

## Matsubara Municipal Nunose Elementary School

## International Safe School (ISS)

### **Application for Designation**





November 14, 2017

Matsubara Municipal Nunose Elementary School



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#### 1 School educational goal and emblem

Educational goal:

To nurture students who can develop their ability to "feel, think, and act".

~ With a focus on developing academic competency and promoting friends' circle making ~



Nunose Elementary School was founded in 1874. The present school emblem was adopted in 1953.

The emblem has been designed with a pattern of "pine needles" in honor of the City's name and in a form of a "cherry blossom" associated with many cherry trees in and around the School. It symbolizes the warm heart of community people who kindly watch the School that welcomes new students for the new school year in the season of cherry blossoms.



#### 2 School size

Nunose Elementary School is a medium-sized school with 381 students. The number of students has remained nearly unchanged at about 400 for the past few years.

It is the average number of students belonging to elementary school in Matsubara City.

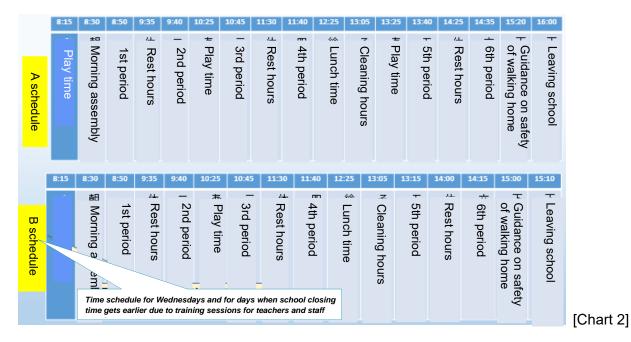
The number of classes is 16 in total (including 2 classes in each grade and 4 special support classes).

Number of students enrolled as of May 1, 2017				Number of students enrolled in special support class (included in the students enrolled)		
Grade	Male	Female	Total	Male	Female	Total
1st grade	31	18	49	2	2	4
2nd grade	37	27	64	5	0	5
3rd grade	27	35	62	7	0	7
4th grade	32	40	72	4	1	5
5th grade	28	24	52	0	0	0
6th grade	33	27	60	1	0	1
Total	189	171	360	19	3	22

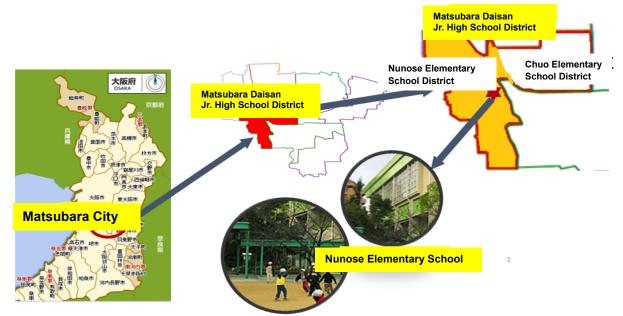
#### 3 Daily schedule

It consists of 3 semesters, 1st semester is from April to middle of July, 2nd semester is from September to end of December, 3rd semester is from beginning of January to end of March. In between semesters, there are school closure, and summer closure between 1st semester and 2nd semester is about 40 days long closure. As for time table, school starts at 8:30 and 1st period starts at 8:50. Classes are 45 minutes and 4 classes conducting by lunch. Break time is between classes. After 4th period, lunch time, cleaning hours, play time and 5th period and 6th period classes conducting.

Importance is placed on playing in group before class hours and in noon recess hours. The objective is to nurture students' body and soul and to develop their ability to cooperate with others. Physical activities have good influence on scholastic abilities. There are various play and activities, which includes running activities such as tag, tag with rock-paper-scissors, ball game activities such as dodge ball, activities using ground such as positioning game.



#### 4 Geographical location and the school routes of Nunose Elementary School



This school district spreads out north and south. It takes about 30 minutes from the farthest area of north side to school. All Students commute on foot. Commuting by bicycles or cars are not permitted.

Chuo Elementary School, which is working ISS and in the same Daisan Jr.High school district, and this school are next to each other

The school gate faces Yamato-Takada Road which is a main road. Yamato-Takada Road is a heavily trafficked road and traffic accidents occurs frequently.



\*There is a hospital right in front of the school gate, and next to the school gate, there is a convenience store where many cars coming in/out.



\*Students who live in the south side of the school district commute to/from school by crossing the pedestrian bridge.

Community residents and parents conduct watch-over activity as there are many narrow roads with very heavy traffic within the school district.





(Source: "Traffic Safety Points Map" prepared by the Traffic Safety Taskforce Committee of Matsubara City Safe



#### 1 Background of programs

Matsubara City

May 2011 Mayor Sawai declared the start of Safe Community Program

November 2013 City acquired Safe Community International Designation



oMatsubara Daisan Jr. High School district

- May 2015 As in Matsubara Daisan Jr. High School district, Matubara Daisan Jr.Hight School, Chuo Elementary School, and Nunose Elementary School conduct ISS Program Declaration Ceremony
- November 2016 Sanchu School District received an advanced guidance by ISS



#### 2 Situation of activities in the past

[Progress of activities in FY 2015]

	Activities inside school	Activities of parents and community	ISS netw ork
	Declaration of launching ISS activities (May		Declaration ceremony of launching ISS programs by
	21)		Matsubara Daisan JHS District
June	Safety & Secure Assembly, Group walking	Announcement of launching ISS programs	
	on the way from school	to community residents and parents	
July		Announcement of launching ISS programs	Visited Kameoka City
		to school counselor	
Sep.	Organizing school system		ISS seminar of Matsubara Daisan JHS District
	Started activities by students		Announcement of launching ISS programs at
			Matsubara City SC Progress Report Meeting
Oct.	Declaration by Health Working Group at		Visited Atsugi City and Toshima Ward
	Student Morning Assembly		
Nov.			Study presentation meeting at Matsubara Daisan JHS
			District
			Presented a question at the Students Meeting of
			School District (elimination of level-difference)
Dec.	Calling for entries for the mascot character		Disaster drill cooperating with the city
Jan.	Sharing tasks at School Health Working	Explained about ISS program to school	
	Group Meeting	doctor	
Feb.		Established PTA's ISS working group	Participated in "Safe School Summit in Toshima"
Mar.	Decided Mascot Character "SAFY"		

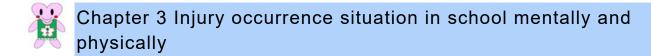
#### [Progress of activities in FY 2016]

		Activities of parents and community	ISS network
	ISS working group was positioned in the	ISS working group was positioned in PTA	
	school system		
May			ISS study was held at the Region Education Council of Matsubara Daisan JHS District
luno	Safety & Secure Assembly, Group walking	corner	Visited Toshima Ward
	on the way from school		
	Nunose Elementary School Tow n-w orks		
	School-wide ISS Assembly		
lukz	Preparation of School Safety Map	Preparation of School Safety Map	ISS Students Meeting of Matsubara Daisan JHS District
outy	reparation of concercutivity map	reparation of concorcately map	was established
	Requests from students		The members of Toshima Ward visited Chuo
	•		Elementary School and held an exchange gathering
	Presented a question to the city mayor at		, , , , , , , , , , , , , , , , , , , ,
	the Children's City Assembly		
Sep.	Installation of convex mirrors in response to		Activities were reported at the SC progress report
	students' request		meeting
	Sports meeting based on ISS view point		
Oct.	White lines on the hallway, Warning	· · ·	ISS Students Meeting
	displays for injury prevention in stairw ay	by parents, community people, & students)	
Nov.	Nunose Elementary School Tow n-w orks	•	Study presentation at Matsubara Daisan JHS District
		Internet Related Troubles	ISS Students Meeting
			Participated in Toshima main examining board, Atsugi
Dee			investiture ceremony
Dec.		Disaster prevention drill (together with parents and community people)	
lon	Prior examination for ISS international	, , , ,	Matsubara Daisan JHS District ISS Students Meeting
Jan.	certification	Eartiquake evacuation drill	"How to eliminate bullying"
Feb	School-wide ISS Student Assembly		City ISS promotion committee
rep.	School-wide iso Student Assembly		

