

***Application to become a member of
International Safe Schools network***



Minami elementary school
Chichibu Municipal Minami Elementary School

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Chapter 1 Overview of Minami Elementary School

1. School name, school emblem and educational goal

School name

Chichibu Municipal Minami Elementary School was established in April 1955, and has marked 61 years since its establishment.



School emblem

Since long time ago, Chichibu City has an abundance of Ginkgo trees, which were called “milk trees” in old words. The school emblem consists of three Ginkgo leaves. The Ginkgo tree was designated as the tree of Chichibu City until the municipal merger.

Educational goal

Bright children of Minami: cultivate solid academic capabilities, richness of spirit and ability to thrive

Smart children

Kind children

Strong children

2. Number of students

Total number of students 194 (as of April 8, 2015)

Number of staff 14 (Principal, Vice-Principal, teachers, special education instructors, office manager)

	Males	Females	Total	Number of classrooms
1st grade	9	12	21	1
2nd grade	19	16	35	1
3rd grade	20	17	37	1
4th grade	14	15	29	1
5th grade	18	14	32	1
6th grade	20	17	37	1
Himawari	1	2	3	2
Total	101	93	194	8

Himawari: Special support class (for students requiring special support)

3. Environment surrounding Minami Elementary School

(1) Look of school district

Chichibu City is located in the northwest area of Saitama Prefecture. With a population of about 70,000 people, it sits in a basin with views of mountain ranges around it. 87% of the city area is forestland, blessed with nature.

The climate is generally warm.

However, because it is in a basin, the temperature difference is large.

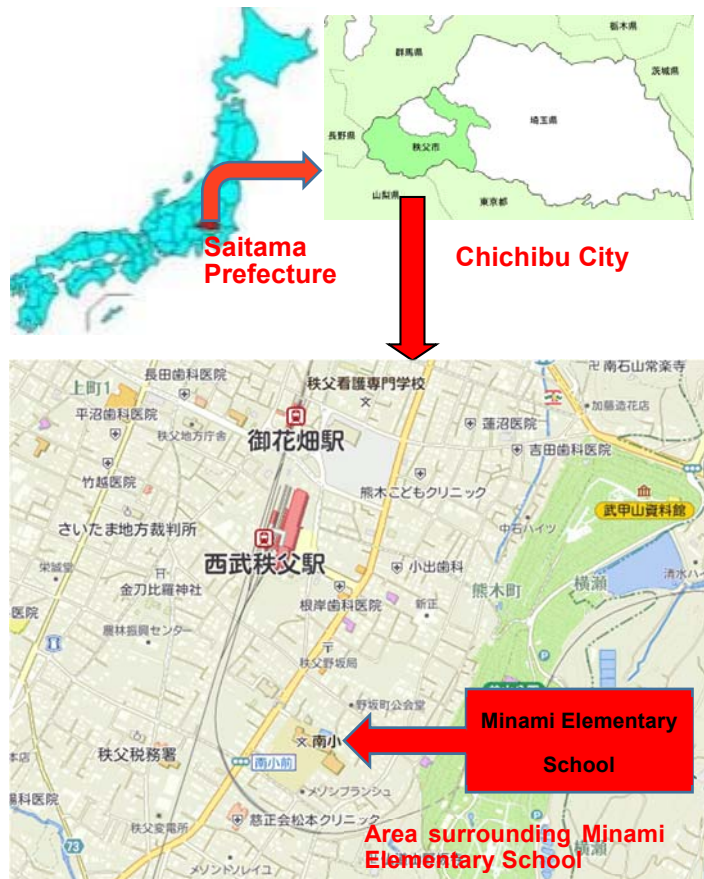
The Minami Elementary School district covers the area almost in the center of Chichibu City, with Chichibu City Hall, Chichibu Station of the Seibu Railway, and Ohanabatake Station of the Chichibu Railway within the district, being an entrance to Tokyo from Chichibu.

Since National Route 140 passes through in a north-south direction and National Route 299 runs east-west through the center of the school district, the traffic increases especially in the morning and evening.

There are Hitsujiyama Park and Shibazakura Hill on the east side of the school district, and there are Arakawa River and Chichibu Muse Park on the far west side. In the tourist seasons in the spring and fall and the festival seasons of Chichibu Shrine in the summer and winter, many tourists visit Chichibu, increasing the number of people and cars.

Within the school district, there are restaurants, hotels, convenience stores and large shopping centers, which are crowded with shoppers.

[Students' activities in the Chichibu City area which is crowded with people during the tourist seasons in the spring and the Chichibu Night Festival in the winter]



The 3rd graders interviewing on Shibazakura
(May 1, 2014)



The 1st graders pulling a Kamimachi's festival float in
Chichibu Night Festival (December 2, 2014)

(2) Situation of school routes

Students walk to school in a group. There are many dangerous streets as some groups walk on a sidewalk of busy National Route 140, a narrow street with no sidewalk, or a narrow shortcut street to National Route 140 where cars pass at a high speed. Therefore, school guards, who are community volunteers, teachers, PTA members and neighborhood associations supervise and watch students. The school, PTA and the entire community pay attention during school commuting hours.



