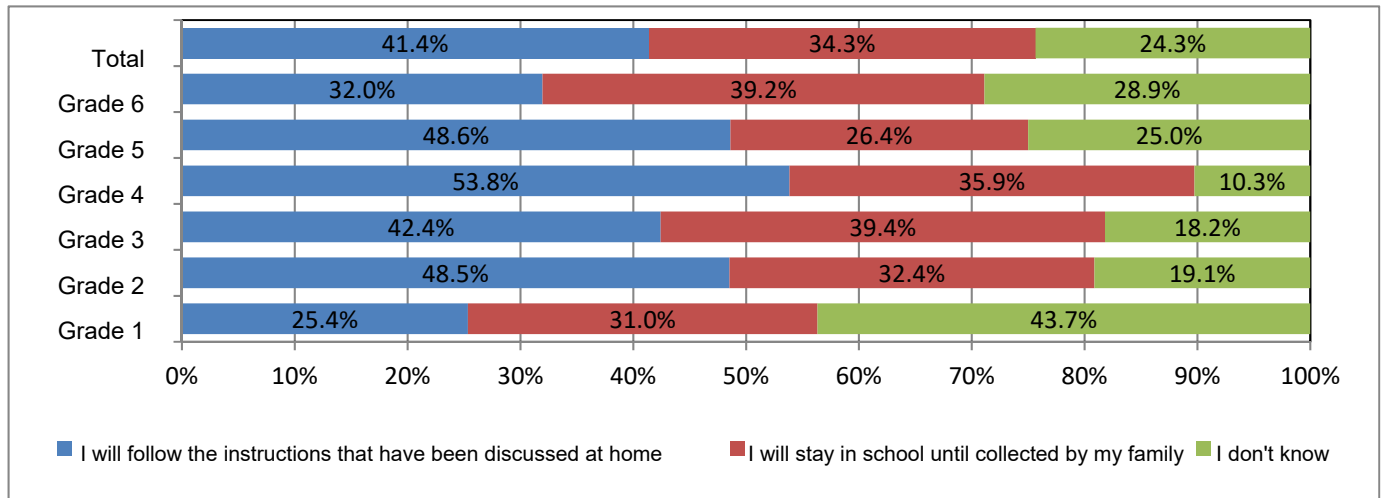
While the percentage of students who think that bullying is wrong is almost the same level as Osaka Prefecture and the whole country, the percentage of students who enjoy going to school is smaller.

In the section on "Bullying" in the Nationwide Survey on Academic Performance and the State of Learning conducted with Grade 6 students in April, 94.8% of the students responded that "Bullying for any reason is wrong". This percentage is the same as nationwide and Osaka Prefecture levels, and shows that the students want a school that they can feel safe in. However, the percentage of students who feel that "School is fun" is low, and poses some challenges.



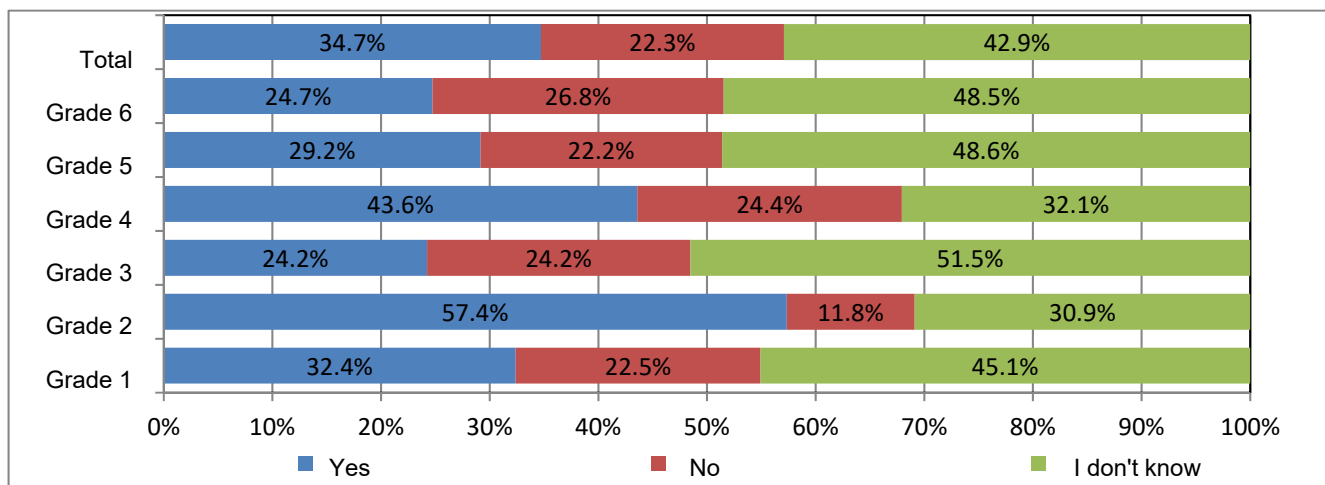
○Preparations for earthquakes (source: Survey on Disaster Prevention)

[Fig. 4-3] What action will you take if an earthquake occurs in school? (SY2015)



In response to the question "What action will you take if an earthquake occurs at school?", 24.3% of students (43.7% of Grade 1 students) responded that they did not know. 34.7% of students had prepared water and food stocks.

[Fig. 4-4] Do you keep water and food in preparation for an earthquake? (SY2015)



**Characteristic 8** Awareness of disaster prevention is still low at the family and community levels.

Evaluation drills and disagree prevention classes are held to increase awareness of disaster prevention and to increase the ability to act in an emergency.

[Fig. 4-3] and [Fig. 4-4] show the results of a survey on the student's awareness of disagree prevention. Students who know to protect themselves at school by "Getting under desk" or "Covering mouth with handkerchief", have a lower understanding of disaster prevention such as rules set with parents or actions to take in the home. We see a need to carry out annual drills together with the family and community.

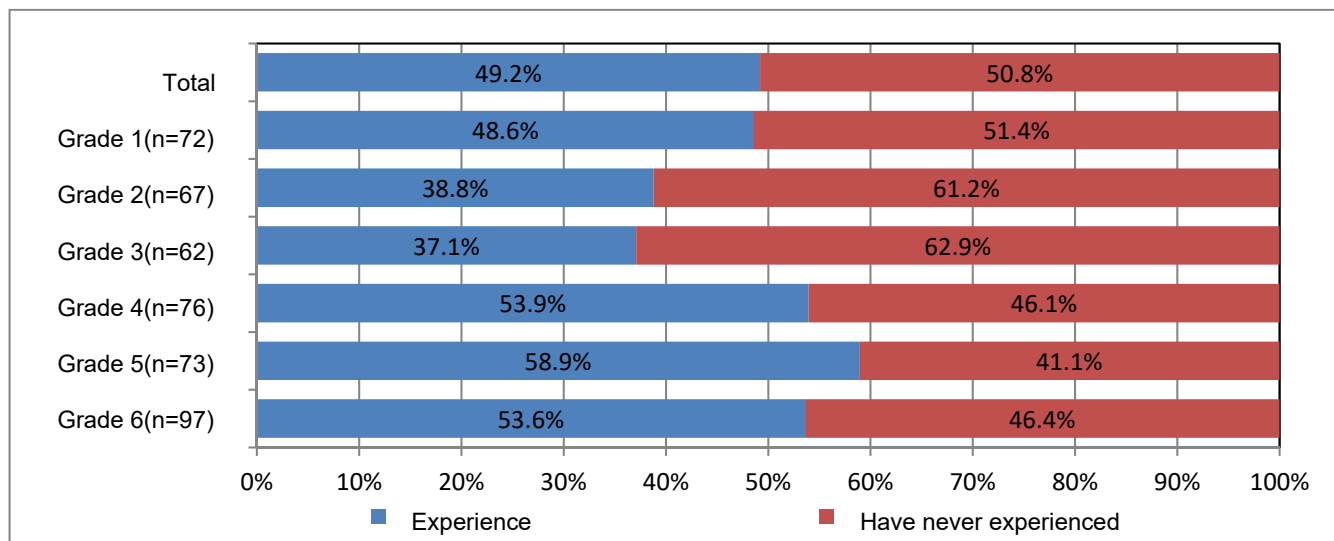
## 2. Injuries outside of the school

We investigated how students spend their time after school. We found that almost half (42.9%) of students had experienced hiyari-hatto close calls (experience of dangerous situations that could have almost been serious), and many students had actually been involved in an accident.

### <Traffic accidents>

Students who had a traffic accident after entering elementary school  
11.6% (52 persons)

[Fig. 4-5] Hiyari-hatto experience (SY2015)

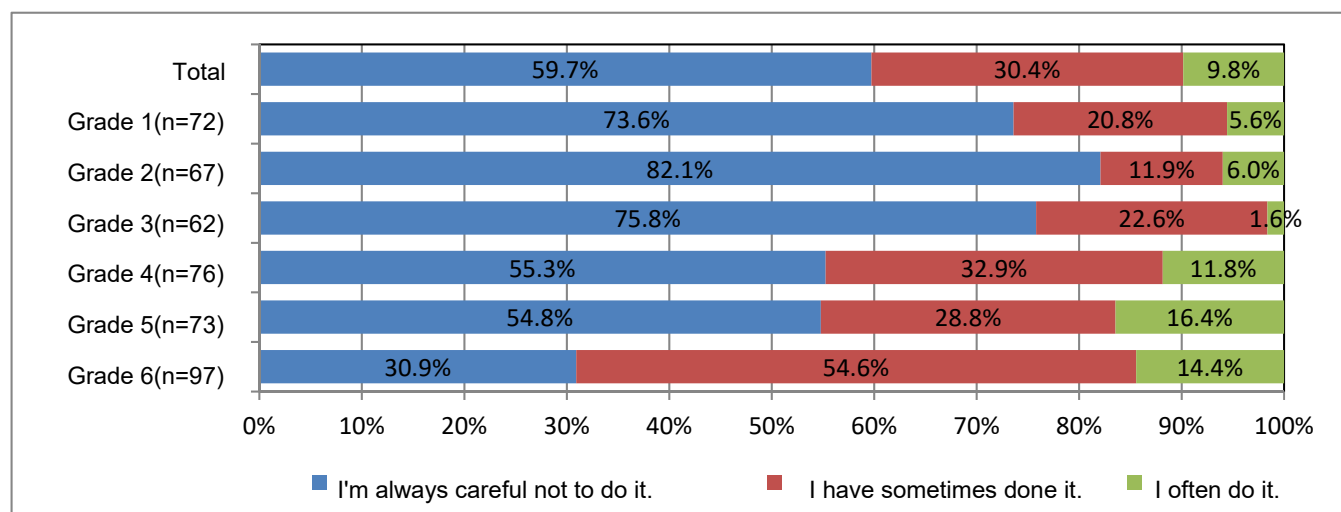


49.2% (220 students) have had a hiyari-hatto experience

### <Bicycle>

Students who ride a bicycle after school hours and on school holidays  
96.0% (429 persons)

[Fig. 4-6] Riding bicycles side by side (FY2015)



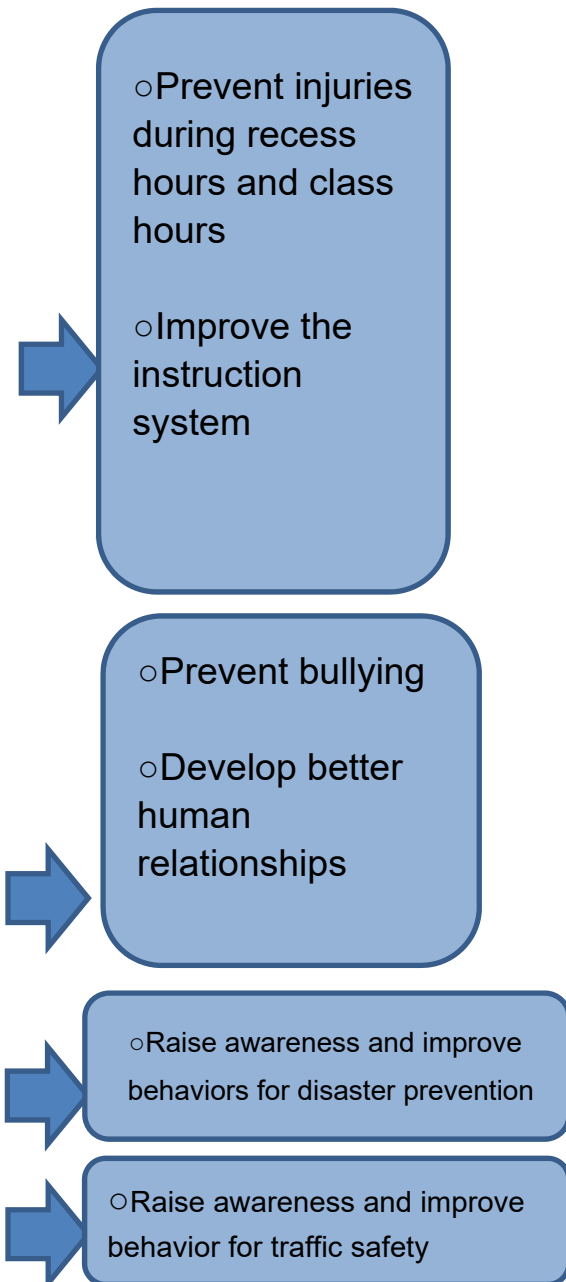
96% of students ride their bicycles even on narrow streets with high levels of traffic. Only 59.7% of students are careful not to ride their bicycles side by side.