#### [Progress of activities in FY 2017]

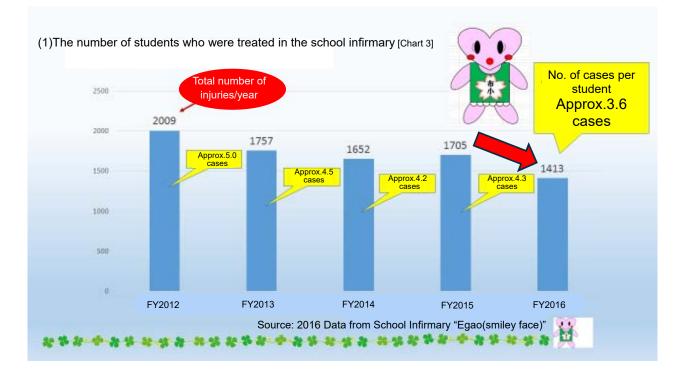
2017	Activities inside school	Activities of parents and community	Inside school Netw ork
Mar.	Creating school district hazard map	Creating school zone hazard map PTA mobile phone risk learning meeting LINE w orks shop	
Apr.	★ Given the prior instruction	$\star$ Given the prior instruction	Meeting tow ards main examining board at Matsubara City ISS promotion committee
	Entire inside school training "Progrrams of ISS in our School" Explanation to the new ly transferred teachers	Positioning of ISS at the PTA fiscal year replacement general meeting	
	★Given the prior instruction Face-to-face explanation on "Programs of ISS" from the 6th grades to the 1st grades		
May	Presentation on "Goal of ISS Student Council" by Student Council Due to increase in injuries, study of innovative approaches by Health Working Group	Programs of ISS are positioned, such as commuting to school watch-over by PTA	
	Meeting for protecting children's safety / training of group w alking from school School-w ide ISS student meeting Health Working Group vision training [eye movement]	Meeting to protect safety of children / group w alking from school training	Daisan JHS district teachers & staff members paramedic drill
	Program of human rights seminar "Nunose Elementary School Tow n-w orks," "Heart-w orks" to aim for safe and security of minds		Daisan JHS district ISS student meeting
	Display renew al at central stairs		
July		School counselor meeting	All our teachers and staff members join the city human rights awareness raising study meeting "Meeting to eliminate
Future	Approaches to reduce injuries and approaches to make friends and eliminating bullying	Program on "Creating safe and secure Daisan JHS District" by cooperation and collaboration with local PTA	

\* Contents of each programs will be introduced in detail after this.



#### 1 Injury in school

(1) Injury occurrence situation including minor injuries



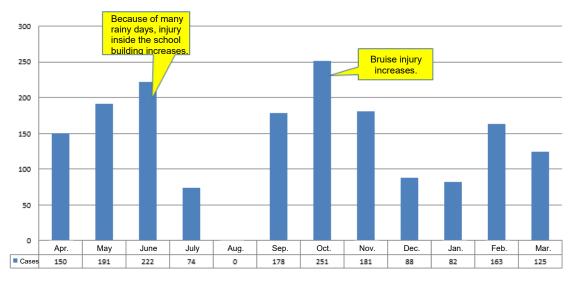
[Chart 3 Number of students who were treated in school infirmary (2016 Data from School Infirmary "Egao(smiley face)")]

"Number of injury occurrence" in this school tends to be high compared to other schools.

Refer to P13 [Chart 9-① Injuries that required hospital treatment, ratio to the total number of students (Source: "Matsubara Children" (Compiled by Matsubara City Board of Education)]

As mentioned before, as program of playing in groups prioritized and most students play at schoolyard in break time, daily accidental injuries are increasing.

#### [Chart 4 Number of students who were treated in the school infirmary (By month) Source: FY2015 Data from School Infirmary "Egao" (smiley face)]

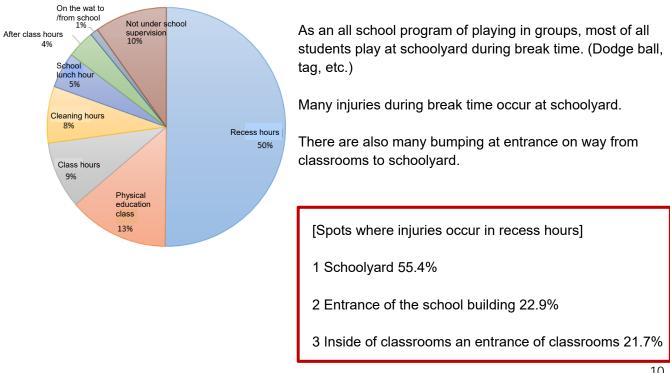


Many injuries occur in June and October in year.

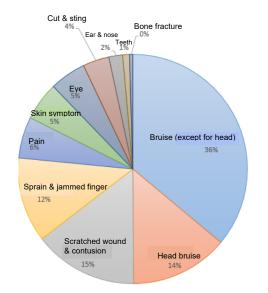
It rains frequently in June and so, students can't go play at schoolyard. They stay inside the building during break time and it may cause injuries such as bumping each other in hallways or slip and fall on.

In October, students have many physical activities including Sports Day. School also has campaign for students to enjoy play more. Jammed fingers during ball game activities, sprains during running activities, or bruise by bumping into each other increase through those activities and campaign.

[Chart 5 Injury occurrence by time zone Source: FY2015 Data from School Infirmary "Egao" (smiley face)]



[Chart 6 Injury types (FY2015 Data from School Infirmary "Egao" (smiley face)]



The most common injury type is bruise, account for approximately half of injuries, which is mostly caused by collision.

Student often bump into each other in classrooms or in hallways when going to or coming back from the schoolyard.

[Chart 7 FY2015 Injury occurrence by place and by grade (FY2015 Data from School Infirmary "Egao" (smiley face)]

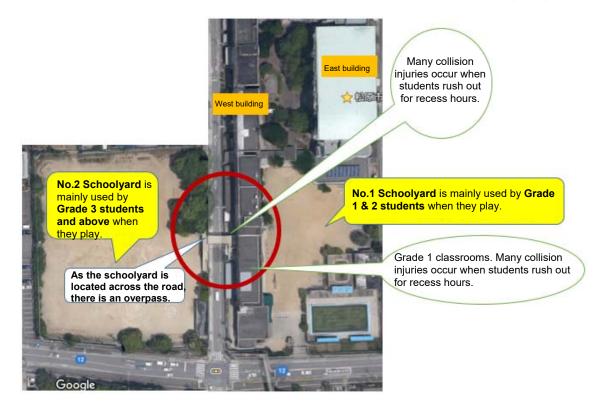
	Schoolyard	Classroom	Hallway & stairway	Gymnasium	Entrance	Pedestrian bridge	Outside school jurisdiction	Others
Grade 1	201	228	77	24	9	1	43	19
Grade 2	93	89	18	17	2	0	22	4
Grade 3	54	84	20	28	2	2	17	4
Grade 4	88	64	20	43	1	1	30	4
Grade 5	87	36	7	16	1	7	21	2
Grade 6	39	26	7	7	1	3	18	4
			-					

By grade, injuries occur frequently in classrooms and hallway in 1st, 2nd and 3rd grade students, and in schoolyard for 4th, 5th, and 6th grade students. 1st grade students injure most frequently.

Injuries outside school jurisdiction means injuries playing in community after school or injuries during <u>Saturday activities.</u>

[Chart 8 Spots where many bumping cases occur

(FY2015 Data from School Infirmary "Egao" (smiley face)]



There are 2 schoolyards in Nunose Elementary School. No.1 Schoolyard is the place where 1st and 2nd grade students play and No.2 Schoolyard is the place where 3rd grade students and above play during break time. Many collision injuries occur at the entrance on 1st and 2nd floor where both of 3rd grade students and above and 1st and 2nd grade students rush out to each schoolyard.