School route with a narrow street



A group walking on a sidewalk of National Route 140



An intersection in front of Chichibu City Hall which is a common accident site

February 2014 School reopened after one week after almost one meter of heavy snowfall



Supervision by school guards



School route secured with the help of community people

Chapter 2 History of Our Activities toward International Safe School

1. Background of program

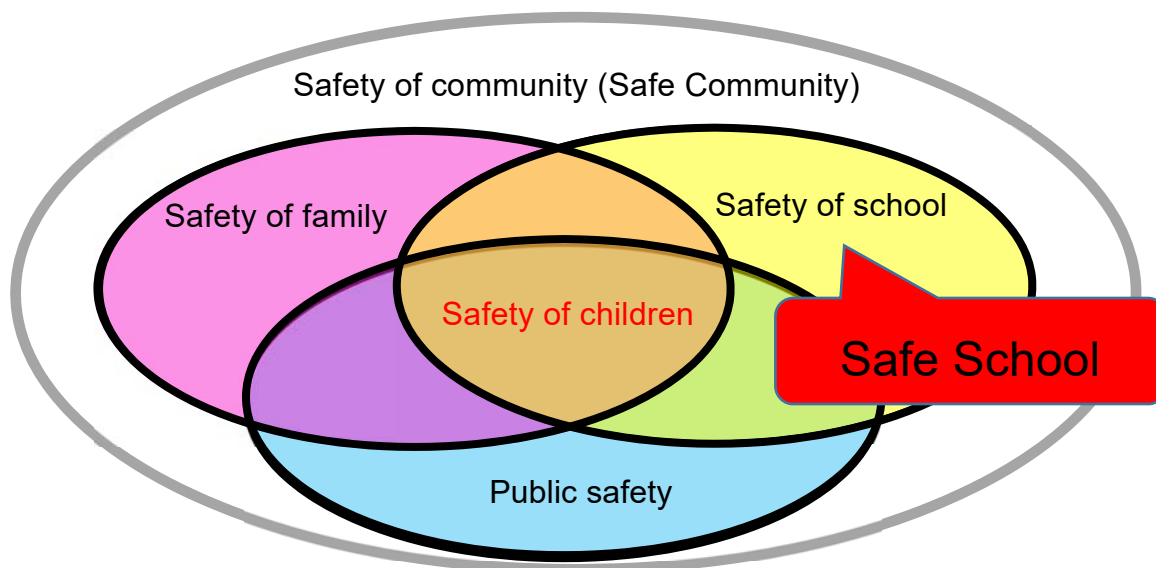
On September 4, 2012, Chichibu City declared the start of program toward designation as a Safe Community.

Safe Community is an internationally designated by “World Health Organization Collaborating Centre on Community Safety” as a “city” which is continuously working to create an environment in which people of all generations, whether disabled or not, can live safely without fear. With philosophy that “injuries or accidents leading to injuries don’t occur by chance, but can be prevented,” Safe Community continuously works to prevent accidents, crimes, disasters and suicides, etc. by combining “programs” based on scientific data and “cross-sectional collaboration” of community, government, police, families and schools.

Following the declaration by Chichibu City, three schools in the school district of Chichibu Dai-ni Junior High School (Chichibu Dai-ni Junior High School, Hananoki Elementary School and Minami Elementary School) collaborated and, on July 22, 2013, declared the start of program toward designation as “International Safe School (ISS),” the school version of the Safe Community, in November 2015.

The following four points were confirmed to start the program.

The first point is to determine the association of Safety Community with Safe School.



The second point is to gain understanding of Safe School activities among teachers.

Educational activities related to safety and security that are currently carried out at Minami Elementary School need to be reorganized within the framework of ISS through shared understanding of the Safe School program, that “it does not designate schools that are 100% safe (free from danger), but it designate schools that are confirmed to have an established and functioning system to create a safe school.”

The third point is to make children understand the program of Safe School. Create awareness that students, teachers and community all play a main role.

The fourth point is to seek cooperation with various community organizations and activities. Strengthen cooperation with government, police, fire department, PTA and school.

2. Situation of programs

Safe community	Minami Elementary School Safe School
September 2012 Declaration of start of safe community program	
2013	<p>July Declaration of start of ISS program Installed outdoor light in the parking (environmental improvement for crime-prevention)</p>
2014	<p>April Fully launched the program (Strengthened research promotion system) Added "time for Safe School" to daily schedule, started the program Reorganized committee activities Established ISS Representative Committee</p>
<div style="border: 1px dashed blue; padding: 5px; width: fit-content;"> Minami Elementary School runs on a trimester system, with a school year starting in April and ending in March. </div>	<p>May ISS auditor visited the school 1st ISS Representative Committee Meeting (in which chairman and vice-chairman of each committee report on ISS activities) ISS slogan was determined to be "Safe, Fun and Healthy Minami Students" Started the program of swimming supervising and watching volunteers (PTA)</p>
	<p>July Started Minami Students Safe and Security Network Meeting (community, school, parents)</p>
	<p>August ISS auditor visited the school Yoshifumi Nishida, Chief Researcher, National Institute of Advanced Industrial Science and Technology</p>
	<p>September Issued the first ISS Committee Newsletter (report on activities of each committee, etc.) Publicly solicited ISS poster child Submitted request for subsidies for purchasing helmets/met with Mayor</p>
	<p>October ISS poster child was determined to be "Minamin" Yoshifumi Nishida, Chief Researcher, National Institute of Advanced Industrial Science and Technology visited the school Held lecture (teachers, parents) Repaired back net (environmental improvement for injury-prevention)</p>
2015	<p>November ISS auditor visited the school (preliminary audit) ISS Representative Meeting Helmets were donated (50 pcs) to be used in traffic safety class, field trip, etc. Saitama Branch of Japan Construction Occupational Safety and Health Association (environmental improvement for injury-prevention) Started the wearing helmet campaign (for 3rd and 4th graders and their parents) Held the 2nd Minami Students Safe and Security Network Meeting</p>
	<p>February ISS Representative Meeting</p>
	<p>March Held the 3rd Minami Students Safe and Security Network Meeting Presented the Safe School program to the entire school (time for Safe School)</p>
	<p>April ISS Committee activities were restarted ISS Representative Meeting</p>
May Preliminary audit	<p>May ISS auditor visited the school</p>
	<p>June ISS Representative Meeting</p>
July Audit	<p>July The 1st Minami Students Safe and Security Network Meeting</p>
	<p>October Submitted application</p>
	<p>November On-site audit</p>