## [Summary of Priority Problems]

The priority problems to address to ensure the students' safety and security were organized from the various data and survey results.

[Table 4]

	Evidence	Matters to be addressed (priority problems)
Physical side (Physical injuries)	Fig. 1-3 1 to 8	Problem 1: There are many injuries among Grade 1 students and especially among female students.
	Fig. 1-4 Fig. 1-5	Problem 2: Many injuries occur during recess hours, in the gymnasium and in classrooms. Many injuries on the schoolyard are caused by tumbling, while many in the gymnasium are caused by poor skills (overload), and many in classrooms are caused by collisions.
	Fig. 1-6 Fig. 1-7-(1) Fig. 2-1 Fig. 2-3-(1)	Problem 3: Many injuries occur during recess hours and in PE class. Injuries caused by tumbling & collision during recess hours, and caused by tumbling, collision, or poor skills (overload) in PE class account for the vast majority.
	Fig. 2-2	Problem 4: Injuries that require hospital treatment are high among the upper grade (Grade 5 & 6) students.
	Fig. 3-1	Problem 5: There are more students in lower grades (Grade 1 & 2) who feel victimized.
Emotional side (Emotional injuries)	Fig. 3-2	Problem 6: Victimizing behaviors are seen more in the lower-grade (Grade 1 & 2) and Grade 5 students.
	Fig. 3-3	Problem 7: As grades advance, the number of students who enjoy school life decreases.
Disaster	Fig. 4-3 Fig. 4-4	Problem 8: Awareness of disaster prevention is still low at the family and community levels.
Traffic safety	Fig. 4-5 Fig. 4-6	Problem 9: Many students have had an experience of a traffic accident or Hiyari-hatto.



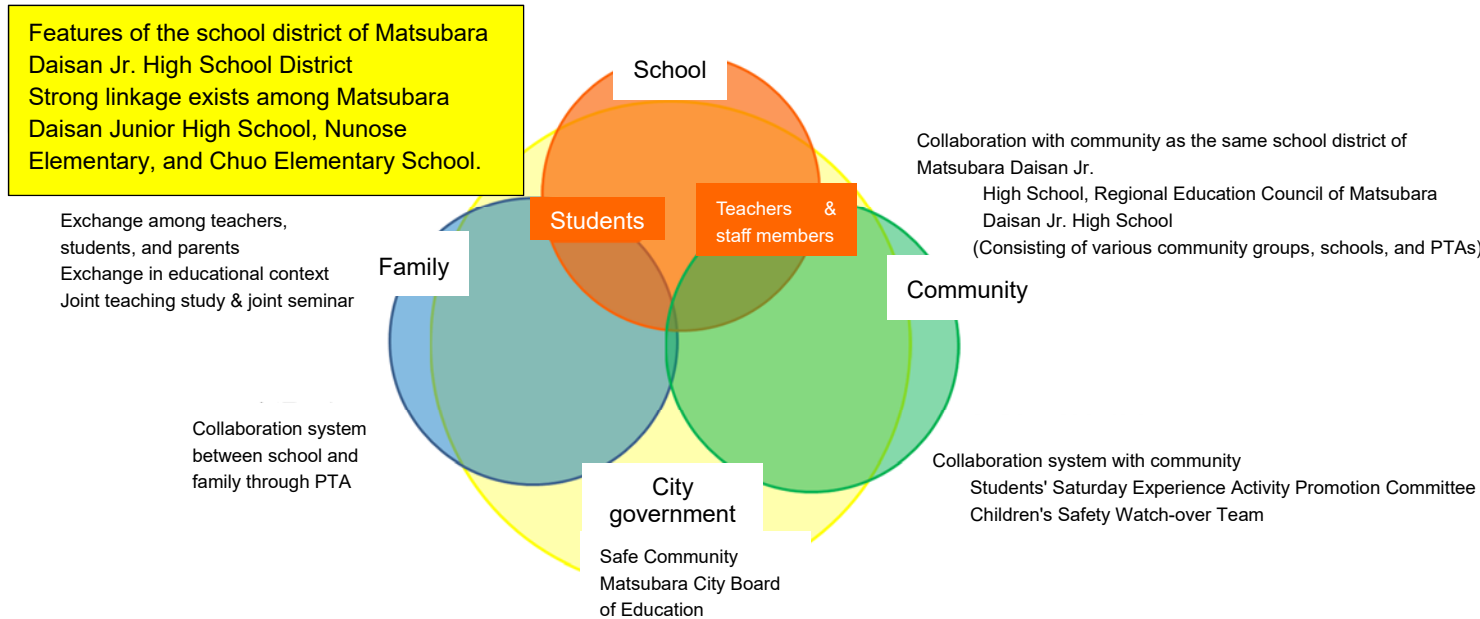
For the physical side, rules for spending time in the classroom and playing safely on the schoolyard to reduce injuries will be created and confirmed. For the emotional side, classes that increase the student's awareness of human rights and foster communication skills will be held, and regular programs to develop better human relationships will be promoted. For disaster prevention and traffic safety, programs will be implemented to encourage students to recognize these as individual challenges, and to increase awareness within the community and by parents.

We have confirmed that we will restructure the school's programs to take the above matters into consideration.

## Chapter 4 Programs Based on Eight Indicators

### Indicator 1 An operational infrastructure to work on safety improvement based on collaboration is developed.

#### 1. Image of ISS Operation System

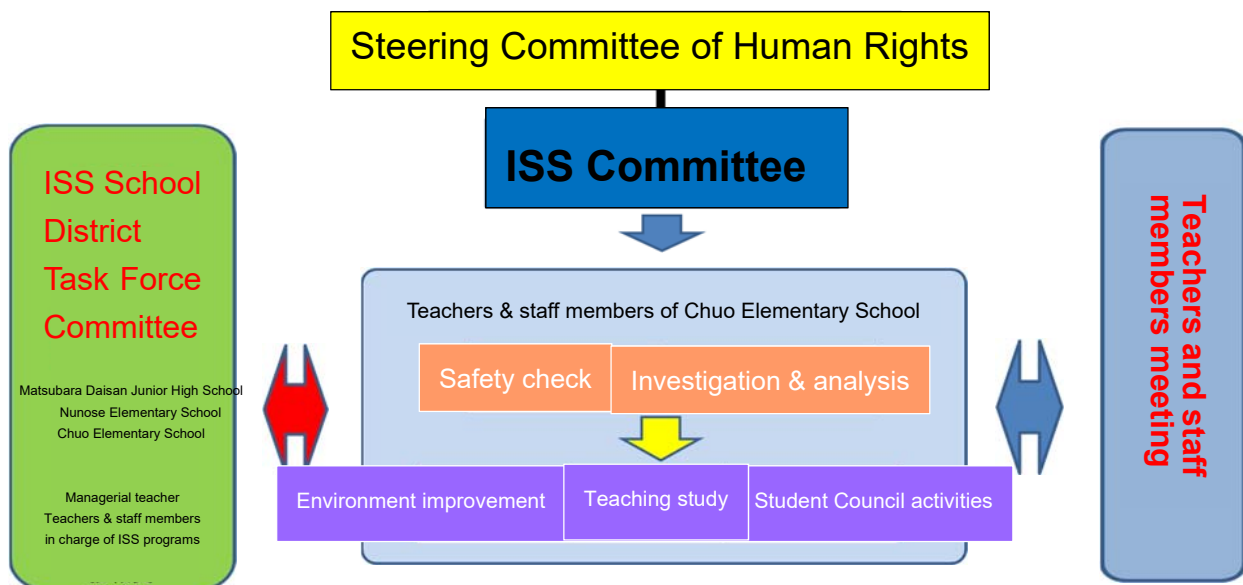


Bonds with the community are strong in the Matsubara Daisan Jr. High School district, and the schools in the school district also have strong links.

Chuo Elementary School has a very active PTA, and many children participate in the "Happy Saturday" program held every Sunday.

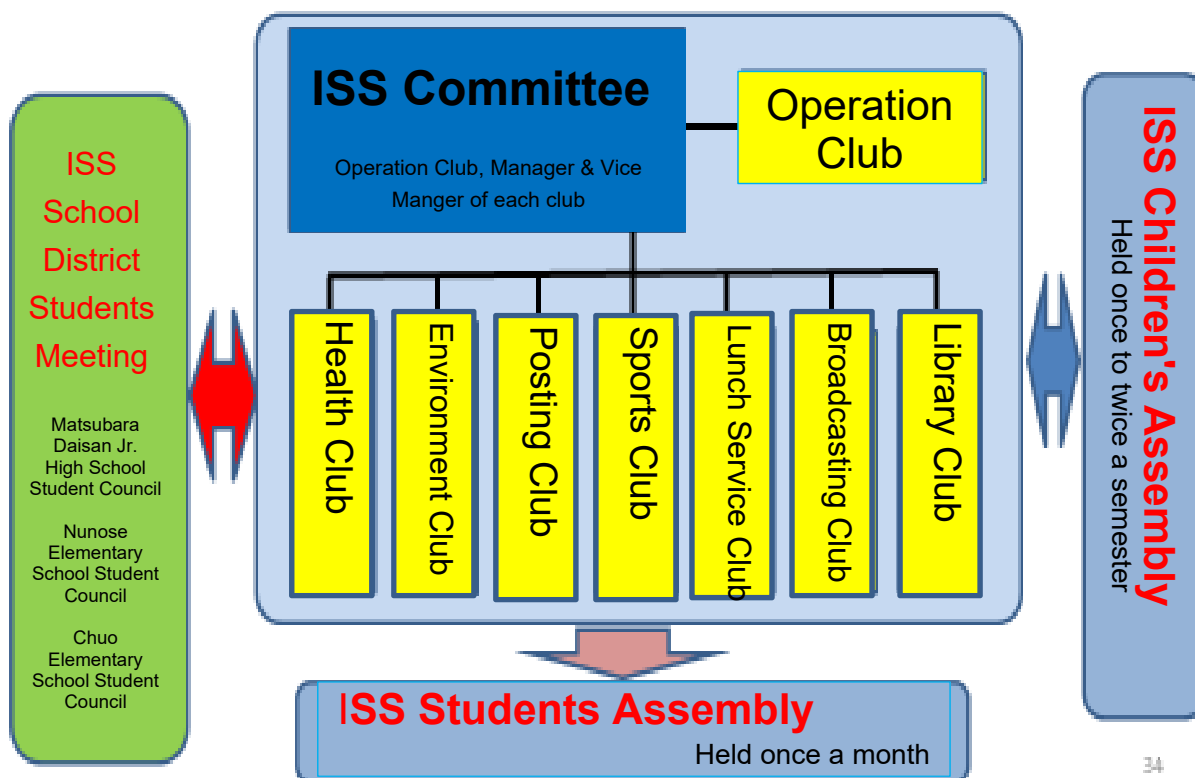
Parents and members of the community are invited as guests to regular study sessions. We highly value the cooperation of the community and school to watch-over the students.

#### 2. Teacher & staff member organization



The matters about school safety and security that are discussed by the ISS Committee are conveyed to all teachers and staff members at the teachers and staff members meetings, etc. These matters are linked to "Environment improvement", "Teaching study", and "Student Council activities". An ISS School District Task Force has been set up to promote cooperation with other schools in the school district. The exchange of opinions within the school district is encouraged.