#### (2) Situation of injury occurrence that required hospital treatment

[Chart9-(1) Injuries that required hospital treatment, ratio to the total number of students

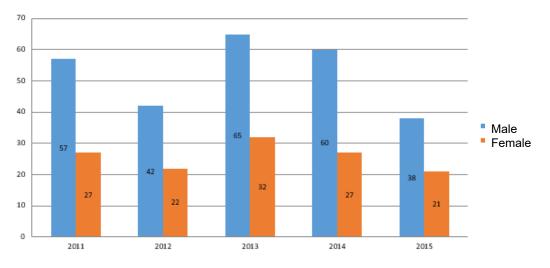
Nunose ES 30% Matsubara City 25% 25% 22.30% 20% 14.90% 15% 13.10% 12.70% 12.20% 10% 5% 0% 2013 2014 2015

(Source: "Matsubara Children" (Compiled by Matsubara City Board of Education)]

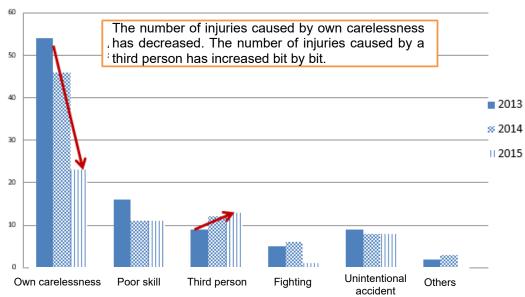
The rate of injuries that required hospital treatment to the total number of students in this school is higher than the average of Matsubara City.

[Chart 9-(2) Injuries that required hospital treatment by gender

(Source: School disaster report (Matsubara City)]



Injuries that required hospital treatment by gender occur more frequently among boys in past 5 years in Matsubara City. But there isn't much of a difference in injury occurrence by gender in this school.



#### [Chart 10 Causes of injuries that required hospital treatment (Source: FY2015 Data from School Infirmary "Egao (smiley face))]

Comparison of over time data of causes of injuries that required hospital treatment shows that the number of injuries caused by own carelessness has decreased year by year and it has decreased by half in 2015 when ISS programs started. However, the number of injuries caused by a third person has slightly increased.

#### (3) Situation of emotional injury occurrence

Ministry of Education defined that bullying is students experience mental pain by others in human relations who abuse the students mentally and physically.

This school focuses on promoting friends' circle making as an educational goal. Students closely relate to each other through play, group and discussion activities.

Students disagree with each other and get into serious trouble sometimes. School aims is that bringing out each students' feelings to understand and to bond each other through the trouble. However, there are some cases that the trouble develops the situation we recognize "bullying" when existing power relationship between the students or failing to bring out students' feelings to understand each other.

Chart 11 below shows the number of recognized "bullying" cases in 3 years. When "bullying" happens, we have victims' counseling with well consideration of their feelings and instruct assailants strictly to stop bullying and to solve their emotional and mental problems as organization.

Please refer to program for emotional injury which is on page 27 [program 4].

#### [Chart 11 The number of recognized bullying cases

(Source: Survey on bullying situation (Ministry of Education, Culture, Sports, Science and Technology))]

	FY2014	FY2015	FY2016
The number of recognized bullying cases	3cases	4cases	4cases
The number of bullying cases resolved	3cases	4cases	4cases

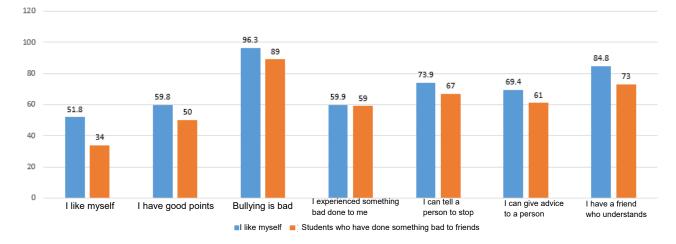
All the cases recognized bullying are resolved by the end of the fiscal year.

#### [Chart 12 Situations that can lead to bullying

(Source: School education self-diagnosis: Questionnaire survey with all students)]

	2015	2014	2013
l like myself.	51.8	50.8	49.5
I have good points.	59.8	57.9	57.2
Bullying is bad regardless of the reason.	96.3	94.2	94.4
I have an experience of having something bad (violence, name-calling, etc.) done to me by my friend,	59.9	60.5	53.7
I have an experience of having done something bad (violence, name-calling, etc.) to my friend.	42.1	46.1	46.5
I can tell someone to stop it when he/she does something bad to me.	73.9	73.9	70.9
I can tell someone to stop it when he/she is doing something bad (violence, name- calling, etc.) to others.	69.4	68.7	69.8
I have a friend who understands my feeling.	84.8	88.4	89.8

According to the data of School education self-diagnosis: Questionnaire survey with all students, there are 42.1% of students answered "I have an experience of having done something bad (violence, namecalling, etc.) to my friend" last year. It contains "a third person student who hurt others [Chart 11]. There are 60% of students answered "I have an experience of having something bad (violence, namecalling, etc.) done to me by my friend", which is higher than the students "experience of having done something bad to friends".



(Source: FY2015 School education self-diagnosis: Questionnaire survey with all students)] (n=83 %)

[Chart 13 Survey results on students who do something bad to friends

The survey showed "the students who have an experience of having done something bad (violence, name-calling, etc.) to my friend" tend to answer "No" to the question for self-affirmation such as "I like myself", or "I have good points". They tend to answer "No" to the question "I have a friend who understands my feeling".

[Chart 14 Comparison with others in terms of self-affirmation

(Source: FY2015 Nationwide Survey on Academic Performance and the State of Learning" by Ministry of Education, Culture, Sports, Science and Technology)]

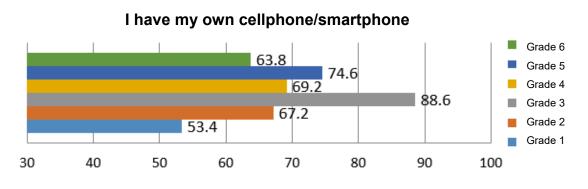
	Whole country	Osaka Pref.	Elementary School "A"	Nunose Elementary School
I have dreams and goals for the future	86.5%	84.5%	85.6%	73.2%
I think I have good points	76.4%	73.3%	65.1%	<b>54.9</b> %

The ratio of students who think that they have good points is about 20 % lower than those of the

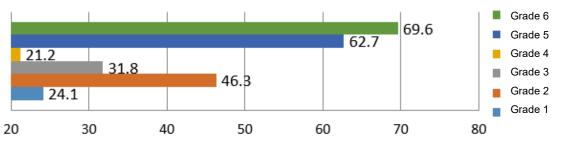
national and Osaka Prefecture-levels and lower than that of the other school within the school district, too.

[Chart 15 Situation of possession and use of smart-phones, etc. by grade

(Source: FY2015 School education self-diagnosis: Questionnaire survey with all students)](n=372 %)



I exchange mails and messages with friends



The chart above shows the ratio of students who have their own cellphone/smartphone and who have cellphone/smartphone which is shared with their families. The ratio is much higher than the national average.

#### <u>4th grade 69.2% (National average 27%) 5th grade 74.6% (National average 31.2%) 6th grade 63.8%</u> (National average 31.6%) (From Benesse cooperation survey)

More than half of the 1st grade students possess their own cellphone/smartphone and it is possible the percentage of possession will rise from now on. Exchanging emails increases among higher grade students and more than 60% of them are doing it.

#### [Chart 16 Current use state and problems related to smartphone use

(Source: School education self-diagnosis: Questionnaire survey with all students)]

	2015	2014	2013
I have my own cellphone/smartphone.	68.7	51.1	43
I keep a promise with my parents about use of a cellphone /smartphone.	66.8	97.9	91.6
I exchange emails and messages with friends	45.3	*	ж
I have an unpleasant experience about a cellphone/ smartphone.	21.3	*	*
	2015	2014	2013
I discuss at home with my child on use and rules of a cellphone/smartphone.	81.4	*	*
My child has got involved in a trouble on a cellphone/ smartphone.	9.5	*	*

According to the data of School education self-diagnosis last year, there are 21.3% (77 students) "have an unpleasant experience about a cellphone/smartphone", 9.5% (37 students) "have got involved in a trouble on cellphone/smartphone". More than 20 cases were actually dealt with by guidance. Example: Posting a portrait of a friend without asking permission, posting name-calling of a friend, etc.



Chapter 4 Setting priority problems based on injury occurrence situation

Identify priority problems from data of School Infirmary "Egao (smiley face) and School education selfdiagnosis below.