Chapter 3 Physical and Psychological Injuries based on Injury Data and Survey

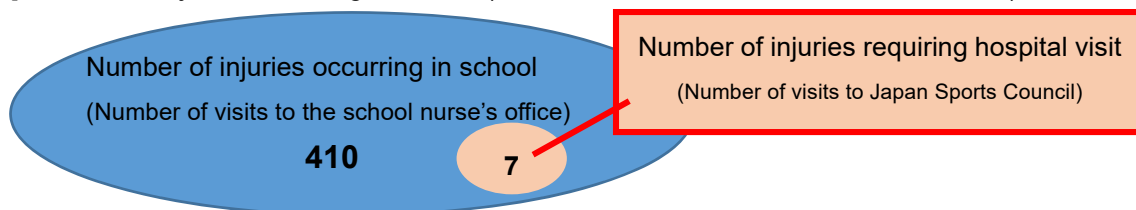
With the slogan “Safe, Fun and Healthy Minami Students” came up with by ISS Representative Meeting (see page 37), Minami Elementary School conducted a survey and analysis/research in the following three areas.

- | | |
|----------------|--|
| Safety | • • • Prevention of physical injuries in and outside of school |
| Fun | • • • Prevention of psychological injuries of students |
| Healthy | • • • Building up a healthy body which is a base for suffering no physical or psychological injuries |

Here is the status of our school from these three standpoints.

1. State of students who fall in the category of “Safety (Prevention of physical injuries in and outside of school)”

[Figure 3-1] Number of injuries occurring in school (in fiscal 2014, total number of students 214)

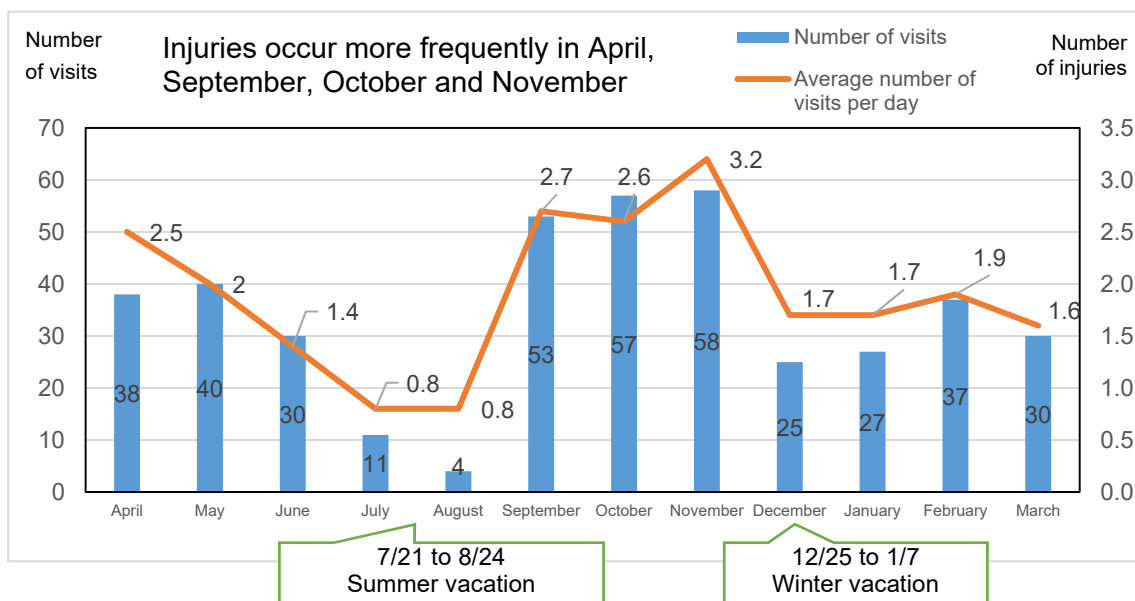


*In Minami Elementary School, 410 cases of injury occurred in fiscal 2014. Of them, 7 cases required hospital visit.

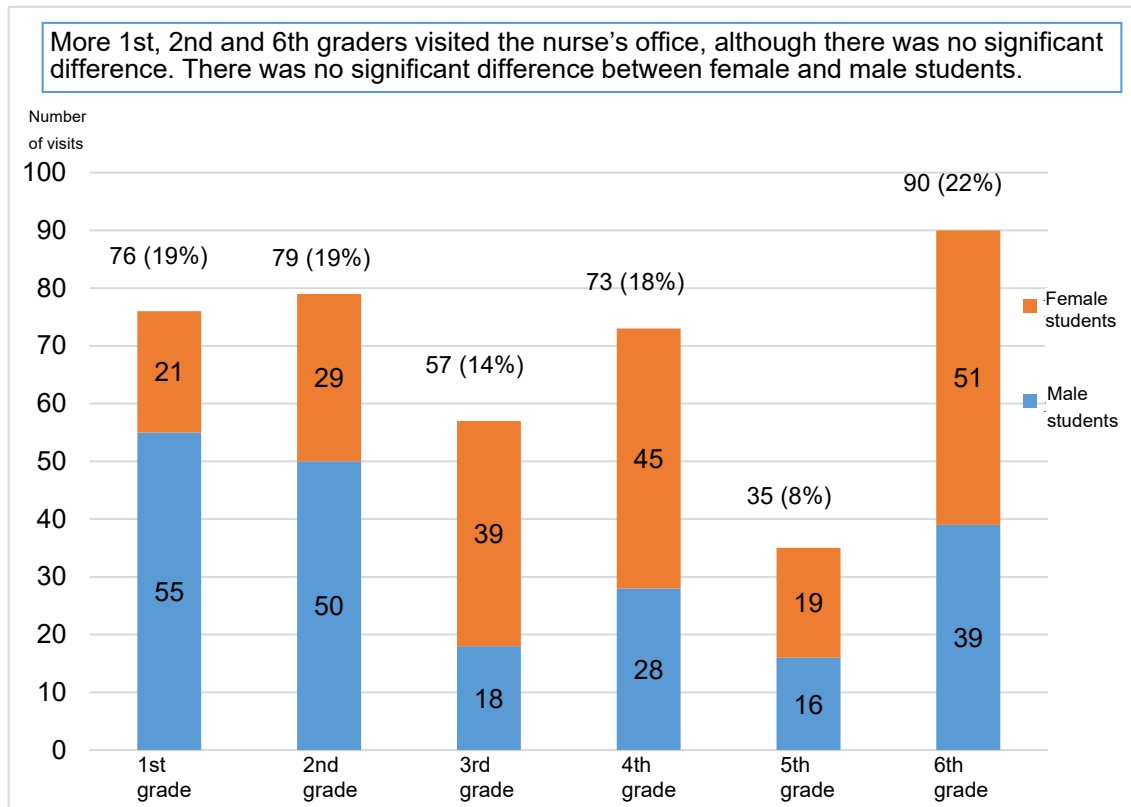
(1) Visit to the school nurse's office (all injuries occurring in school including mild ones)