### 3. Students organization



34

At Chuo Elementary School, the Students Organization has eight club activities. Each club thinks about safety and security in the school. The club representative participates in the ISS Committee, where members review what they can do in each club. The ISS Committee proposed the ISS Children's Assembly for Grade 4 to Grade 6 students (held once or twice a semester). At the ISS Students Assembly, held once a month, the matters discussed by each club and the ISS Children's Committee are presented to the entire school. The ISS School District Students Meeting is also organized by the Operation Club to increase cooperation with other schools in the school district.

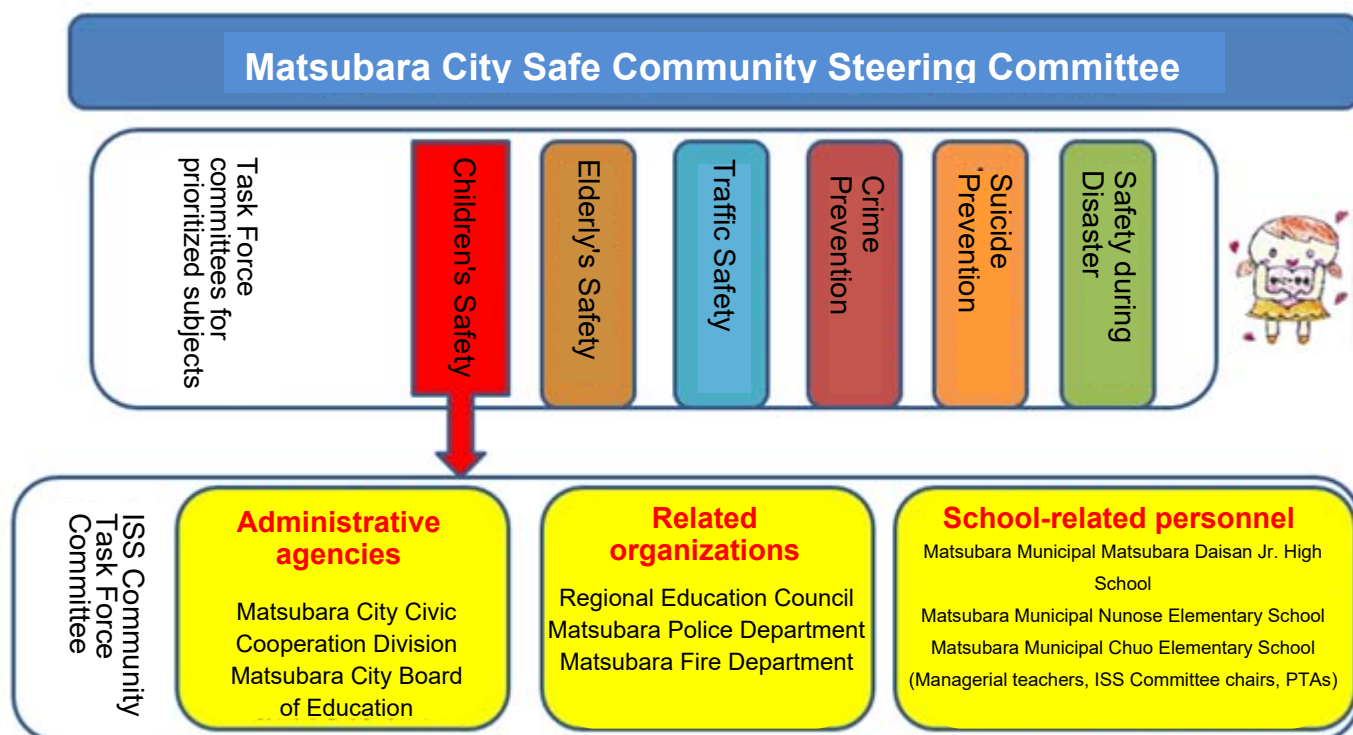


ISS School District Students Meeting



ISS Committee

**Indicator 2 Program policies have been determined based on those of the Safe Communities, and conform to the overall directions of the municipality and the Board of Education.**



Chuo Elementary School is cooperating and promoting programs in cooperation with administrative agencies and related organizations under the umbrella of the Matsubara City Safe Community Steering Committee.

#### **<Direction of ISS programs at Chuo Elementary School>**

The direction of ISS programs at our school match the Matsubara City Basic Plan for Promoting Education and the image of ideal student the Daisan School District.

We have set the slogan "Chuo Elementary School filled with energy, aiming at safety & security", and the motto "1. Let's work to reduce injuries in the School., 2. Let's work to reduce bullying., 3. Let's increase awareness of traffic safety and disaster prevention., and 4. Let's eat well and build up physical strength."

#### **Matsubara City Basic Plan for Promoting Education**

**Policy: To promote to develop an attractive school that is safe and secure**

**Primary aim: To promote to develop open school climate coupled with safety and security**

**Image of the ideal student in the Matsubara Daisan Jr. High School District**

1. Students who can recognize value of their own selves and of their friends, and who can grow together with others.
2. Students who love their community and can expand relationship with others
3. Students who can act to create society where human rights are valued and respected

**Chuo Elementary School's ISS Slogan**

**Chuo Elementary School filled with energy, aiming at safety & security**

**Motto**

- \* Let's work to reduce injuries in the School.
- \* Let's work to reduce bullying.
- \* Let's increase awareness of traffic safety and disaster prevention.
- \* Let's eat well and build up physical strength.



## Indicator 3 There are long-term and sustainable school programs covering both genders, all ages, environments and situations

Programs shown in "Yellow" correspond to Indicator 3, "Blue" correspond to Indicator 4, and "Green" correspond to Indicator 5.


Targets Area	Students	Teachers and staff	Parents and community
Injuries in the school	3-1. ISS Character		
	3-2. Improvement of hazardous spots		
	3-3. Earth-quake proofing of school building		
	3-5. Morning marathon training, marathon race	3-4. Training of teachers and staff	
	3-6. Preparation of sandbox		
		3-7. Safety checks of PE equipment	
	3-8. Measurement of physical strength		
	3-9. Broadcasts about safety		
	3-10. Fully-clothed swimming lesson		
	3-11. Student Council activities		
	3-12. ISS Street		
	4-9. School Safety Map		
	4-11. Help-Giving Team		
	5-2. Preparation of injury map		
	5-3. Daily injury check		

Targets Area	Students	Teachers and staff	Parents and community
Injuries in the school	5-4. Safety inspections inside and outside school		
	5-5. Safety classes		
		5-6. Training of PE teachers	
	5-8. PE morning assembly		
	5-7. Strengthening of core muscles		
Emotional injury	3-13 Human rights education		
	3-14. Moral education		
	3-15. Delinquency prevention class		
	3-16. Greeting Exchange campaign		
	3-17. "Full of blooming flowers" campaign		
	3-18. Participation in "Thank-you essay" contest		
	3-19. Peace learning		
	4-7. Disability Understanding Education		
	4-8. Survey of children with disabilities, and their parents		
	5-1. ISS Students Assembly		
	5-9. Opinion Box		
	5-10. Making a play event		
	5-11. Smile Tree for Happiness		
	5-12. Implementation of human relationship program		

Targets Area	Students	Teachers and staff	Parents and community
Disaster prevention	4-1. Survey on disaster prevention		
	4-2. Evacuation drills		
	4-3. Disaster		
	4-4. Saturday Disaster Drill for Students		
Safety	3-20. Security buzzer for new students		
	3-21. Kodomo 110 Ban No Ie (emergency shelters for children)		
	3-22. Safety Survey		
	3-23. Group school commute for new students		
	3-24. School district cleanup activities		
	4-5. ISS School District Students Meeting		
	4-6. Guidance for commute to and from school		
	4-10. Children's Safety Watch-over Team		
	5-13. Traffic safety		
	5-14. Preparation of School District Safety Map		



We have developed various classes and activities as part of our ISS program. The above table gives an overview of the long-term and sustainable programs implemented as we aim for Safe School designation. The data, etc., is objectively analyzed, priority problems are set based on evidence, and safety challenges are implemented with a cooperative system.

3-1		ISS Character		New
Main targets	Students, teachers and staff	Organizers	Students	
Details	During the SY2015 Student Council activities, the students proposed the Chuo Elementary School ISS Character "Ai chan". "Ai chan's" name comes from Tasuke-ai (helping each other), Sasae-ai (supporting each other), and Manabi-ai (learning each other), and hopes to encourage growth with others.			






3-2		Improvement of hazardous spots		Continued
Main targets	Students, teachers and staff	Organizers	Students, teachers and staff	
Details	Once a month, the teachers and staff conduct safety inspections, and also ask children whether they have found any hazardous spots. Improvements are made based on these to reduce injuries. Examples include installing safety mirrors, and placing covers on sharp corners and the horizontal bars.			






3-3		Earth-quake proofing of school building		Continued
Main targets	Students, teachers and staff	Organizers	Matsubara City	
Details	During 2013 to 2014, Matsubara City performed earthquake-proofing work on the school building and gymnasium. These measures are designed to minimize damage if an earthquake hits.			






3-4		Training of teachers and staff		Continued
Main targets	Teachers and staff	Organizers	Fire Department, doctors, teachers and staff	
Details	Mainly during the first semester, three to four teacher and staff training sessions are held to ensure students can be safe and secure at school. Issues covered include response to allergies, how to provide assistance during PE classes, and life-saving measures, etc.			







3-5	Morning marathon training, marathon race			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	This program is during a specific time of the year as part of the program to build up the students' physical strength. Time is set aside for each grade, such as during Friday morning PE assemblies or recess hours. Each grade participates in morning marathon training during that time, and also hold a marathon race.			




3-6	Preparation of sandbox			Continued
Main targets	Students	Organizers	Students (Sports Club), teachers and staff	
Details	During the school year when the sandbox is used for running long jump and other PE activities, the students, teachers and staff dig up and level the sand in the sandbox at the west side of the schoolyard. The sand is usually packed tight, but is loosened up so that students do not twist their ankle.			





3-7	Safety checks of PE equipment			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	The equipment, such as vaulting horse and mats, used in PE are checked once a month. Equipment that is broken or could cause injury is repaired or replaced with new equipment.			





3-8	Measurement of physical strength			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	In April to May of each year, the physical strength of Grade 5 students is measured. The students' instantaneous power, flexibility, and endurance, are checked. The results are incorporated into PE class activities so that the students can overcome problem areas.			



3-9	Broadcasts about safety			Continued	
Main targets	Students	Organizers	Students (Broadcasting Club)		
Details	Members of the Broadcasting Club call out for safety during the daily morning and lunchtime broadcasts. The students think of daily or seasonal reminders for reducing injuries, and also encourage actual actions such as wearing a hat to prevent heatstroke or walking in the hallway.				


3-10	Fully-clothed swimming lesson			Continued	
Main targets	Students	Organizers	Teachers and staff		
Details	Grade 3 and Grade 6 students take part in this program once a year at the start of summer vacation, when they are likely to go to rivers or the ocean to play. A variety of issues are covered such as how to float using a PET bottle, or how to help someone who is in trouble.				

3-11	Student Council activities			Continued	
Main targets	Students	Organizers	Students		
Details	Once a month, all Grade 5 and 6 students split up into eight groups and conduct activities. The students talk about improvement points and what they can do to make the school a better place for all students. The students' activities are not limited to this club time, but instead extend into their daily life.				


3-12	ISS Street			Continued	
Main targets	Students, teachers and staff, PTA	Organizers	Students, teachers and staff, PTA		
Details	In a corner on the first floor of the school building are displays introducing the programs that the students are involved with to create a safe, secure, and energetic Chuo Elementary School. Posters and photos are posted throughout the year to show the ISS programs, as well as each grade's activities, and the Student Council activities, etc.				




3-13	Human rights education			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	Every year, themes such as "Coexistence" and "Work" are set for each grade to foster a rich sense of human rights. During classes for each semester, the students meet and listen to a variety of people, and overlap what they have learned onto their own situation.			




3-14	Moral education			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	During the morals class held once a week, the students learn about grade-specific matters that help them develop moral skills. Instead of just reading the material, the students apply what they have learned onto their own lives, and develop how they connect to and have exchanges with their friends.			




3-15	Delinquency prevention class			Continued	
Main targets	Students	Organizers	Matsubara Police Department		
Details	Once a year, officers from the Matsubara Police Department come to the school and talk to the students about delinquency and how to avoid behavior that can lead to delinquency. This program intends to prevent the children from becoming involved in incidents and accidents, and is held before periods where they have lots of free time, such as summer vacation.				