[Chart 17 Identifying priority problems]

Physical problems	Inside school	Inside school bldg.	Problem 1: There are many injuries that occur at the doors of classrooms. [Chart 5 & 8] Problem 2: There are many injuries among Grade 1 students. [Chart 7] Problem 3: There has been an increase in the number of injuries caused by a third person that require medical treatment. [Chart 10]
ms		Outside school bldg	There are many injuries that occur during recess hours on the schoolyard. [Charts 5, 6, 7, & 8]
	Outside school	School route	Traffic is heavy on the school route. [p5 of this application]
En	Emotional problems		Problem 6: There are an increase in the number of internet-related troubles. [Charts 15 & 16] Problem 7: There are bullying and the behaviors that can lead to bullying. [Charts 11, 12, 13 & 14]

Listing programs based on 8 indicator the following chapter 5.

\*A third person in [Problem 3 injuries caused by a third person that required hospital treatment] means students who hurt other students.



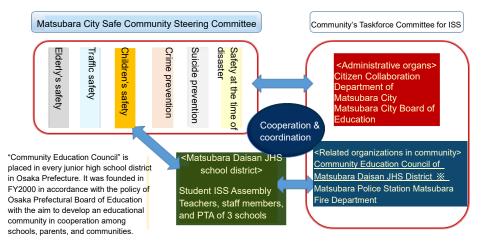
#### Chapter 5 Programs based on 8 indicators

Working on programs based on indicator 1 through 8 to solve these problems

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

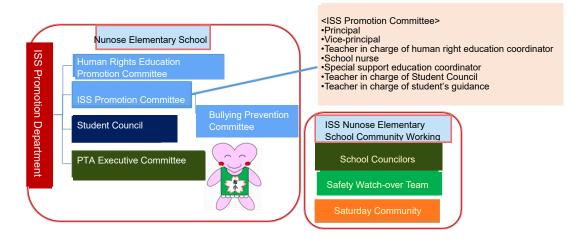
#### 1 International Safe School cooperation and coordination

This school cooperate with Matsubara City Safe Community Steering Committee and Community's Taskforce Committee for ISS which consists of administration organization and related organization in community to work on programs.



#### 2 ISS organization in school

Nunose Elementary School ISS Promotion Department work on the programs with Student Council and PTA, by ISS promotion Committee conducting. ISS Nunose Elementary School Community Working Group consists of School Councilors, Safety Watch-over Team, and Saturday Community School, etc. some more about community will be mentioned later.



#### 3 PTA, Community, In School (Student Council) organization

Executive committee conducts PTA and each committee, and the slogan is "the person who is available, when he/she has time, take it easy, enjoy".

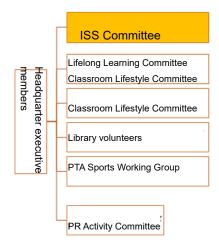
Headquarter executive members conduct PTA, ISS which work on students' safety and other 6 committees. Since started ISS activities, PTA has been strived for "keep students safe and secure" as a cheer group of this school. Especially, Safety Watch-over Team promotes its' activities in the morning and after school with encouraging all members of PTA to participate in.

Student Council is the organization that students manage. Student Council conducts ISS activities in school.

Student Council consists of Health Working Group which fulfills the central role of ISS activities, Broadcasting and Lunch Service Working Group, etc. Each Group works on ISS activities under the leadership of Student Council executive members who are elected from 5th and 6th grade students.

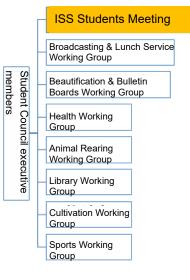
Daisan Jr.High School District ISS Student Meeting which started last year now fulfills the central role of ISS activities in this school.

<PTA>





#### <Student Council>







One of the traits is that there are community people working hard for this school.

There are many elder people live in this community and many facilities for them and these facilities' staff cooperates with school well. They started "Safety Watch-over Team" and watch over in the morning and after school.

People in community started "Saturday Community School" where they teach students so that students have opportunity to experience sports activities, flower arranging, etc.

This school is supported by not only elder people, but people in workplace, stores and business places who really care students and work for students immediately.

# <Community> Community Working Group School Safety Watch-over Team Saturday Community School





# Indicator 2 The program policies are in conformity to the overall directions of the municipality, the Board of Education, etc.

#### 1 Nunose Elementary School policy based on Matsubara City programs



"Developing safe and secure school" is noted in Promotion of Education program in Matsubara City and educational principles of Matsubara City.

"This school promotes programs for safe, secure and healthy, such as educational activities in cooperation with school, parents, and community based on Jr. high school district, food education by school lunch and aiming for certification of ISS and positively provides information".

Based on this policy, this school promotes ISS programs based on programs of Matsubara City Safe Community and its' direction with learning from nationwide precedent cases.



#### 2 Programs Student Council works on

#### [Program1 Participation in Safe Community-related event]

Students have actively participated in the Safe Community- related event and report programs they are working on for ISS. Matsubara City Mayor and person concerned related organization admired students that "it is amazing that students think by themselves and act by themselves".





Participation in Matsubara City Children's City Assembly

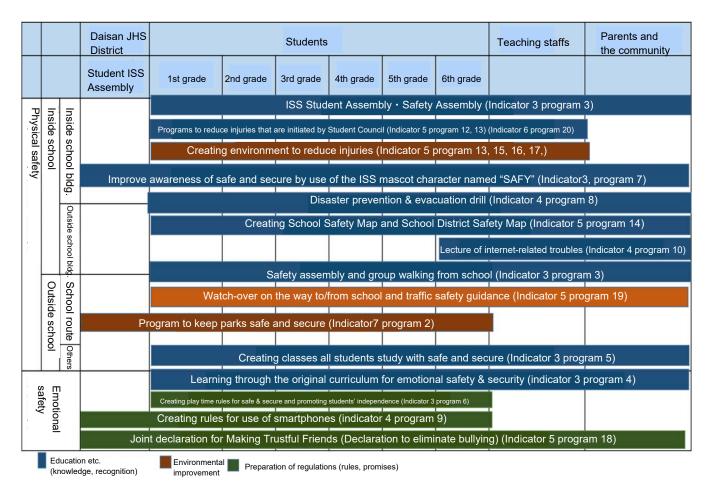
#### [Program 2 Participation in Matsubara City Children's City Assembly]

A student representing the Student Council presented a request "safe and secure community" to City Mayor at the Matsubara City Children's City Assembly. Last year, representative of Student Council of this school requested "promoting safe and secure parks" at the Matsubara City Children's City Assembly. It resulted that posters of "take your garbage back home for safe and secure parks" created by Student Council of this school post in main parks in Matsubara City.



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

#### [Chart 18 List of programs based on indicators]



Teachers and staff have investigated school to find "spots that are not safe and secure" once a month and have improved them after communication and coordination with Matsubara City Board of Education for a long time, it is not mentioned in the chart though.

#### 1 Programs by all students participating

#### [Program 3 ISS Student Assembly]

#### New (New program since started ISS activities)

ISS Student Assembly is a general term that means school assembly to develop safe and secure school by students.

When ISS program started, students didn't understand what ISS activities was. That was because not all teachers and staff understand and promote ISS program. Every Teacher and staff understood and started working on the programs, then Student Council started working on it.

"Making Nunose ES fun", which is what we have been hoping. ISS gave us an opportunity to promote programs as one towards our goal "no bullying, everybody feels comfortable, safe and secure Nunose Elementary School" with students' hope.

First of all, discussing among students how to lead "programs of playing and greeting friends in daily" to "Developing safe and secure school with no bullying".

Students answering programs are grade-wide, so" knowing own grade programs and efforts but not recognizing other grade's efforts."

Then decided to organize all student meeting by Student Council conducting for every student to share and discuss their efforts for "Developing safe and secure Nunose ES", which is the beginning of ISS Student Assembly.

Currently, ISS Student morning meeting is held every Thursday. Proposal and reporting from Student Council each Section and each grade for creating better school by students' initiating.

Once a semester ISS Student Assembly which all students work on for current issue about safe and security of school is getting established. Students of each grade discuss about issues of school,

program of "Developing school with no bullying in collaboration with ISS", issues regarding "making

trustful friends", and one's own feeling. Comments and advices from invited parents and community residents received. It is a good opportunity to consider "Developing safe and secure school and students' place to be" for students, parents and community residents together. Especially for lower grade students, it is a valuable time to learn from higher grade students.