The aggregated injury data recorded in the school nurse's office during the year from April 1, 2014 to March 31, 2015 showed a trend as shown below.

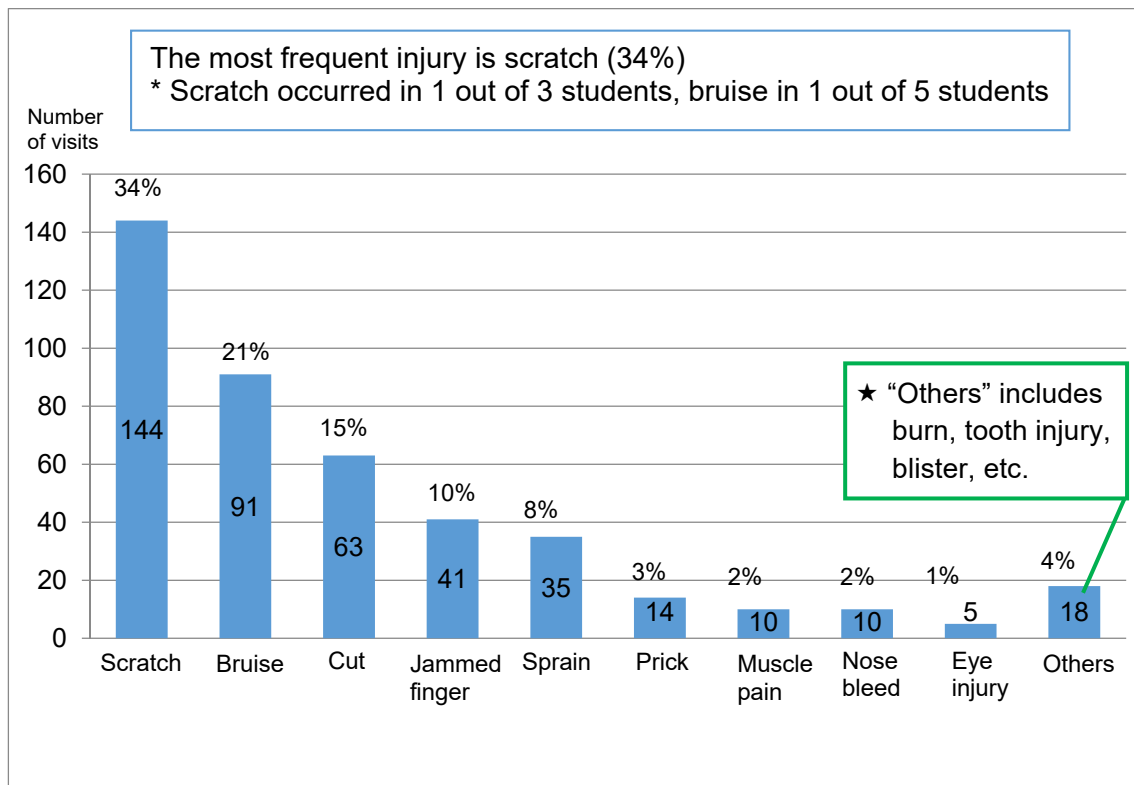
[Figure 3-2] Number of injuries by month (Visits to the school nurse's office in fiscal 2014)



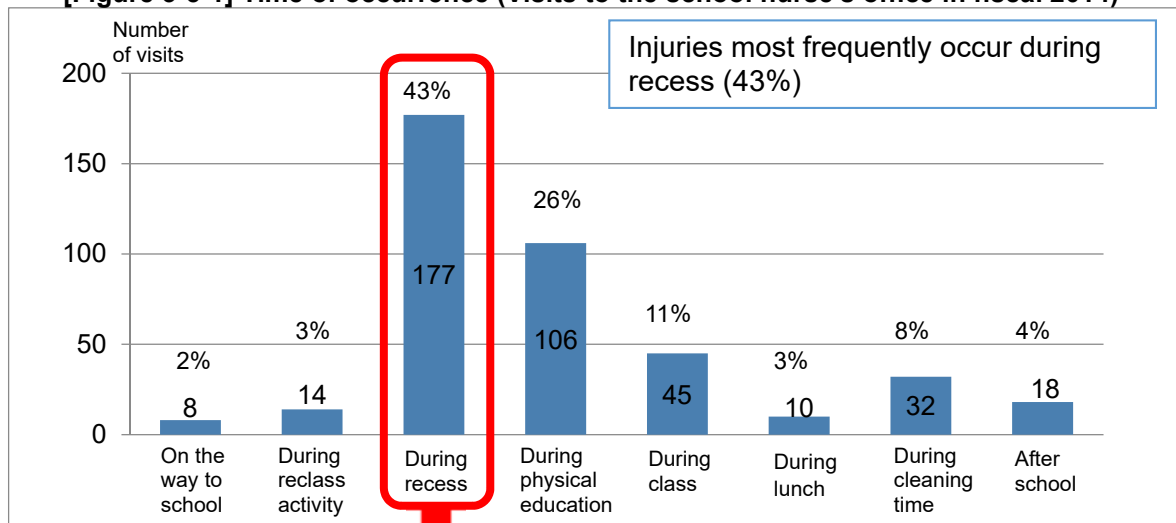
[Figure 3-3] Number of injuries by grade/gender (Visits to the school nurse's office in fiscal 2014)