3-16	Greeting Exchange campaign			Continued
Main targets	Students	Organizers	Students (Operation Club), PTA, teachers and staff	
Details	The students in the Student Council Operation Club, PTA, teachers and staff hold a Greeting Exchange campaign at the school's front gate about 10 days a year (usually at the start of the semester). This is an important event for creating bonds with friends by starting the day with cheerful greetings.			




3-17	"Full of blooming flowers" campaign			Continued
Main targets	Students	Organizers	Students (Environment Club), teachers and facilities	
Details	Flowers are planted in the courtyard and around the school to uplift emotions by being surrounded with pretty seasonal flowers. The students in the Environment Club, teachers and staff tend to the flowers during the monthly Student Council Club activities.			



3-18	Participation in "Thank-you essay" contest			Continued
Main targets	Students	Organizers	Teachers and staff, community	
Details	The entire school participates in the "Thank-you essay", which conveys feelings of gratitude to people who are always kind to us. This is an opportunity to think about bonds with family and friends, etc. The essays are collected in September after summer vacation. One representative essay is presented at the Matsubara City speech contest.			


「ありがとう」を伝えたい人に！

作品集




主編 南河内セブロー事務局  
後援 和歌山市・和歌山市教育委員会


3-19	Peace Learning			Continued
Main targets	Students	Organizers	Teachers and staff Students (Grade 6)	
Details	This program is held before the Grade 6 students take their school trip to Hiroshima in November. They learn about the disaster of the atom bomb and the history of the war, and think about peace in familiar situations, such as relations with friends. Their findings are summarized and presented to all students at the "Peace Assembly" held in the middle of November.			




3-20	Security buzzer for new students			Continued
Main targets	Students (Grade 1)	Organizers	Matsubara City, teachers and staff	
Details	All new first graders are given a security buzzer at their entrance ceremony (April). They learn how to use the buzzer and protect themselves at various classes. Officers from the Matsubara Police Department also explain how to use the buzzer at the evacuation drills against suspicious people.			





3-21	Kodomo 110 Ban No Ie (emergency shelters for children)			Continued
Main targets	Students	Organizers	Community, teachers and staff	
Details	In April and throughout the year, each grade is told about the "Kodomo 110 Ban No Ie" emergency shelters where they can seek help and refuge in an emergency. At the ISS School District Students Meeting, the children confirm where the Kodomo 110 Ban No Ie shelters are located along their school route.			



3-22	Safety Survey			New	
Main targets	Students	Organizers	Teachers and staff		
Details	A survey on the children's awareness of safety is conducted once a year. The students are asked about how they spend time after school and on school holidays, what they are careful about when riding a bicycle, and whether they remember and apply what they have learned at school. The results are incorporated into programs.				

3-23	Group school commute for new students			Continued
Main targets	Students	Organizers	Teachers and staff, PTA	
Details	This group school commute for new students checks for safety along the school route during the early weeks of the school year. Students are grouped into five groups according to the direction that the Grade 1 students must travel home. Teachers and staff, and members of the PTA escort the students home. The students confirm who travels in their direction so that they do not become alone during their commute to and from school.			



3-24	School district cleanup activities			Continued	
Main targets	Students	Organizers	Students, teachers and staff, PTA, community		
Details	Once a year, the students, teachers and staff, and members of the PTA get together and walk through the school district to pick up trash in the parks and along the school route. Through this program, the students see how much litter, including cigarette butts, there is; are reminded that they shouldn't litter; and experience joy in having a clean neighborhood.				




## Indicator 4 There are programs that target high-risk groups and environments


[Table 5]

High risks	Evidence	Programs
Matters related to natural disasters (typhoon, earthquake, etc.)	<ul style="list-style-type: none"> <li>* Japan is a disaster-prone country.</li> <li>* Matsubara City is surrounded by Uemachi fault zone, Ikoma fault zone, and Median Tectonic Line (MTL) fault zone</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire Survey on Disaster Prevention</li> <li>* Evacuation drills</li> <li>* Disaster prevention learning</li> <li>* Saturday Disaster Drill for Students (Together with community residents &amp; parents, students experience evacuation shelter accommodation and staff works.)</li> <li>* Group walking drill on the way from school</li> </ul>
Matters related to school district environment (Especially volume of traffic)	<ul style="list-style-type: none"> <li>* There are many roads with high volumes or traffic.</li> <li>* Narrow roads in the school district are used as shortcuts.</li> <li>* There are roads without sidewalks.</li> <li>* There are high volumes of bicycle traffic. (Riders don't follow traffic regulations)</li> </ul>	<ul style="list-style-type: none"> <li>* Safety Survey (See: Program 3-22)</li> <li>* School District Safety Map (See: Program 5-4)</li> <li>* Guidance during commute to/from school</li> <li>* Traffic Safety Classes (See: Program 5-13)</li> <li>* Children's Safety Watch-over Patrol</li> </ul>
Matters related to special support class (Suginoko)	<ul style="list-style-type: none"> <li>* Lack of understanding to persons with disabilities</li> <li>* Prejudice and discrimination to disabilities</li> <li>* Injury-prone</li> <li>* Many students in the special support class are not good at expressing own feeling.</li> </ul>	<ul style="list-style-type: none"> <li>* Guidance on the way to/from school</li> <li>* Disability Understanding Education</li> <li>* Hearing survey with persons with disabilities and their parents</li> <li>* School Safety Map</li> </ul>
Matters related to lower grade students	<ul style="list-style-type: none"> <li>* Many injuries occur among Grade 1 students (Fig 1-3).</li> <li>* Students sometimes get injured because they do not understand various rules.</li> </ul>	<ul style="list-style-type: none"> <li>* School Safety Map</li> <li>* Group walking from school, Students' group by district</li> <li>* Children's Safety Watch-over Team</li> <li>* Help-Giving Team (Grade 6 students give help during school lunch hours)</li> </ul>

4-1 4-2		Survey on disaster prevention / Evacuation drills		Continued
Main targets	Students, teachers and staff	Organizers	Students, teachers and staff	
Details	Once a year, a survey is conducted to check what the students can do under their own judgment, and their awareness of disaster prevention. The results are used to provide instruction during drills, and so that the students can enhance their awareness during daily life.			



4-3	Disaster prevention education			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	Each grade takes part in disaster prevention education every year in January, the month that the Great Hanshin-Awaji Earthquake occurred. In addition to learning about the fears of disasters, they learn the importance of community bonds and support, and how to protect themselves. etc.			



4-4	Saturday Disaster Drill for Students		Continued
<b>Main targets</b>	Students, teachers and staff, PTA	<b>Organizers</b>	Students, teachers and staff, PTA
<b>Details</b>	The photo shows a scene from the "Saturday Disaster Drill for Students", held to prepare for natural disasters. In this program, which is held once a year, the members of the Student ISS Committee lead activities on how to use disaster prevention materials/equipment, evacuation shelter experience, and disaster prevention games, etc.		



4-5 4-6	School District Students Meeting/ Guidance for commute to and from school		Continued
<b>Main targets</b>	Students, teachers and staff	<b>Organizers</b>	Students, teachers and staff
<b>Details</b>	Three times a year, drills on community home are conducted to ensure that the students can return home safely during an emergency such as a disaster. The students are guided to take self-directed actions, such as the upper grades leading the lower grades home. At the School District Students Meeting, the students check for hazards along the school route, and also confirm matters that required caution on their way to and from school.		



4-7	Disability Understanding Education		Continued
<b>Main targets</b>	Students	<b>Organizers</b>	Teachers and staff
<b>Details</b>	This education is carried out every year in every grade, according to the students' stage of development. In lower grades, the students hold exchanges with students in the Suginoko Class. In the upper grades, the students take part in traveling classes taught by the special support homeroom teacher. The students learn about development, understanding disability, barrier free and universal designs. By regularly conveying what the special support class students are working hard on or having trouble with to the classes and grades, the students learn the importance of creating friendships in which all children can grow together.		



4-8	Survey of children with disabilities, and their parents		Continued
<b>Main targets</b>	Students, teachers and staff	<b>Organizers</b>	Teachers and staff, community
<b>Details</b>	As part of the integrated studies, we have set opportunities for the students to face disabilities and meet people who are energetically active in the community such as parents and people working in community facilities, and people who are involved with wheelchair basketball and wheelchair dancing. From their stories, the students learn the importance of working hard, and think about their relationship with the surrounding environment and friends		



4-9	School Safety Map		Continued
<b>Main targets</b>	Students, teachers and staff, PTA	<b>Organizers</b>	Students, teachers and staff, PTA
<b>Details</b>	The "School Safety Map" is designed for students in the special support class (Suginoko Class) and lower grades. Students in the ISS Committee, as well as children, teachers and staff, and PTA investigated the school and prepared the map to increase safety on the school grounds		



4-10	Children's Safety Watch-over Team		Continued
<b>Main targets</b>	Students	<b>Organizers</b>	Community
<b>Details</b>	Members of the community stand at 11 locations throughout the community to watch over the children's safety as they commute to and from school. Meetings are held where the members can exchange opinions on their concerns, and measures are taken to make the commute to and from school as safe as possible.		



4-11	Help-Giving Team		Continued
<b>Main targets</b>	Students (Grade 1)	<b>Organizers</b>	Students (Grade 6)
<b>Details</b>	Grade 6 students help the Grade 1 students when they have school lunch or are cleaning for the first time. The older students show and teach the younger ones how to prepare the lunch, or how to use the cleaning equipment, etc.		

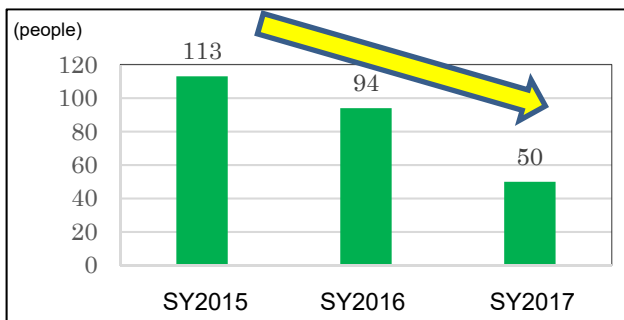


## Results of programs for Problem 1: There are many injuries among Grade 1 students and especially among female students.

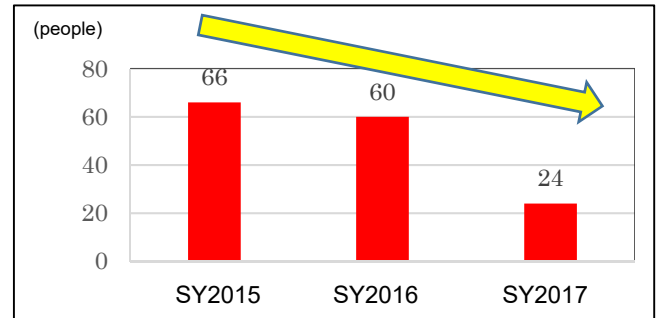
### 1. Number of injuries in 1st semester (SY2015 to SY2017)

(Source: Data on cases dealt with at the school infirmary)

<Grade 1>



<Grade 1 female students>

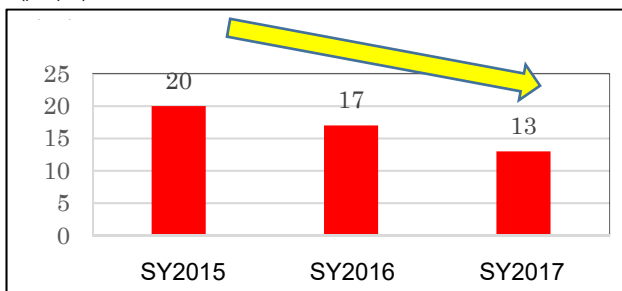


(Source: Data on cases dealt with at the school infirmary)

### 2. Number of injuries in 1st semester by time zone (SY2015 to SY2017)

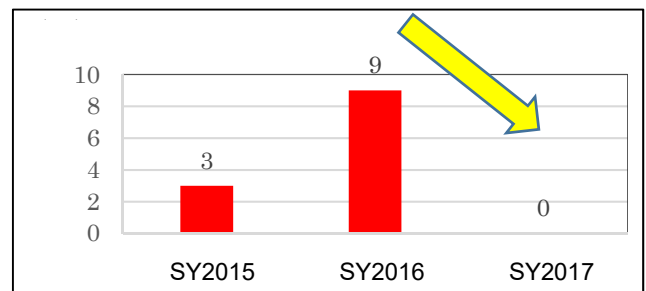
<Recess hours, Grade 1 female students>

students>



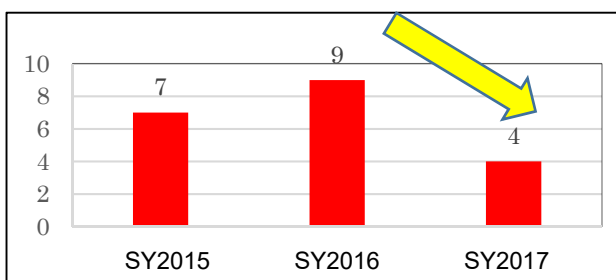
<School lunch hours, Grade 1 female students>