#### [From 6th Grade Student's Report]

保護者のみな様 2月22日 (水) 松原市立布忍小学 2017年 2月 · あませ いうかっこう じじうかい

In the discussion class in the 3rd semester, I told the other students "I want to make friends who I can discuss in true faith, and to be able to resolve fights that way." I wanted to say our true feelings to each other and to be able to build better friendships. However, when the 3rd semester started, there were not many friends that I can hang around with. I could not tell the truth that I was lonely. During that time, I was a part of backbiting, just to become friends with them. I felt that "I would not be in their group if I didn't participate; I won't be able to talk to students that I want to be friends with." But, when I discussed that feeling to my another friend, he told me "I know how you feel, but backbiting is not right." I thought that I had been doing awfully wrong thing, and spoke about it in the class meeting. I think that what I can do now, is "for myself to

stop backbiting" and "to express my true feeling."



In every June, as a start of the Student's Safety Protection Month, "ISS Safety Gathering (Gathering to protect children's safety)" group walk home drill is performed. 400 school students, 30 teachers and school staff, as well as about 50 community resident/parents participate. In every June at "group walk home," many community residents and parents watch over for the students.



#### 2 Learning through the original curriculum for emotional safety & security

#### [Program 4 Nunose ES Town-works/Heart-works]



Improvement and enrichment (Program that has improved and enriched since started ISS activities)

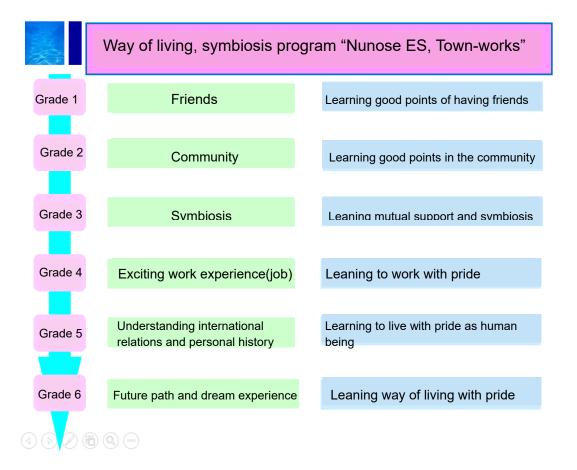
As chart 12 and 14 show, there are many students with low self-affirmation in this school.

To develop students' self-affirmation and lead them to live with pride, curriculum for human rights are conducted. This curriculum is held during moral education and integrated study class with cooperation of many community people.

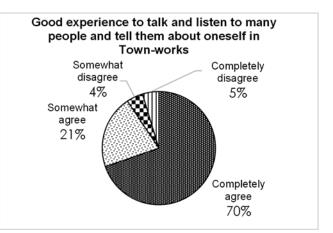
Working on way of living, symbiosis program "Nunose ES, Town-works" during integrated study class.

- (1) To nurture students who value human rights and life
- (2) To develop students' self-affirmation, ability to take action, and communication ability

Going out into Nunose Town, students meet and learn lessons from many people such as people working in the community, parents, and graduates.



This program aims that students with low selfaffirmation because of problem of home environment could improve the awareness of him/herself, families, community, and life and live with pride. Presentation by students to parents what students learned from Town-works is important to fulfill accountability to parents.



In moral education class, implementing "Heart-works" program to build "friendship without bullying" and "values that students should have (intellectual understanding of human rights). Based on Town-work lessons, students learn effective speech and behavior.

"Heart-work" programs are created in collaboration with lawyers in Osaka Bar Association. Educational programs are created with their support such as class simulation for" preventing bullying" by lawyers, messages from lawyers in 'Heart-works" lessons, and advice at study group for lessons.



Nunose ES education of human rights are supported by many adults such as elderly people, handicapped people in community.

Leaning meaning of obey rules or rules to live in the society with many people in the class under lawyer's participation.

#### 3 Developing classes where everyone feels safe to make progress

## [Program 5 Developing an inclusive school/active school (A\$)] enrichment



When the school management is not working effectively, a power relationship develops between the children. Sometimes they cannot be kind to their friends, and sometimes an atmosphere develops where the class burst out in laughter when a wrong answer was spoken out.

Further, it is also known that children with severe family environment has significant issues in their academic performances. To act on these issues in our school, programs such as "development of an inclusive school" and "active school" are being promoted to aim for "classes where everyone feels comfortable to make progress." With the in-school organization of the teachers and the staff members, Academic Competency Promotion Department, Literature Department and the Mathematics Department taking the core role, efforts are made to make clear blackboard writings, problems, structures of text books and learnings, and experiment classes, for "development of effective class" and "development of comfortable learning group."

Effort on blackboard writing which allows easy reading and understanding

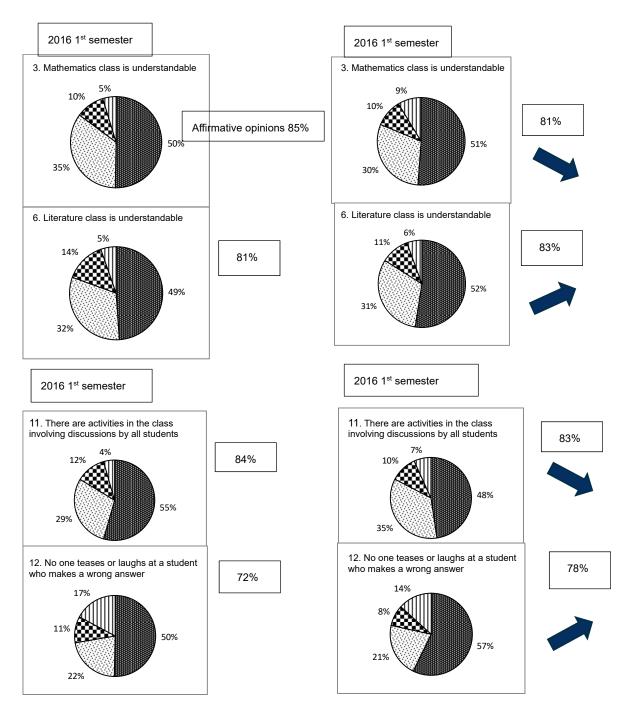


All teachers and school members look at each class to study how to make classes more effective





#### Table 19 Situations related to Learning (School Education Self-Assessment: From School-wide student questionnaire)]



2017, the affirmative opinions has slightly dropped for "mathematics class is understandable" and "there are activities in the class involving discussions by all students." On the other hand, the same percentage is increasing for "literature class is understandable" and "no one teases or laughs at a student who makes a wrong answer."

Analysis to find the root cause is currently ongoing. The assumed root cause on why the students feel the classes are understandable or not understandable are being reflected to the guidance.

#### 4 Programs to promote students' independent play time

#### - Creating rules for safe & secure play time

#### [program 6 Programs to promote students' independent play time]

#### Improvement and enrichment

Promoting outside plays of various forms such as peer support by grade, by class, and in different age group as an opportunity for students to develop good relationship with others. Student Council and Play Committee plan and operate it with the aim to have nobody become ignored in a group and to expand friends' circle through pleasant play. Independently having discussion after play and confirmation of rules sometimes under Student Council member's initiative.



#### 5 Awareness raising by use of the ISS mascot character

#### [Program 7 Awareness raising by use of the ISS mascot character named "SAFY"] 🚻 New

As students independently fulfill the programs, they wish to expand the activities more by original character use. So, as a symbol of promoting ISS programs and improving awareness, mascot character was chosen from among many entries. The creator was 3rd grade student. The mascot character named "SAFY". "SAFY" watches over students everywhere in school. Parent made "SAFY" knitter figure and stamp.



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

New 1st grade students who need time to adjust themselves in new environment, students who enrolled in special support class, and students who do something bad to friends in chart 12, chart 13. There is a summary of the programs for high-risk groups.

As it turned out that high-risk environments are internet-related trouble as showed in chart 15 and 16, and heavy traffic school route as noted in Chapter 1-4, programs were reorganized.

High-risk situation means disasters such as earthquakes based on the fact that Japan has many disasters.