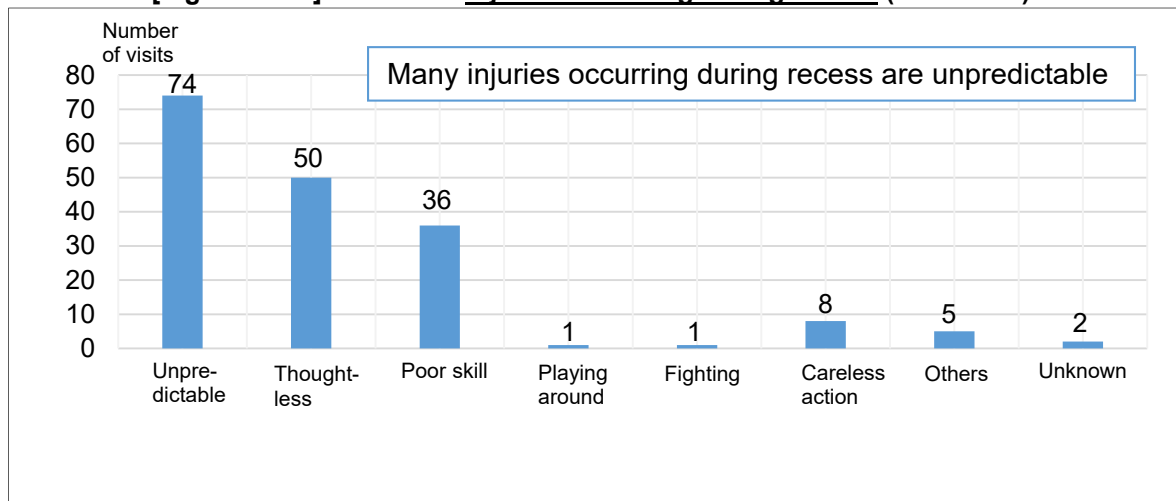
[Figure 3-4] Type of injury
(Visits to the school nurse's office in fiscal 2014; including cases of multiple injuries)



[Figure 3-5-1] Time of occurrence (Visits to the school nurse's office in fiscal 2014)



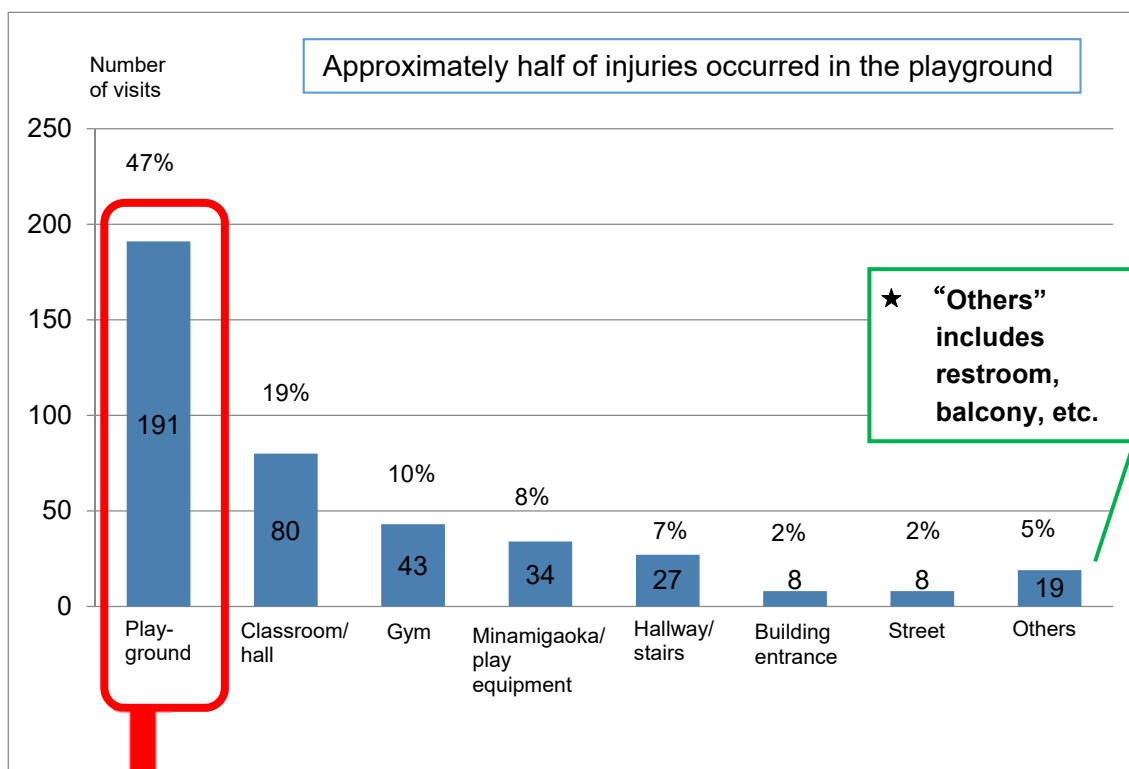
[Figure 3-5-2] Causes of injuries occurring during recess (177 cases)