(people)



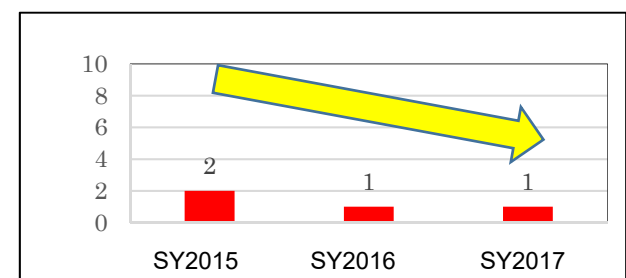
<Cleaning hours, Grade 1 female students>

students>



<Commute to/from school, Grade 1 female students>

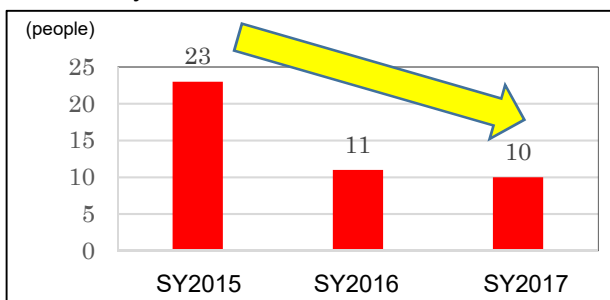
(people)



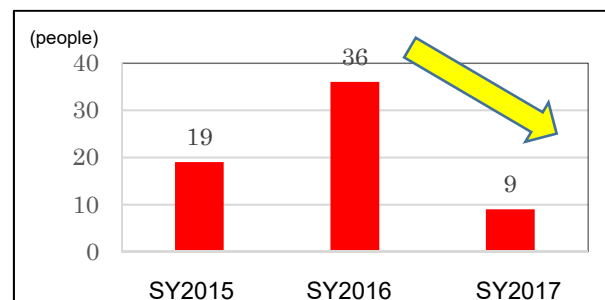
(Source: Data on cases dealt with at the school infirmary)

### 3. Number of injuries in 1st semester by place of occurrence (SY2015 to SY2017)

<Schoolyard, Grade 1 female students>



<Classroom, Grade 1 female students>





## Indicator 5 All programs are conducted based on available and usable evidences

[Table 6]


	Matters to be address (priority problems)	Approach	Measures
Physical side (Physical injuries)	Problem 1: There are many injuries among Grade 1 students and especially among female students.	* Reinforce programs to prevent injuries during recess hours and classes, and to enhance student's awareness * Promotion of measures to improve and strengthen instruction system, and enhance teacher and staff's awareness of safety	(5-1) ISS Students Assembly (5-2) Preparation of injury map (5-3) Daily injury check (5-4) Safety inspections inside and outside school (5-5) Safety classes (5-6) Training of PE teachers (5-7) Strengthening of core muscles (5-8) PE morning assembly
	Problem 2: Many injuries occur during recess hours, in the gymnasium and in classrooms. Many injuries on the schoolyard are caused by tumbling, while many in the gymnasium are caused by poor skills (overload), and many in classrooms are caused by collisions.		
	Problem 3: Many injuries occur during recess hours and in PE class. Injuries caused by tumbling & collision during recess hours, and caused by tumbling, collision, or poor skills (overload) in PE class account for the vast majority.		
	Problem 4: Injuries that require hospital treatment are high among the upper grade (Grade 5 & 6) students.		
Emotional side (Emotional)	Problem 5: There are more students in lower grades (Grade 1 & 2) who feel victimized.	* Carefully graphs the children's emotions, and prevent bullying * Increase more opportunities for interaction, including dialogue, and lead the program to creating better human relations	(5-1) ISS Students Assembly (5-9) Opinion Box (5-10) Making a play event (5-11) Smile Tree for Happiness (5-12) Implementation of human relationship program
	Problem 6: Victimized behaviors are seen more in the lower-grade (Grade 1 & 2) and Grade 5 students.		
	Problem 7: As grades advance, the number of students who enjoy school life decreases.		
Disaster	Problem 8: Awareness of disaster prevention is still low at the family and community levels.	Increase of safety awareness and behavior	4-3) Disaster prevention education (4-4) Saturday Disaster Drill for Students
Traffic safety	Problem 9: Many students have had an experience of a traffic accident or Hiyari-hatto.	Increase of disaster prevention awareness and behavior	(5-13) Traffic safety classes (5-5) Safety class (5-14) Preparation of School District Safety Map

The directions and measures for Chuo Elementary School's nine problems have been summarized.

5-1	ISS Students Assembly			Continued
Main targets	Students	Organizers	Students	
Details	<p>About once a month, all students assemble, and the Student Council Operation Club and each Club give reports and proposals about ISS using a variety of methods such as skits and quizzes.</p> <p>The photo on the upper right shows a skit being performed at the ISS Students Assembly. The students in the Student Council Operation Club call for caution with a skit about injuries that could occur in the classroom (for Problem 2: Injuries in the classroom, and Problem 3: Injuries during recess hours).</p> <p>The photo on the lower right shows a scene from the ISS School District Students Meeting. The participants hold exchanges and discussions about the situation and initiatives in place at each school. At the ISS Students Assembly, the "Cooperative declaration on the effort to make trusted friends" was presented based on the ISS Committee's concept to reduce emotional injuries (for Problem 5).</p>			 

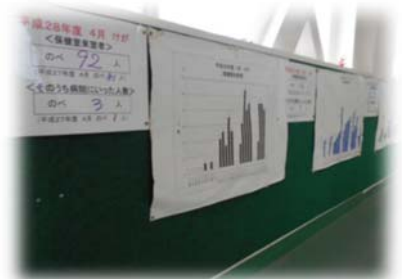


5-2		Preparation of injury map		Continued
Main targets	Students	Organizers	Student (Health Club)	
Details	The School injury map is prepared by students in the Student Council Health Club. Students who were injured at school can mark the place and type of injury they sustained. Each time they are injured, they write ways that they can avoid getting injured, and attach a sticker at the place they were injured. Since the place of injury occurrence can be seen in a glance, and students remember to act carefully when they are at or passing by a place with high injury occurrence.			







5-3		Daily injury check		Continued
Main targets	Students	Organizers	Student (Health Club)	
Details	Information on daily injuries are posted in front of the school infirmary. The number of injuries that occurred on previous day are written in the poster. Those numbers are shown in a graph so that the number of injuries can be seen in a glance. A large amount of data has been collected, so it will be used to promote injury prevention after days with a large number of injuries, or in months that previously had a large number of injuries.			





5-4		Safety inspections inside and outside school		Continued
Main targets	Students, teachers and staff	Organizers	Teachers and staff	
Details	A safety inspection is held once a month. If there are sections that could cause injury, such as in the playground equipment or fences, they are fixed. Importance is laid on preventing injuries during school life.			


A photograph of a young woman in a school uniform (white shirt and dark pants) standing in a schoolyard. She is holding a clipboard and looking down at it. In the background, there are concrete benches, a green fence, and a small red building.



5-5	Safety classes			Continued	
Main targets	Students	Organizers	Teachers and staff (school nurse)		
Details	During the two measurements conducted once a semester, the school nurse uses a power point presentation to teach about health. Classes correspond to each grade's development and may cover health checkups, lifestyle habits, and the how the body works, etc.				

5-6 5-8	Training of PE teachers / PE morning assembly			Continued	
Main targets	Students, teachers and staff	Organizers	Teachers and staff		
Details	About three times a year, teachers participate in practical seminars for preventing injury during PE class. The seminars cover matters such preparing the learning environment, teacher's standing position when giving instructions, and how to provide assistance during exercises, etc. PE morning assemblies are held separately for lower grades and upper grades. The children participate in radio calisthenics during 1st semester, jump rope during 2nd semester, and marathon running in 3rd semester. The students exercise to develop bodies that do not get injured.				

5-7	Strengthening of core muscles			Continued	
Main targets	Students	Organizers	Teachers and staff		
Details	At the start of each PE class, children put on gloves and clean the gymnasium floor. This exercise helps develop bodies that resist injury. A game-aspect is incorporated to help build core muscles.				

5-9	Opinion Box			Continued	
Main targets	Students	Organizers	Students		
Details	The opinion box is provided in the hallway in front of the faculty room. Opinions and ideas on making a better school following themes set by the Student Council Operation Club are collected from the entire school. The Operation Club studies the received opinions and makes requests to the school, or plan and implements projects, etc.				

5-10	Making a play event			New
Main targets	Students	Organizers	Students	
Details	Several times a semester, opportunities are made for students from other grades to interact and play. By seeing and experiencing the students from the upper grades gently interacting with the students from the lower grades, we can see that the entire school is making an effort to build safe relations.			



5-11	Smile Tree for Happiness			Continued
Main targets	Students	Organizers	Students	
Details	On a leaf-shaped piece of paper, students write things that they thought were "kind", "amazing", or "outstanding", etc., within their grade and other grades. These are posted on a poster, and as the leaves gather, it creates a large tree.			



The above three projects focus on emotional injuries.




The students in the ISS Committee learned about the "Opinion box", "Making a play event", and "Smile Tree for Happiness" initiatives that other schools were implementing at the Matsubara City Student Council Student's Exchange Meeting. They decided to implement the programs, and arranged them to make them unique for our school. We have seen actions to eliminate bullying and bad-mouthing spread throughout the school.


5-12	Implementation of human relationship program			Continued
Main targets	Students	Organizers	Students	
Details	Initiatives for human relationship sciences (HRS) are positively incorporated. Through various activities, the students experience the fun of cooperating with friends, learn how to convey and listen to feelings, and foster important sense of value by creating human relationships.			



5-13	Traffic safety classes			Continued
Main targets	Students	Organizers	Teachers and staff	
Details	Once a year, officers from the Matsubara Police Department visit the school, and talk about how to ride a bicycle properly, and how to avoid accidents. There are many students who have had "close calls" when riding on their bicycles, so this is an important class that is directly linked to daily life.			