[Chart 19 List of programs for high-risk]

Та	argeted high-risks	Evidence	Programs
Group	Grade 1 students	Injury occurrence rate of grade 1 is high	11
	Students of the special support class	Students enrolled in the special support class need support for safe daily life and at-times of disaster	3, 4, 5
	Students who do something bad to friends	Have an experience of harming a friend by violence, name-calling, etc. Charts 12 & 13	4, 5
Enviro nment	Increase of internet- related troubles	Increase of internet-related troubles Chart 15 & 16	9, 10
	Traffic quantity on school route	Heavy traffic on school route p5 this application	3, 14
Situation	Natural disaster	I Japan has many natural disasters. Especially earthquakes occur frequently. Assumed damage by Nankai Trough Earthquake	8

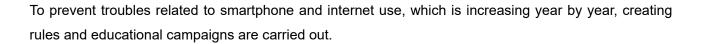
#### [Program 8 Disaster prevention & evacuation drill]

Disaster prevention and evacuation drill is held so that students and community residents could evacuate safely whenever disaster occurs in cooperation with Safe Community. Drills include experience to stay at shelter and training to protect him/herself when earthquake occurs under the guidance and cooperation of Matsubara City Risk Management Section. Higher-grade students gave support to lower-grade students under members of Student Council conducting. Several times a year.



#### [Program 9 Creating rules for use of smartphones]

#### [Program 10 Lecture for real situation of internet-related troubles]



Given each school situation, creating rules for smartphone use were discussed at Daisan Jr.High school district ISS Student Assembly and the smartphone rules were introduced at the "Human Town Festival" of the Matsubara Daisan Jr.High school district.

A lecture was held in joint cooperation by teachers & staff and parents for SNS troubles.



#### [Program 11 Inheritance Program Towards the New Structure]

🕌 New

As pointed out in the previous preliminary review, the month of April, where many peoples are replaced due to the transfers of teachers and the school staffs, and when transitions to new organization occurs, is regarded as a risk to promote the programs. Among all, the most significant risk is the entrance of the 1<sup>st</sup> grades.

In this fiscal year, taking last year's preliminary review into account, new programs were developed so that the new 1<sup>st</sup> grades, who entered the school without any prior knowledge about ISS, can smoothly become members of ISS.

Further, trainings were introduced for new teachers and new school staffs who came to Nunose Elementary School due to transfers, for them to enroll into ISS without any issues.







[Introduction of ISS to the 1<sup>st</sup> grades by face-to-face]

[6<sup>th</sup> grades teaching play time to new 1<sup>st</sup> grades]

[ISS teachers and school staffs training in early April]

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

## P19 [Chart17] Re-posting

			Task	Program
Physical problems	Inside school	Inside school bldg.	Problem 1: There are many injuries that occur at the doors of classrooms. [Chart 5 & 8] Problem 2: There are many injuries among Grade 1 students. [Chart 7] Problem 3: There has been an increase in the number of injuries caused by a third person that require medical treatment by. [Chart 10]	12.13.14 11.15.16.17 12.18
		Outside school bldg.	There are many injuries that occur during recess hours on the schoolyard. [Charts 5, 6, 7, & 8]	12.13.14
	Outside school	School route	Traffic is heavy on the school route. [p5 of this application]	14.19
Emotional problems				

#### 1 Programs that are initiated by students

#### [Program 12 Educational campaign by students]



As a result of survey of injury in school by Health Working Group, it turned out there are many bruises by collision, especially head-on collision. Campaign held to reduce injuries by visiting each classroom.

To reduce head-on collision especially, vision training (eye movement) which is useful to broaden his/her outlook was introduced in June 2017.

What is vision training (eye movement)?

Vision training (eye movement) means functional training to move eyes smoothly. It may cause various accidents when eyes don't move smoothly. When playing ball games, if heads and necks move to follow ball, it would end up failing to catch ball. Eyeballs move smoothly means following ball by eyes only, it would end up catching ball quickly while keeping balanced. To move eyeballs are also useful in daily life. From: Eye function-related food manufacturer [Wakasa life] HP

Vision training was formally introduced in 2nd semester FY2017.

Handmade posters and display posted in school for students to aware of "safe and security" at school.



[Handmade poster]



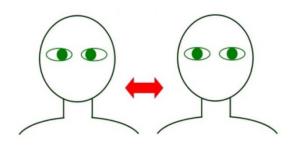
[Picture story show]



[watchword display]



[Lecture of eye movement by Health Working Group grade 6 students]



[Example of eye movement]

### [Program 13 requests to principal] 🕌 New



Based on discussion in Student Council, a request was made to the school principal. The requests of this year were 1. To have a convex mirror installed on the connecting hallway on the 1st floor. 2.To have white-line tape mounted on the hallways to promote Keep Right walking



#### [Program 14 Making School Safety Map and School District Safety Map] New

Making School Safety Map with parents and community residents at Saturday Community School to reduce injuries in school.

Furthermore, making School District Safety Map by recognizing hazard spots to reduce injuries in school district by the utilizing the knowhow in this program.





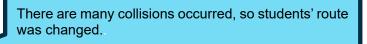


### [Program 15 Change of students' route]



As countermeasure for hazard spots where many collisions occur, students' route has changed based on the result of program 13 and 14.





#### [Program 16 Installation of convex mirrors]

In response to Student Council's request under Program 13, convex mirrors were installed to T junctions where many head-on collisions occurred so that students could see each other.

New





#### [Program 17 Installation of white line] New 👬 New

In response to Student Council's request under Program 13, white lines were installed for "Keep Right" walking on hallways and stairs to reduce head-on collision.

Installed white line preferentially to the hallway in front of 1st grade students' classrooms where the number of collision cases was especially high, so that students could "Keep Right" walking.



#### [Program 18 Joint Declaration for Making Trustful Friends]

New

"Joint Declaration for Making Trustful Friends" (Declaration to eliminate bullying) was prepared at ISS Student Meeting on Student Council of Nunose Elementary School, Chuo Elementary School, and Matsubara Daisan Junior High School initiative. Expressing to each other "own life", "friend's life", and "the heart to believe in correctness", declaration to eliminate bullying was presented in front of all students, parents and community residents

# 信じ合えるなかまづくり協働宣言

わたしたちはいじめを絶対に許さない。人の心を傷つけ、ボロボロにしてしまういじめ は、この世の中に絶対あってはならないことだから。いじめをすることも、させることも、 そして知らないふりをすることも、わたしたちは絶対に許さない。学校は誰にとっても楽 しくて、安心できるところでなくてはならないから。

みんなの笑顔が輝くために、わたしたちは次の3つのものを大切にしていこう。

#### 一. 1つしかない自分の命

しかったいかったいできないのなら、なかまの命は大切にできない。 $\mathbb{R}^{1}$ ったときは、 ひとりで悩まず問りの人に言おう。いじめられたときには、思ったことをはっきり言おう。 自分の気持ちを伝えることは、自分を大切にすることと間じだから。

#### 二. 大切ななかまの命

わたしたちは1人で生きることはできない。なかまと前け合いながら生きている。そん ななかまを大切にしていかなければならない。人を傷つけたり、悲しませたりしてはいけ ない。人が失敗したときは、それを笑ったりからかったりせず、完気になるようにやさし く話しかけよう。そして、なかまの気持ちを聞こう。なかまの気持ちをが考えよう。大切な なかまだから。

## 三. 首分の中にある正しい気持ちを信じる心

首分の中にある証しい気持ちを信じよう。いじめがあることを知ったときや見たとき、 いじめにあったときには、先生や家族、发だちなどのなかまに話そう。苦しんでいるなか まを立りていちにさせてはいけない。 ないまともに、なかまと協ったしよう。 分の中にある証しい気持ちを信じて、思ったことははっきり言おう。

みんながこの3つを大切にできたなら、いじめはきっとなくなる。 からうせがったりまえに学校生活を笑顔で送れるように、わたしたちはいじめをなくすため、 2015 でがんばることを、ここに 2015 します。

ISS Daisan JHS District Student Meeting (Chuo ES Student Council · Nunose ES Student Council · Matsubara Daisan JHS Student Council)





#### 2 Programs working on with community

#### [Program 19 Watch-over on the way to/from school and traffic safety guidance]

Improvement and enrichment

Watch-over activity on the way to/from school that is conducted by community residents and parents to keep safety of Nunose ES students. Greetings by Watch-over team lead to improve student' awareness of community safety

4

Watch-over activity on the way to /from school







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

# [Chart 21 The School keeps records of injuries, etc. based on the following data and the data collecting method]

Category	egory Injury type		Recording method	Frequency
Physical	Minor and serious injuries	Injuries that do not require hospital treatment	[Program 20] Using the school infirmary use card, injury data are collected and subject to statistical processing. (Smile Data) To update the map, student who got injured attaches a seal to the spot where injury occurred. (Student Council)	Data are input every day and subject to analysis every week and every month. ( <u>Data entry</u> <u>and accumulation by school</u> <u>nurse</u> )
injuries		Injuries that require hospital treatment	As for injuries occurring under school supervision, records are submitted to Matsubara City Board of Education for request for the disaster mutual aid payment and applications are made to the Japan Sports Council.	Applicable cases are aggregated every month and data are submitted to Matsubara City Board of Education. ( <u>Data entry and</u> accumulation by school nurse)
Emotional injuries			[Program 21] O The questionnaire survey with all students is conducted under the scheme of the school education self-diagnosis. *School education self-diagnosis is a program conducted by each school under guidance of Osaka Prefectural Board of Education. O In addition to the above, the questionnaire survey on bullying is conducted and diary-writing so that students can directly report bullying cases has been practice.	Every term (Questionnaire survey on bullying) Once a year (Questionnaire survey with parents and students under the school education self-diagnosis) Students write the diary every week.