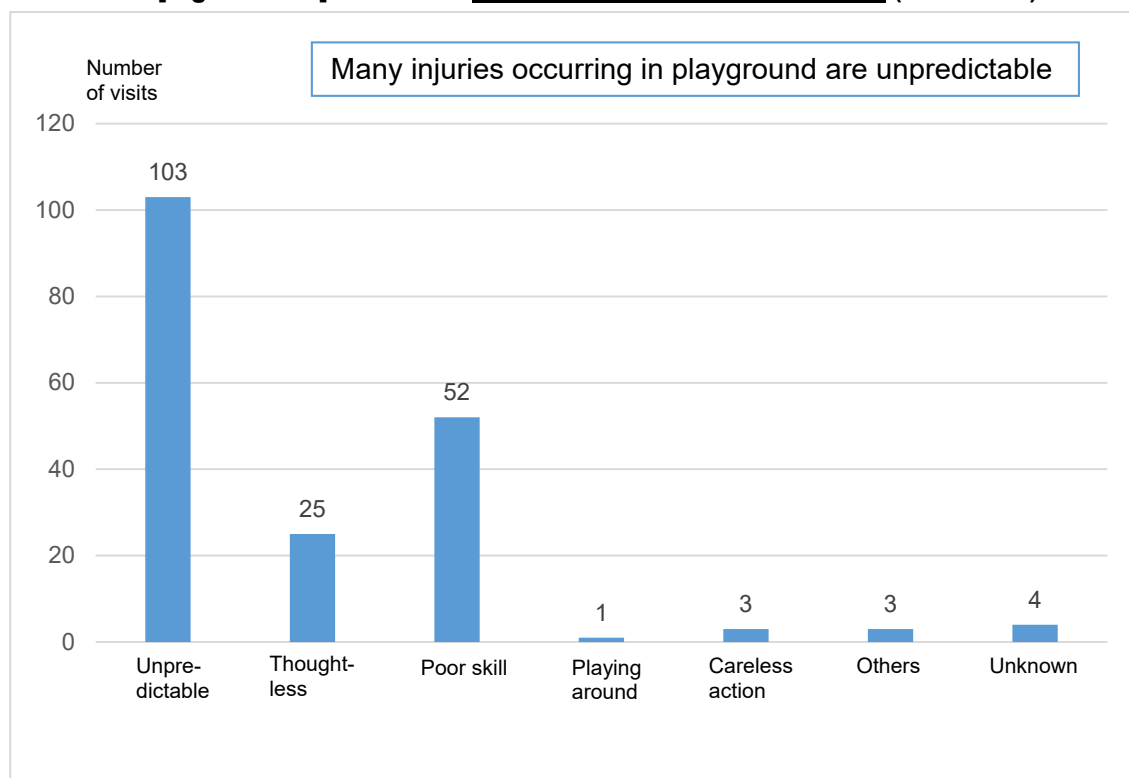
[Causes of injuries]

- Unpredictable : Injury occurred due to inability to predict factors of the injury (e.g., fall)
- Thoughtless : Injury could have been prevented if a little more attention was paid (e.g., bump against a pole, finger gets caught in a door)
- Poor skill : Injury occurred due to inability to move as intended (e.g., catch a ball, jump a hurdle)
- Playing around
- Fighting : e.g., trouble between students
- Careless action : Injury occurred due to action without thinking about other person (e.g., jump on the back, push suddenly)
- Others : Injury not related to own action (e.g., nose bleed, insect bite)
- Unknown : Injury without cause (e.g., cut occurred without realizing, have pain without doing anything)

[Figure 3-6-1] Place of occurrence (Visits to the school nurse's office in fiscal 2014)



[Figure 3-6-2] Causes of injuries occurring in playground (191 cases)

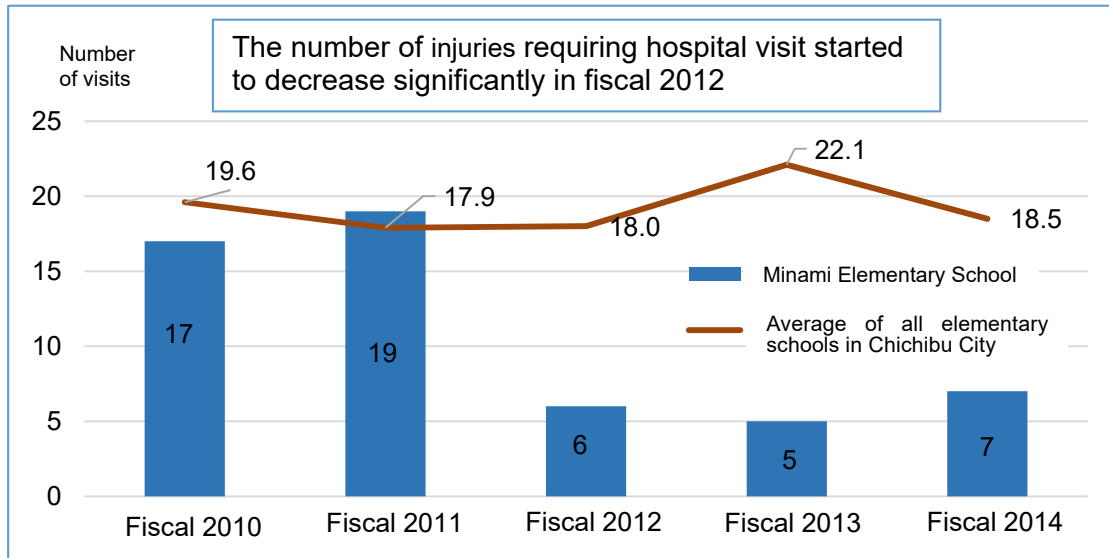


* See "Cause of injuries" on page 8

(2) Injuries requiring treatment at hospital

Below is the aggregated data of injuries requiring hospital visit recorded in the nurse's office of Minami Elementary School during 5 years from April 1, 2010 to March 31, 2015 (filed by Japan Sports Council).