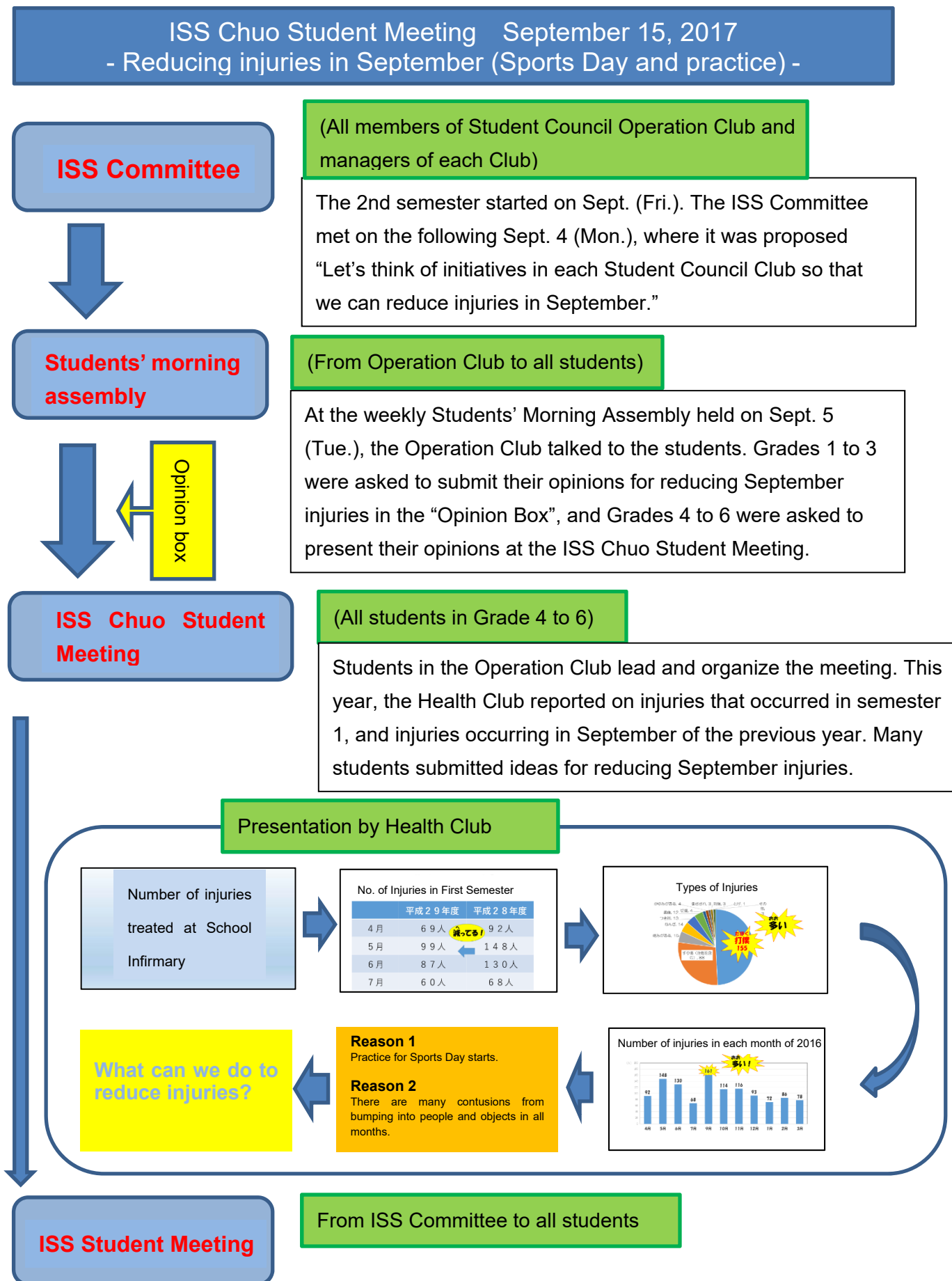
5-14		Preparation of School District Safety Map		New
Main targets	Students	Organizers	Teachers and students	
Details	To reduce injuries sustained during commute to/from school or when riding a bicycle, the Grade 3 students walked around the school during the integrated studies class, and prepared a School District Safety Map.			







### Priority Problem 3: Example of Flow of ISS Student's Meeting Flow

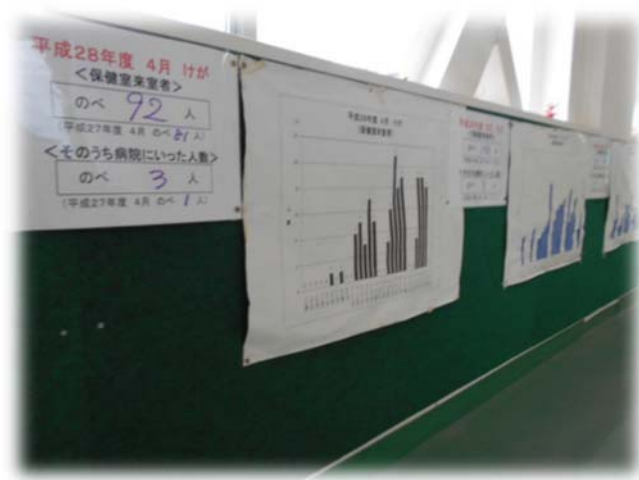


## Indicator 6 There are programs that document the frequency and causes of injuries.

Chuo Elementary School categorizes injuries into physical injuries and emotional injuries, and summarizes data records as shown below.

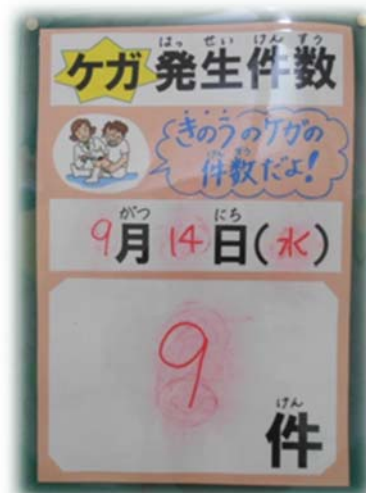
[Table 7]

Category	Type of injury	Recording method	Frequency
Physical injury	Minor and serious injuries	1. Spots where an injury has occurred are recorded on the School Safety Map. The number of injuries are checked and displayed each day. 2. Using the school infirmary card, injury data are collected and subject to statistical processing.	Using the school infirmary card, injury data are collected and subject to statistical processing. Data are input every day and analyzed every month.
	Injuries that require hospital treatment	3. For injuries occurring under school supervision (including injuries on the way to/from school), records are submitted to Matsubara City Board of Education to request disaster mutual aid payments. The applications are submitted to the Japan Sports Council.	Data is aggregated every month and submitted to Matsubara City Board of Education.
Emotional injuries	Number of complaints and cases that can lead to bullying	4. School Life Questionnaire Survey of all students, and School Life Questionnaire Survey of all students and parents	School Life Questionnaire in each term * Annual school self-analysis (Students & parents)



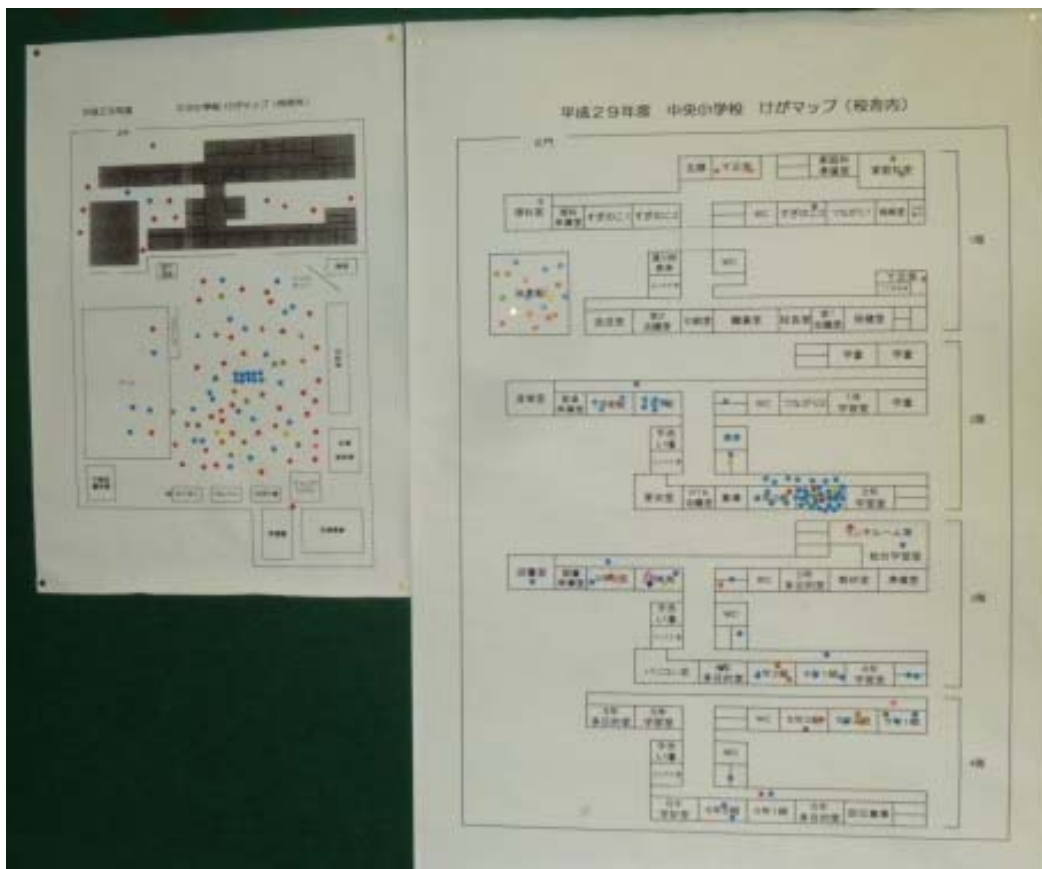
1. Information on daily injuries are posted in front of the school infirmary. The number of injuries that occurred the on previous day are written in the poster. Those numbers are shown in a graph so that the number of injuries can be seen in a glance. A large amount of data has been collected, so it will be used to promote injury prevention after days with a large number of injuries, or in months that previously had a large number of injuries.

2. Monthly data is graphed by grade, gender, reason for visit to infirmary, time zone, name of injury, body member, place of occurrence, and cause, and posted in front of the Faculty Room. This data and the data on the daily injuries are analyzed by the Student Council Health Club, and used at the ISS Students Assembly, etc., to remind all students to prevent injuries.



The School injury map is prepared by students in the Student Council Health Club. Students who were injured at school can mark the place and type of injury they sustained. Each time they are injured, they write ways that they can avoid getting injured, and attach a sticker at the place they were injured. Since the place of injury occurrence can be seen in a glance, and students remember to act carefully when they are at or passing by a place with high injury occurrence.

SY2016  
Injury Map



SY2017  
Injury Map

## Indicator 7 There are measures to assess and evaluate the programs, processes, and effects of change

### 1. Evaluation indicators and verification of effect

Short-term and mid-term achievement indicators and long-term indicators for measuring and assessing the effect and verifying measures for injuries in school, traffic safety, and disaster prevention.

[Table 8]

	Measure	Short-/mid-term achievement indicator	Long-term achievement indicator
Injuries in school	Goal: Develop student's ability to predict and avoid risks (5-1) ISS Students Assembly (5-2) Preparation of injury map (5-3) Daily injury check (5-4) Safety inspections inside and outside school (5-5) Safety classes (5-6) Training of PE teachers	Indicator: Increased recognition of causes of injuries and development of improvement plans * Student Questionnaire Survey • Target: All students • Frequency: 1 or 2 times a year	Indicator: Number of injuries occurring in school • Data from school infirmary and Japan Sports Council
	Goal: Strengthen core muscles (5-7) Strengthening of core muscles (5-8) PE morning assembly	Indicator: Improvement in physical strength * Results of the physical strength test • Target: All students • Frequency: Once a year	
	Goal: Development of mental health (5-1) ISS Students Assembly (5-9) Opinion Box (5-10) Making a play event (5-11) Smile Tree for Happiness (5-12) Implementation of human relationship program	Indicator: Development of good human relationships * School Life Questionnaire, and school self-analysis questionnaire • Target: All students • Frequency: 3 times a year	Indicator: Nationwide Survey on Academic Performance and the State of Learning (Questionnaire with students)
Disaster prevention	Goal: Increase of disaster prevention awareness (4-3) Disaster prevention education (4-4) Saturday Disaster Drill for Students	Indicator: Increase of disaster prevention awareness * Questionnaire survey on disaster prevention • Target: All students • Frequency: 1 or 2 times a year	
Traffic safety	Goal: Increase of safety awareness (5-13) Traffic safety classes (5-5) Safety class (5-14) Preparation of School District Safety Map	Indicator: Dissemination of traffic rules and increase of safety awareness * Questionnaire survey on traffic safety • Target: All students • Frequency: 1 or 2 times a year	Indicator: Incidence rate of bicycle-related accident



## 2. Management of program progress

The program progress is managed by mainly by the ISS Promotion Committee following the PDCA cycle of Plan->Do->Check->Action.