Using the school infirmary use card, physical injury data are collected and subject to statistical processing. (Data entry and accumulation by school nurse)

The questionnaire survey with all students is conducted under the scheme of the school education selfdiagnosis.

The questionnaire survey on bullying is conducted and diary-writing so that students can directly report bullying cases has been practiced.

÷.

#### [Program 20 Creating Injury Situation Map]

Making injury situation Map that has stickers on the spot injuries occur by members of Health Working Group and posting in front of school infirmary and reporting to students at ISS Student Meeting.







# Program 21 Conducting questionnaire survey on bullying] 🕌 Improvement and enrichment

Conducting questionnaire survey every semester such as "I have an experience of having done something bad (violence, name-calling, etc.) to my friend in this semester.", "I have an experience of having something bad (violence, name-calling, etc.) done to me by my friend in this semester.", "Bullying is bad regardless of the reason." etc. This questionnaire survey is for school to know troubles between students, which might develop to bullying.

# Indicator 7 Evaluation measures to assess effects of change of school policies, programs, and those processes

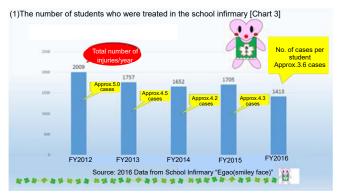
#### [Chart 22 Indicators to assess effects of programs]

	Measures	Indicators for short-to mid-term achievements	Indicators for long-term achievements	
Reduction of injuries and elimination	Objectives: Development of risk-prediction, prevention         capability, and improvement of aw areness         (1) Preparation of injury map         (2) Daily survey of injury         (3) Preparation of safety map         (4) Disaster prevention and evacuation drill         (5) Aw areness activity initiated by students         (6) ISS Student Council         Objectives: Reduction of internet-related troubles         (7) Creation of rules on smartphone use         (8) Implementation of a lecture meetings	Indicator: To fully understand causes of injuries and the preventive measures O Questionnaire survey with students •Target : All students •Frequency : 1 – 3 times per year Indicator: To improve literacy O Questionnaire survey with students •Target : All students •Frequency : 1 – 3 times per year O Questionnaire survey with parents •Target : All parents	<ul> <li>Injury incidence rate in school - School infirmary data "Egao (smile)"</li> <li>Disaster report data of Matsubara City</li> <li>Osaka Prefecture questionnaire survey on sociality scale</li> <li>School education self- diagnosis</li> <li>Internal review (school self- diagnosis) and the School</li> </ul>	
	Objectives: Development of secure & safe group (8) Learning based on the original curriculum (9) Promotion of students' independent play time	<ul> <li>Frequency: 1 or 2 times per year</li> <li>Indicator: To build trustful human relations and to improve self-affirmation</li> <li>Factual survey on bullying</li> <li>Questionnaire survey with students</li> <li>Target: All students</li> <li>Frequency: 1 – 3 times per</li> </ul>		
Safety on school routes	Objectives: Improvement of safety aw areness (11) Traffic safety class (12) Safety assembly (14) Preparation of safety map	Indicator: To reduce Hiyari-hatto (near-miss) experience O Questionnaire survey with students • Target : Grade 4,5,6 students • Frequency : once a year	<ul> <li>Disaster report data of Matsubara City</li> <li>Evaluation by safety assembly including parents and community people</li> </ul>	

The observed changes as a result of each program are divided into "short-term/mid-term achievements" and "long-term effects," goals are set for each, and then effects are measured.

#### <Example 1 Program for Injury>

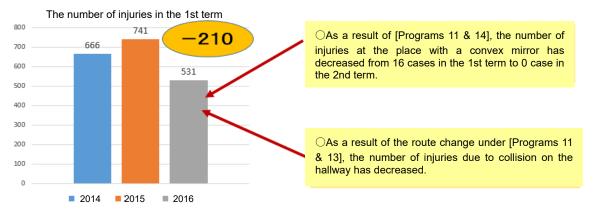
After starting the ISS programs, the number of students who were treated in the school infirmary due to physical injury inside school has seen a glimpse of improvement as the programs were rolled out through fiscal year 2015 and 2016. In fiscal year 2016, the total number was reduced to less than 15000, which is equal to 3.6 per student in last fiscal year.



P9 [Chart 3 Number of students who were treated in school infirmary (2016 Data from School Infirmary "Egao(smiley face)")] Re-posting

In particular, the number of injuries in the first semester of fiscal year 2016 is showing a reduction by 210 compared to the last fiscal year's first semester. The student council researched the injuries, studied the cause of injuries and discussed the countermeasures. According to the requests by student council, curve mirrors were placed on the places where injuries are occurring frequently and the traffic lines were changed. (Program 11, 13 and 14) The number of injuries at the location was

studied. The number of injuries was 16 cases in the 1st term in FY2016, but after a convex mirror installed to the place, there is no injuries there. Injuries due to collision on the hallway has drastically decreased.



Inferred that route change and "Keep Right" walking were effective.

The ratio of injury occurrence that requires hospital treatment has decreased since ISS programs started. However, the ratio is still higher than the average of Matsubara City, and it would be task to be worked on hereafter.

#### <Case2 Program of Student Council · ISS Student Meeting>

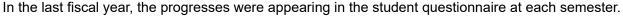
As described in program 2, making proposal about the details of discussion that held in Student Council and ISS Student Meeting in Matsubara City Student Assembly. Representative of this school requested "reduce litters in community parks to play with safe and secure", and "carrying out patrols as a countermeasure for suspicious person". Matsubara City Mayor answered, "planning to put up poster to reduce litters and requiring the posters Nunose ES students make", and "requesting to strengthen patrols to the police". It resulted in no suspicious person by strengthened policeman patrol.

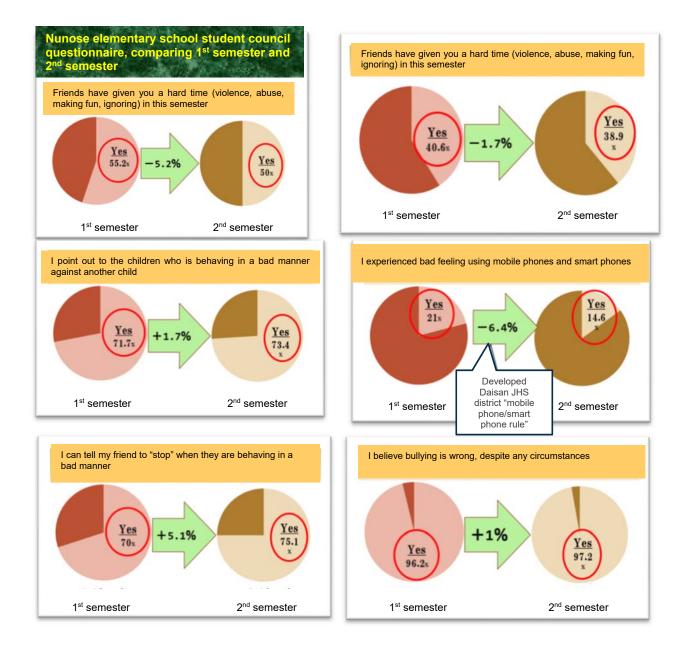
Matsubara City Board of education posted posters that Nunose ES students made in parks.