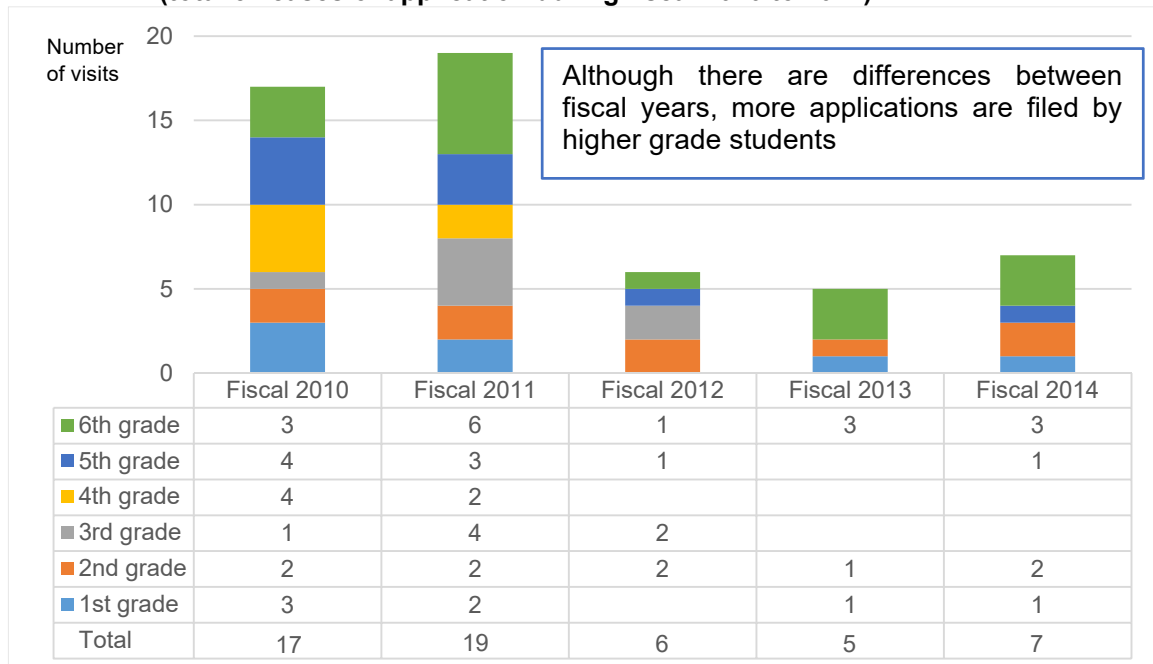
[Figure 3-7] Number of applications for accident benefits by fiscal year
(total 54 cases of application during fiscal 2010 to 2014)



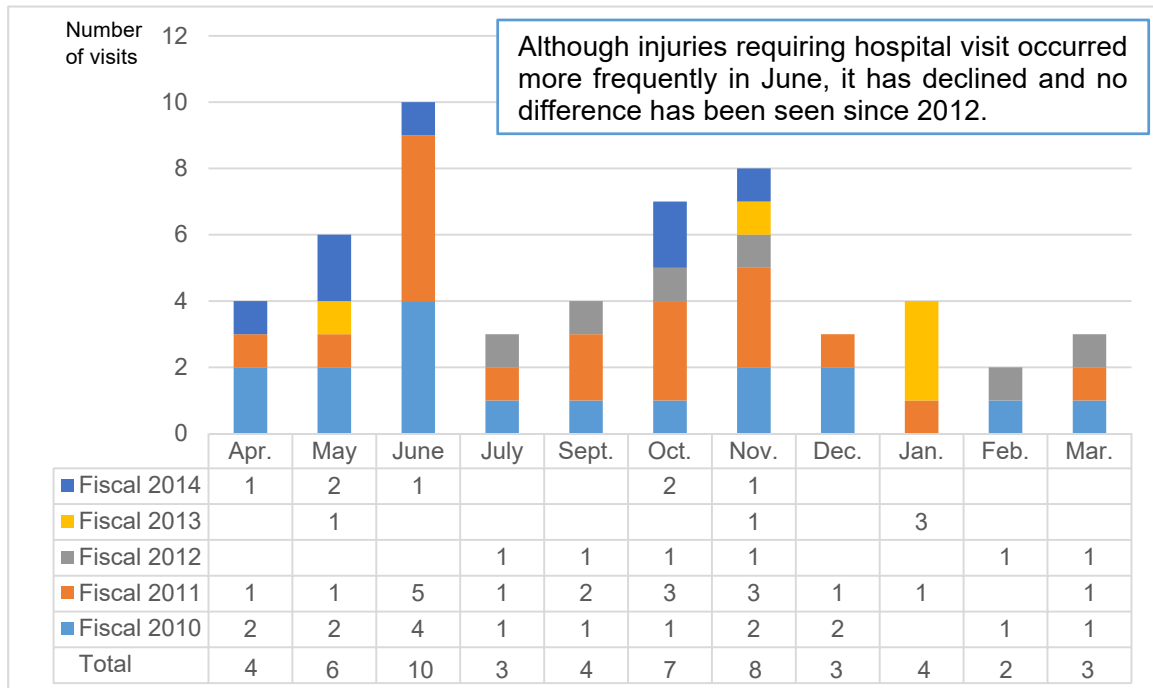
* While the number of cases was very similar to that of the average of all elementary schools in Chichibu City by 2011, with more than 15 cases requiring hospital visit every year, since 2012, it has decreased down to less than half.

* In 2012, the use of play equipment was limited because the gym was under renovation. Also from 2011 to date, dangerous play equipment has been repaired or removed. The number of major injuries has declined due to the ISS program started in fiscal 2013.