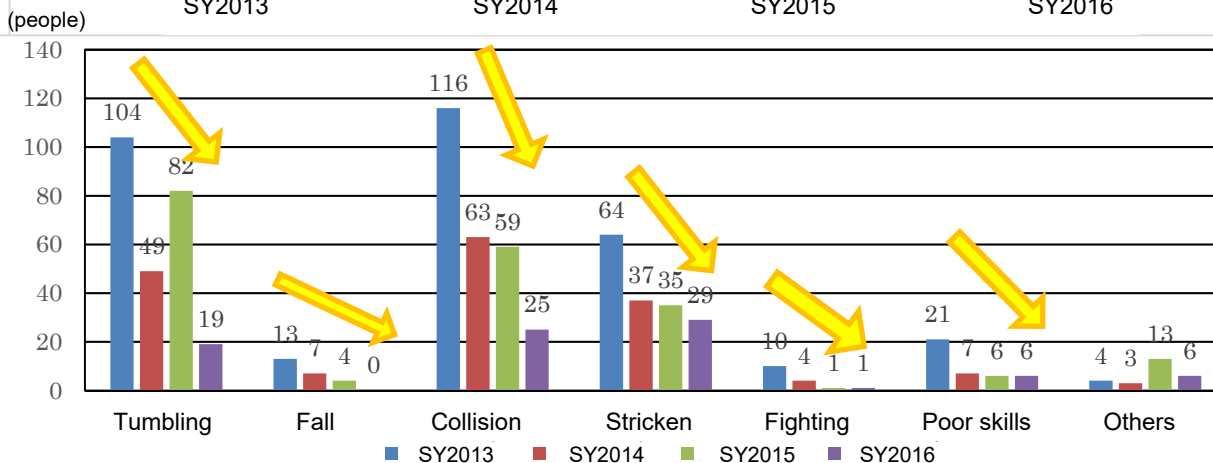
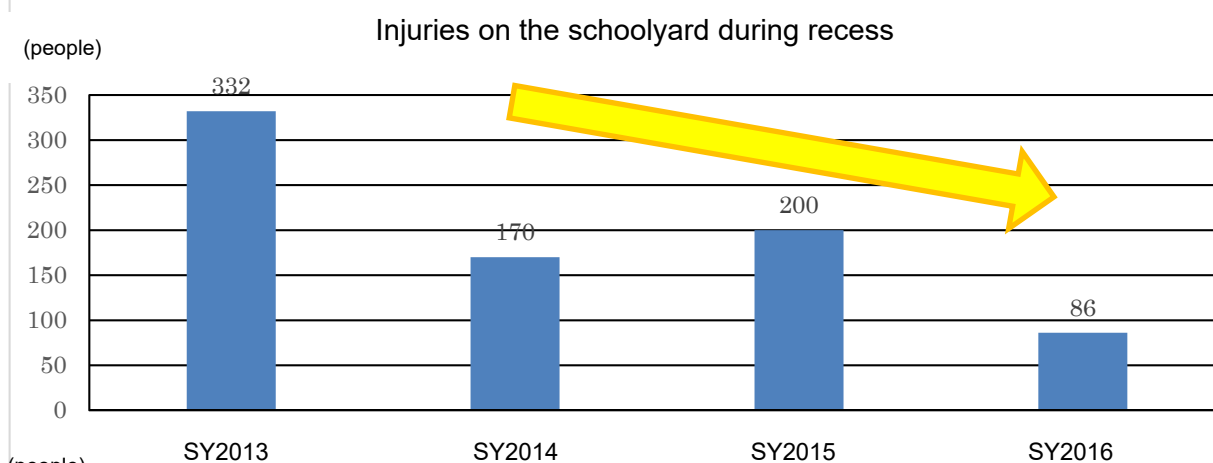
Management of program progress



## 3. Changes in students through program

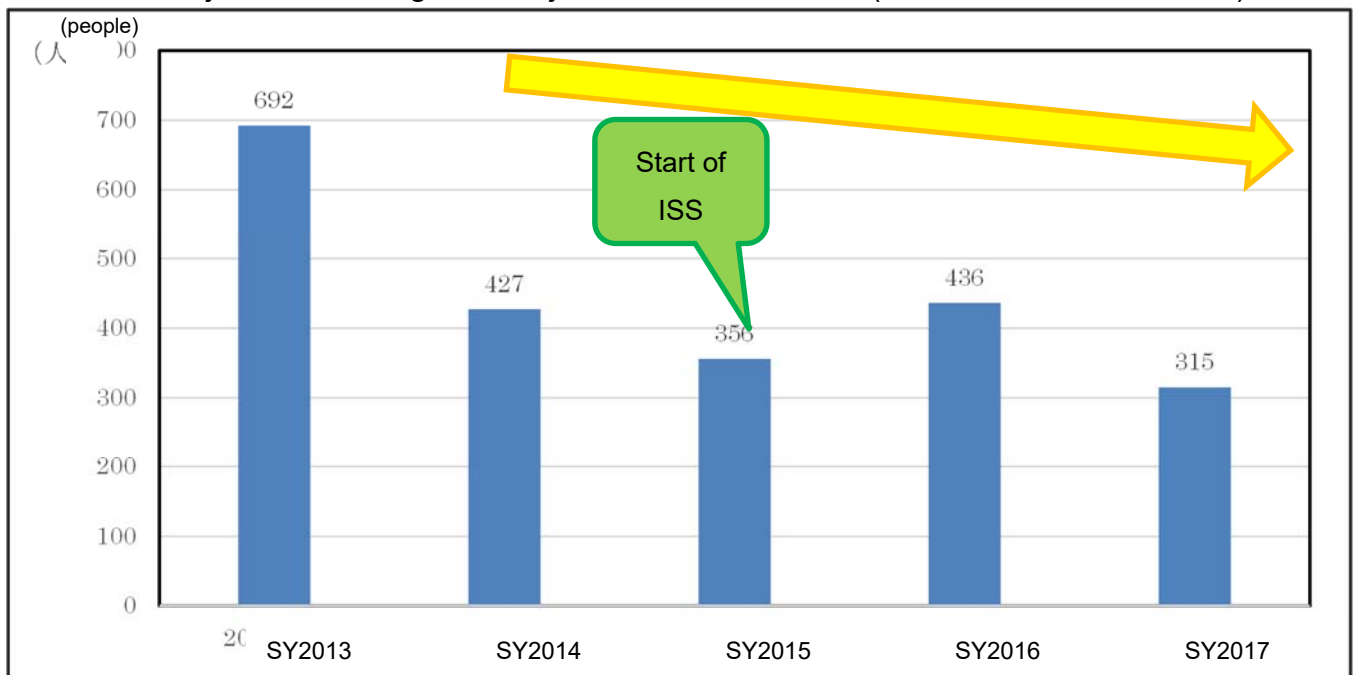
### (1) Prevention of body injuries

Injuries on the schoolyard during recess have dropped



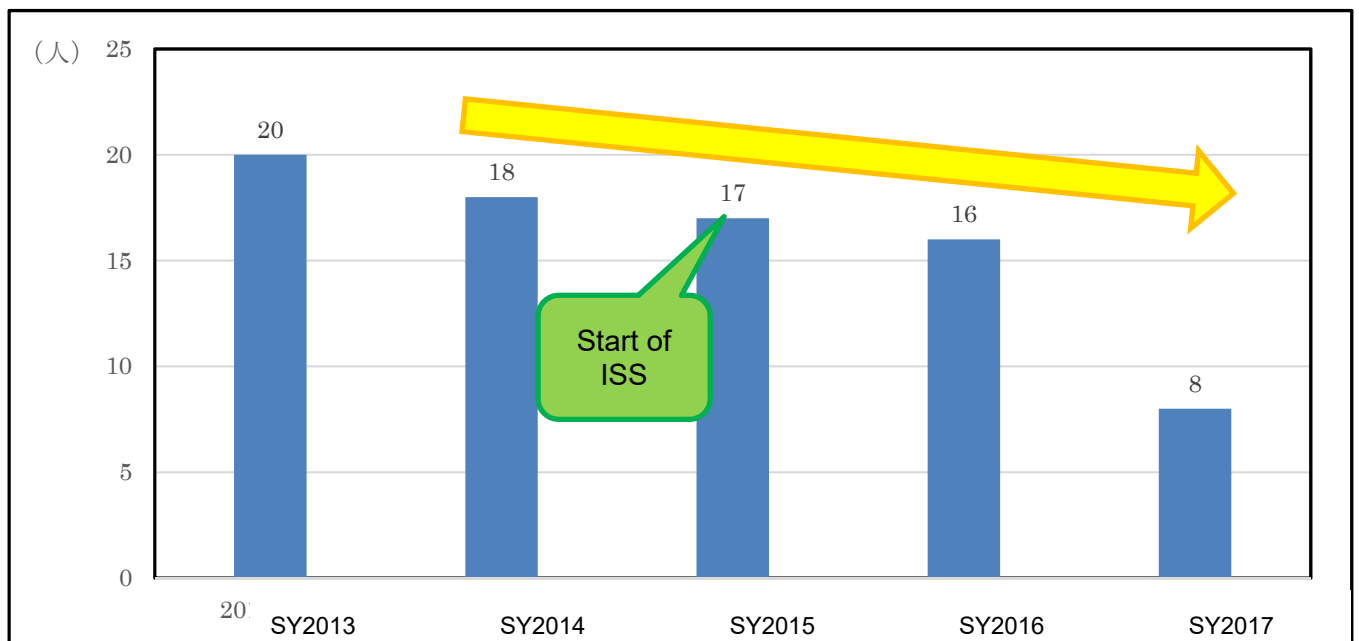
Injuries in Semester 1 dropped greatly (Number of students visiting school infirmary, number of injuries requiring hospital treatment)

<Number of injuries, including minor injuries, in Semester 1> (From SY2013 to SY2017)



(Source: Data on cases dealt with at the school infirmary)

<Number of injuries requiring hospital treatment, in Semester 1> (From SY2013 to SY2017)



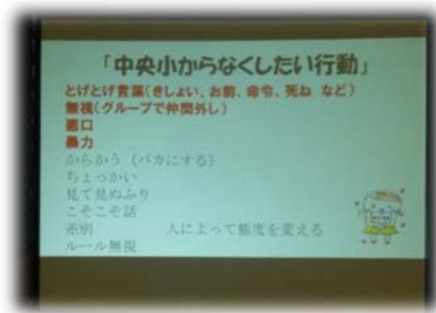
(Source: No. of applications submitted to the Japan Sport Council)

## (2) Prevention of emotional injuries

### ISS Chuo Students Meeting June 30 2017 - Creating a safe and secure school -

\*In June, the Student Council called for opinions on the themes “Behavior you Chuo Elementary School to overflow with”, and “Behavior you want to eliminate from Chuo Elementary School”. The “School Life Survey” of all students was conducted at the same time. The students mainly wrote what they feel about interactions with their friends.

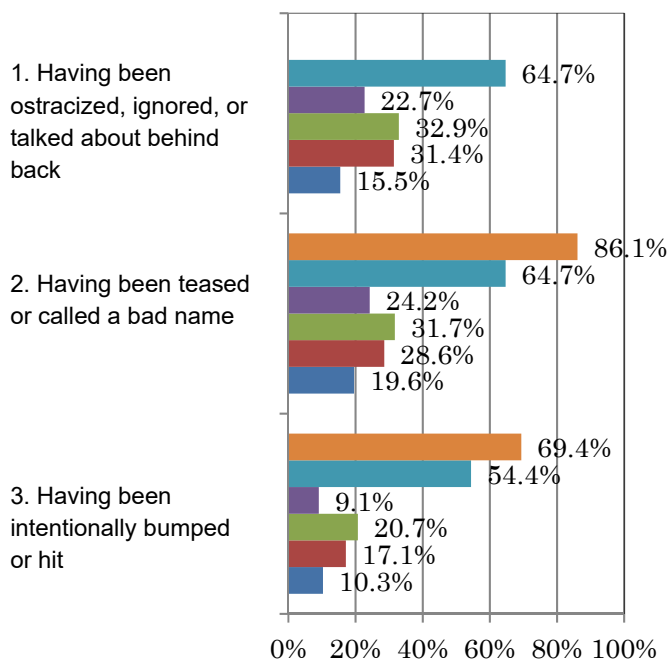
On June 30 (Fri.), the ISS Chuo Elementary Students Meeting was held, featuring the received opinions and results of the survey. The students actively talked about increasing behavior and words to help their friends, and to get rid of hurtful words and violence, etc. The students’ awareness to value words and act gently during daily life has increased.