# <Example 3 Questionnaire result of increased affirmative evaluations, due to school-wide activity>

As explained in [Program 3], the student council independently addressed "developing friendship that the people's feelings can be expressed to each other, to achieve zero bullying," and by linking that to the student council's target, and structured a movement as school-wide program of friends making in each grade. Specifically, the program was handled to form a cycle, where as in the friends making months of May, October and February, "play time festival" was held at each grade, activities were conducted to talk truthfully over the "speaking meeting," and sharing the results at ISS student council meeting.





[Source: FY2016 ISS Student Meeting Presentation in January]

# Indicator 8 There is proactive participation in community and domestic /international networks

Visiting other municipalities that have advanced efforts for ISS activities and initiatively receiving visitors as well.

Reporting ISS activities of this school at the Matsubara City Safe Community Progress Report Meeting every year, and participating in the local network such as Sanchu School District Student Meeting initiatively as program 1, program 8, and program 16 show. Participating in "Safe School Summit in Toshima" and making a presentation on our programs.

[Networks in Matsubara City]

ODaisan JHS District Student Meeting (July 2015)

Obaisan JHS District Student Meeting (Oct. 2015)

ODaisan JHS District Student Meeting (July 2016)

ODaisan JHS District Student Meeting (Oct. 2016)

ODaisan JHS District Student Meeting (Nov. 2016)

ODaisan JHS District Student Meeting (Jan. 2017)

ODaisan JHS District Student Meeting (July 2017)

○Question at Matsubara City Children's City Assembly (Sep. 2015)

Oquestion at Matsubara City Children's City Assembly (Aug. 2016)

○Question at Matsubara City Children's City Assembly (July 2017)

○ Matsubara City Safe Community Report Meeting (Sep. 2015)

OMatsubara City Safe Community Report Meeting (Sep. 2016)





Matsubara City Safe Community Report

## [Domestic network]

OKameoka Municipal Sogabe Elementary School (July 2015)

OAtsugi Municipal Shimizu Elementary School • Hoyu Elementary School of Toshima Ward, Tokyo (Oct. 2015)

OVisiting and reporting of programs at SS Summit in Toshima (June 2016)

OReceiving visitors from Toshima Ward (July 2016)

OVisiting Toshima Ward and Atsugi City (Nov.2016)



SS Summit in Toshima



## [International network]

OPlanning to receive visitors from ISS promoting school in Taiwan (Oct. 2017)



#### 1 Achievements until now

#### (1) The perception against injury has started to change

Ever since the start of ISS programs, <u>the children's perception against injury has started to</u><u>change.</u>

Injuries can happen. However, if we look deeply into the cause, there are injuries due to lack of attention, injuries by accidents and injuries by violence from another friend. By having the school nurse and the teachers letting the children think by themselves "why did this injury happen" and being particular on having them say it in words, the children started to think about how to reduce injuries due to lack of attention.

As a result, the injuries in fiscal year 2016 was below that of 2015.

However, as pointed out in the preliminary review of last year, during the big change of organization in fiscal year 2017, the injuries have gone up by a little. This will be further discussed in the later direction part.

#### (2) Children are now thinking by themselves and acting proactively.

It can be said to all the schools in Daisan JHS district, in any cases, children are now thinking by themselves and acting proactively. The big contributor to this was the "Daisan JHS district ISS children meeting."

"Daisan JHS district ISS children meeting" was initiated in 2015, however, the predecessor started eight years ago, as an exchange meeting between students and the student council. Then the programs of ISS started, and



became a meeting where it does not just end as an exchange, but started a "brainstorming" of Daisan JHS district program development. Within this initiative, the children were able to experience the passionate spirit of the seniors of Daisan JHS district who state, "we will become the driving force to develop a safe and comfortable junior high school," which the children of the student council were largely stimulated by and came back to the schools.

Ever since, the representatives of the student council of our school had changed dramatically. Even in the Student ISS Assembly, more children are proposing to become a candidate to become a representative of the student council to work on "safe and comfortable school development." Inside the school, there are increasing number of children who proactively think and act on how to reduce the injuries and how to develop a school without bullying. The student council's activities after this are quite remarkable, where they develop many programs, such as the born of "Safety," installation request to the school president for curve mirrors and center lines, creation of posters from city student councils.

# (3) The meaning of ISS "Developing a safe and comfortable school" has been understood by the community and the PTA, and active participation was provided

The meaning of ISS did not penetrate the community or the PTA at the beginning. There is only one reason. The teachers and the school staffs themselves, who were a part of the program, did not understand the meaning quite well.

However, as the children started to act, "ISS promotion council" also started within the teachers and the school staff group, and then the ISS program became a part of all teachers and school staffs. The school news, grade news and the school web sites also communicated about the ISS programs and introduced the efforts being made by the children.

For the adults from the community residents and the PTA members, whose original intention was to come to school and to support the children's activities "for the children," it did not take long before it became and understanding that "it is our job to protect the comfort and safety of the children." Ever since, examples such as the watch-over during commuting to/from school and other support for the children's program started as the community/PTA activities, as the center of developing comfortable and safe school.

#### 2 Current Issues

- (1) Handling of organization changes due to teachers and school staff's transfer, as well as students moving up to senior classes (maintain/develop the program level)
- (2) Deepening/completing the program for "comfort and safety of minds" which influences student's self-esteem
- (3) Continued awareness program and securing of continuity towards parents' community (so to make it a more structured program)

#### **3 Future Challenges**

# (1) For the sake of physical safety and security, efforts are necessary to further reduce injuries.

As mentioned before, the program has developed into full-scale since fiscal year 2016. Ever since, the children were motivated by their seniors and started to act proactively, which contributed in significant reduction in number of injuries. Having that said, however, the number of injuries in our school is increasing as we entered fiscal year 2017. The difference compared to last year, is that the children, the teachers and the school staffs took their time to seriously think about why the number has gone up.

There was not a big change in April, however in May and June, the number of injuries have increased, mainly by the new 1<sup>st</sup> grades and the 2<sup>nd</sup> grades. We came to understand that the injuries are increasing after the students got used to the big environment changes, such as the school entrance and the class changes. We also found that children who are not confident about making friends and have worries within themselves tend to visit the school infirmary frequently with relatively small injuries.

The current situation of the injuries were acknowledged school-wide, and the following actions were agreed as a school-wide program. School rules were explained by the 6<sup>th</sup> grades to the 1<sup>st</sup> and 2<sup>nd</sup> grades. Eye movement exercise were conducted in the morning sessions by the student council health department, to reduce head injuries at crossings. Each classes discussed about providing a place to feel relieved for the children who are feeling unstable, and have them feel relaxed. Ways to look at one selves affirmatively were discussed in the human rights education.

As shown above, the injury analysis are treated carefully and more and more school-wide programs are being driven. This initiative must be carefully maintained to reduce the injuries.

### Next step 1

To promote the school-wide program to analyze the injuries and further reduce injuries

#### (2) For the sake of mental safety and security, it is necessary to continue efforts to raise selfaffirmation by human rights class or program to build group for "developing school with no bullying"

The human rights class, which the school is working on, will be studied in order to enhance the contents for all grades, especially for the students who suffer by their severe living environment and whose self-affirmation does not go up easily.

Additionally, by capturing the students who feel stressed about friendship relations through questionnaires, and also by checking the children's inner feelings through daily class management, the organization must be strengthened so to provide children's spirit development.

### Next step 2

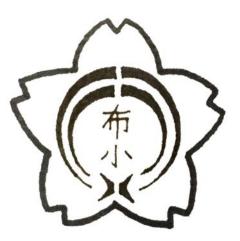
To build the connections between the children where everyone is valued through play time programs and ISS student council assemblies of the student council.

#### (3) Efforts must be made to expand the programs to cover PTA and the community.

As mentioned many times, there are many community residents who want to "do anything to help children" in this school. The number of PTA and community residents who participate in ISS programs increased over the past year. Efforts must be made to strengthen of networks in community for developing safe and secure Daisan JHS District in cooperation with school, PTA, and organizations in community in the future.

## Next step3

Making efforts to get PTA and community residents' understanding about ISS programs by publication of ISS news, and carrying out programs that is integrated with community furthermore.



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