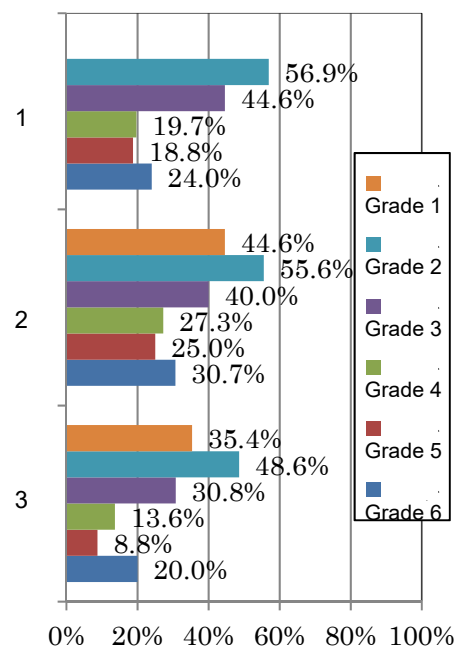
### Student Life Survey early June 2017

<Victim's side>

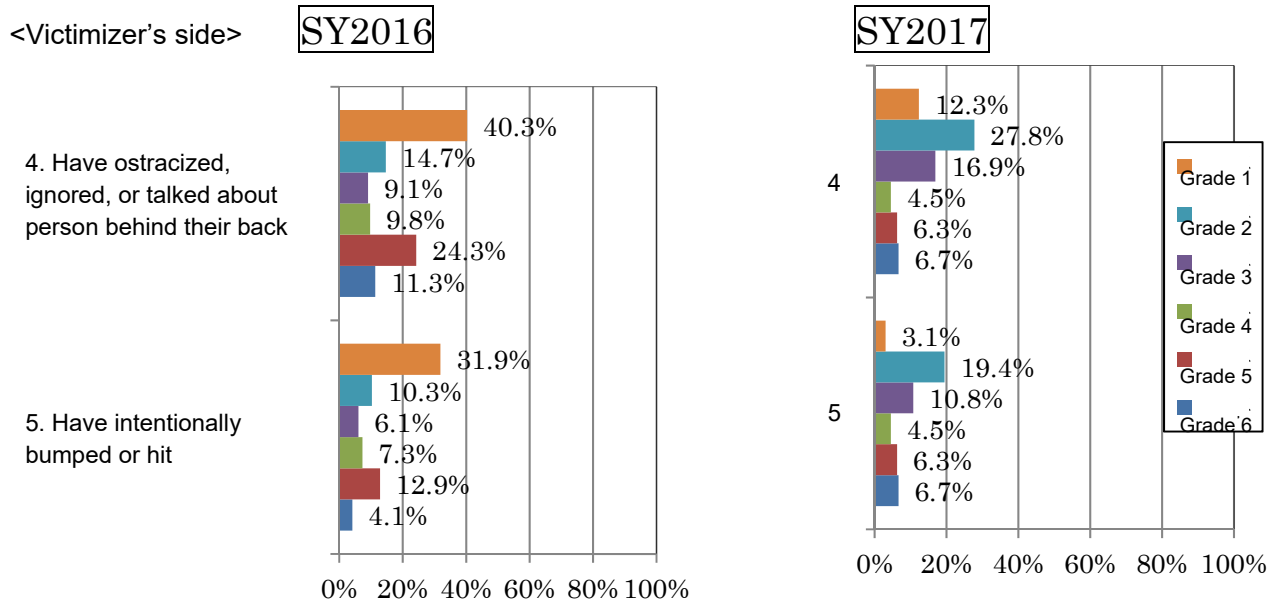
SY2016



SY2017



Comparing the rate of students who feel that they have been “victimized” within their relationships with friends with the results of last year’s survey, we see that three out of five grades had a drop in “Having been ignored, or talked about behind back”, four out of six grades had a drop in “Having been teased or called a bad name”, and four out of six grades had a drop in “Violence”.

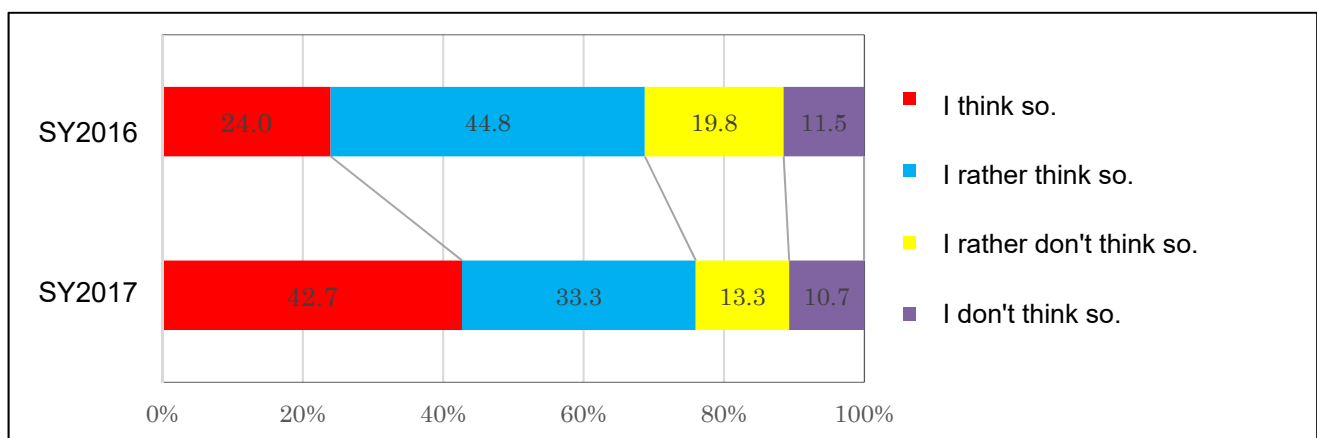


For the rate of students who felt that they had “victimized”, four out of five grades showed a drop in “Have ignored, or talked about person behind their back”, and three out of five groups showed a drop in “Violence”.

### Nationwide Survey on Academic Performance and the State of Learning SY2017 - Do you enjoy going to school? -

In response to the question “Do you enjoy going to school?” in the Nationwide Survey on Academic Performance and the State of Learning SY2017, 76% of students gave an affirmative answer, and 8% increase from the previous year. However, we cannot overlook that more than 20% of the students gave a negative answer. We must continue to promote programs while carefully approaching each and every student.

Nationwide Survey on Academic Performance questions “Do you enjoy going to school?” graph



## Opinion Box, Smile Tree for Happiness, Making a play event

After learning through the School Life Survey that there were students who did not enjoy school, the ISS Students Committee discussed the situation, and decided to incorporate the three initiatives (Opinion Box, Smile Tree for Happiness, Making a play event) previously introduced. These initiatives are still being implemented, but the Smile Tree of Happiness has already gathered more than 100 leaves.

<Opinion Box>



Place for students to speak their thoughts and concerns about relations with their friends

<Smile Tree for Happiness>



Learning about friends' kindness and efforts

<Making a play event>



Creating a day to play with other grades

## Daisan Jr. High School District "ISS School District Students Meetings"

June 30 (Fri.) and Aug. 25 (Fri.), 2017

The exchanges by the Daisan Jr. High School District Student Councils were positioned as the "ISS School District Students Meeting". Schools in the district cooperate to "Create a safe and secure school". The students independently plan and implement programs designed to reduce "emotional injuries" and "physical injuries". This year, meetings were held on June 30 and August 25. In June, exchanges were held on each school's initiatives. In August, the students discussed what programs the three schools could cooperate and implement. Actual programs based on these opinions shall be planned and implemented during the second semester.



### (3) Disaster Prevention

#### Saturday Disaster Drill for Students, June 17 (Sat.)

The Matsubara City Crisis Management Section, Students' Saturday Experience Activity Promotion Committee, and Chuo Elementary School PTA cooperated to organize the "Disasters Prevention Riddle Game". The students participated in the game, and had fun while learning about and practicing disaster prevention. The city administration, community and PTA cooperate in initiatives for security the safety of Chuo Elementary School students, and disaster prevention.



<Using a blanket as a stretcher>



<Practicing how to escape from smoke>



<Shake Out drills>

### (4) Traffic Safety

#### Zero traffic accidents during commute to/from school - Children's Safety Watch-over Team -

In SY2017, the Children's Safety Watch-over Team continues to stand at 11 places in the school district to ensure safety for the students of Chuo Elementary School as they commute to and from school. This program started in 2001, and has continued for seven years. Many people from the community, including seniors, watch over dangerous places along the school route every day regardless of the rain, heat or cold.

Through this program, the number of traffic accidents during commute to/from school remains to be zero.



<Informal conference>



<Watch-over>



<Ceremony of Appreciation>



## Indicator 8 Continuous participation in national and international Safe Community networks

Since FY2015, we have participated in ISS preliminary evaluations and onsite evaluations throughout the country. We also invited teachers from Ikebukuro Dai-ichi Elementary School, Ikebukuro Honcho Elementary School, and Ikebukuro Jr. High School to visit our school for exchanges.

[Table 9]

	Participation in national network	
FY2015	June 11	Tour of ISS preliminary evaluation (Toshima Ward Hoyu Elementary School, Toshima Ward Fujimidai Elementary School)
	July 11	Tour of ISS onsite evaluation (Kameoka City Sogabe Elementary School, Kameoka City Honme Nursery School)
	Oct. 6 & 7	Tour of ISS onsite evaluation (Atsugi City Mutsuai Higashi Junior High School) School tour (Toshima Ward Hoyu Elementary School)
	Nov. 16 & 17	Tour of ISS onsite evaluation (Chichibu City Daini Junior High School, Chichibu City Hananoki Elementary School)
	Feb. 2	Participation in ISS Summit in Toshima
FY2016	June 10	Tour of ISS preliminary evaluation (Toshima Ward Ikebukuro-Honcho Elementary School, Toshima Ward Gyoko Elementary School)
	July 29	Visit to Chuo Elementary School by Ikebukuro Dai-ichi Elementary School and Ikebukuro Honcho Elementary School visited Chuo Elementary School
	Nov. 17	Tour of ISS onsite evaluation (Toshima Ward Ikebukuro Honcho Elementary School)
	Nov. 18	Visit to ISS Certification Ceremony (Atsugi City Shimizu Elementary School)

### Declaration Ceremony of Launch of the ISS Programs



Matsubara Daisan Junior High School District  
Human Town Festival



Matsubara City SC briefing meeting



Children's City Assembly of Matsubara City

### Briefings on ISS initiatives are being reported at various events throughout Matsubara City

Since declaring the launch of the ISS Program, we have held briefings at various events including the Matsubara Daisan Junior High School District Human Town Festival, the Matsubara City SC briefing meeting, and the Children's City Assembly of Matsubara City.



## Chapter 5 Future Challenges and Goals

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We have implemented initiatives on eight indicators, summarized the achievements and results of individual measures, and extracted the following challenges. These have been set as our future.

### 1. Preparation of student organizations

<b>Challenge</b>	<ul style="list-style-type: none"><li>* The Operation Club and other clubs are actively and independently carrying out programs, but the ISS Committee meetings are still not held periodically.</li><li>* The members of the Student Council Executive Committee and each club change at the middle and end of the school year, making it hard to continue some programs.</li></ul>
<b>Goals</b>	<ul style="list-style-type: none"><li>* Add the ISS Committee into the event schedule, and systematically hold meetings.</li><li>* Make awareness “visible” by posting details and the significance of current programs at ISS Street, posting information in each classroom, and conveying information at the ISS Students Meeting.</li></ul>

### 2. Matching policy and direction of programs

<b>Challenge</b>	<ul style="list-style-type: none"><li>* There are few programs that involve the parents and community, and it is hard to match goals and significance of programs.</li></ul>
<b>Goals</b>	<ul style="list-style-type: none"><li>* Programs in which the community and parents can participate, such as the Saturday Disaster Drill for Students, will be planned, and programs will be introduced in the school newsletter to inform the community of the programs we have.</li></ul>

### 3. Preventing injuries

<b>Challenge</b>	<ul style="list-style-type: none"><li>* There are many cases, such as contusions, that can lead to serious injuries. Injuries are particularly high among students in lower grades.</li></ul>
<b>Goals</b>	<ul style="list-style-type: none"><li>* We will continue to instruct the students to eliminate horseplay and dangerous behavior so that they do not sustain serious injuries. The Health Club will lead initiatives to provide information on the number and cause of injuries, etc., so that each student can develop the awareness to prevent injuries.</li><li>* Visual aids, such as the “School Safety Map” and “School Injury Map”, that are easy for students in lower grades to understand will be prepared and posted.</li></ul>

#### 4. Preventing emotional injury

<b>Challenge</b>	*There are students who responded that “school is not fun” in the School Life Survey. There are cases of trouble, such as being bad mouthed and teased, that can lead to emotional injuries.
<b>Goals</b>	*We will promote human rights education and programs on human relationships (social skills, etc.) as part of our efforts to build a foundation for daily group formation, and will attempt to enhance the students’ self-esteem, and build rich human relations while mutually recognizing various values.

#### 5. Continuing programs and awareness

<b>Challenge</b>	* Teachers and staff are reassigned at the end of every school year, so at the start of the new school year, the reassigned teachers may not know about ISS. This can prevent the programs from starting smoothly.
<b>Goals</b>	*Data of the previous school year’s programs will be recorded, and collectively summarized by the teachers and staff. The Grade 5 students will advance to Grade 6 where they will lead initiatives in each Club. To facilitate this, opportunities will be created at the end of the school year so that the students can sum up and handover their activities. Opportunities to introduce the ISS program to the new students will also be created at the start of the new school year.