[Figure 3-8] Number of applications for accident benefits by grade
(total 54 cases of application during fiscal 2010 to 2014)

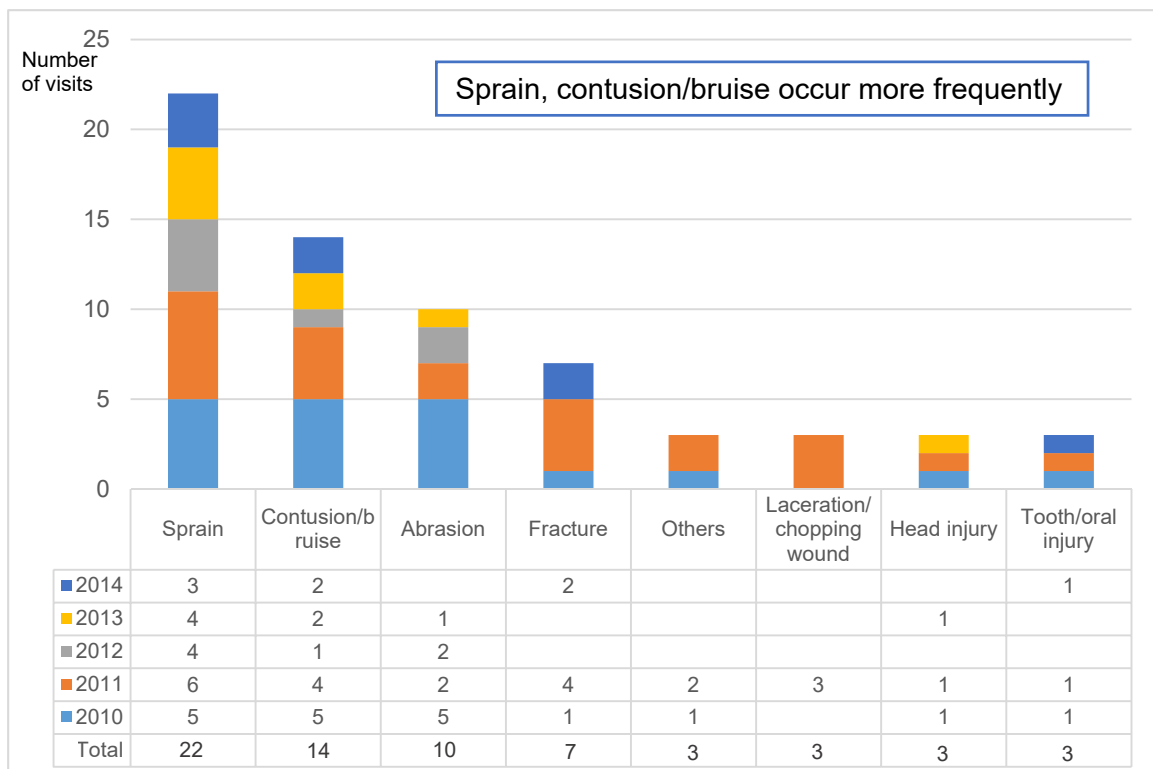


**[Figure 3-9] Number of applications for accident benefits by month
(total 54 cases of application during fiscal 2010 to 2014)**

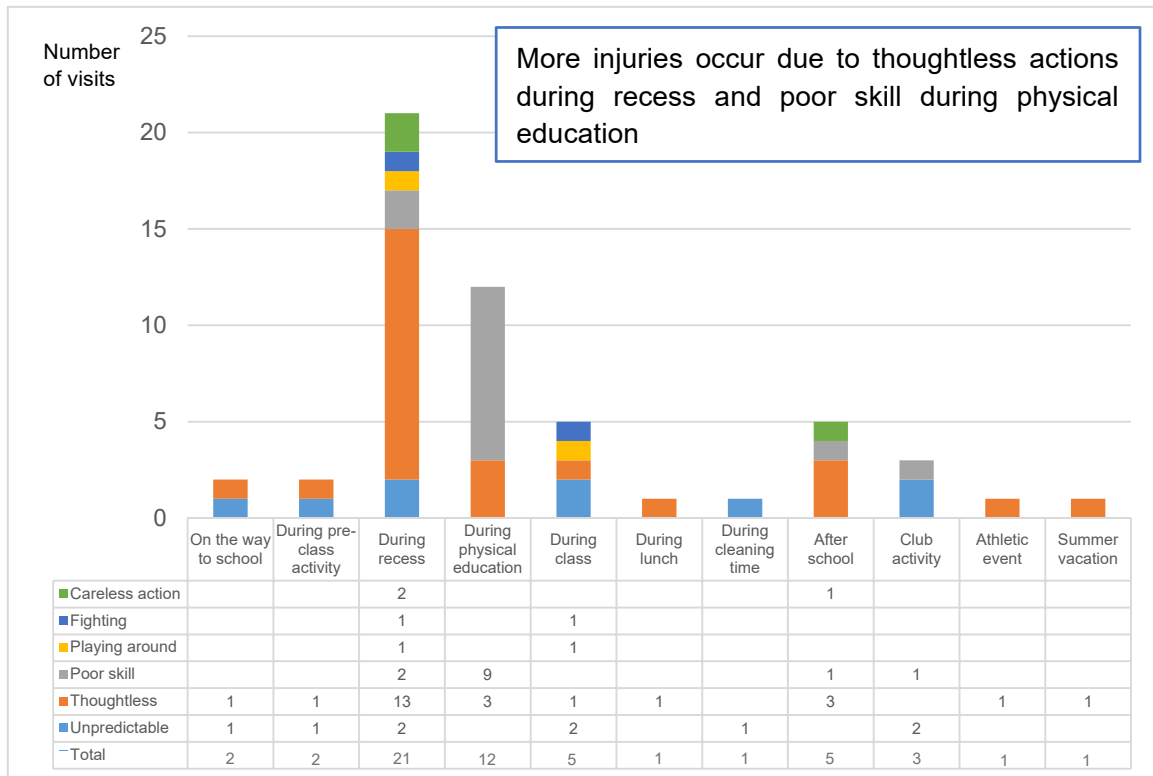


* Although injuries requiring hospital visit occurred more frequently in the rainy season (June) and the season with increased physical activity (October and November), the occurrence of major injuries decreased due to the supervision which has been given on how to walk in hallways and spend rainy days (see page 38).

**[Figure 3-10] Number of applications for accident benefits by type of injury
(application during fiscal 2010 to 2014; including cases of multiple injuries)**

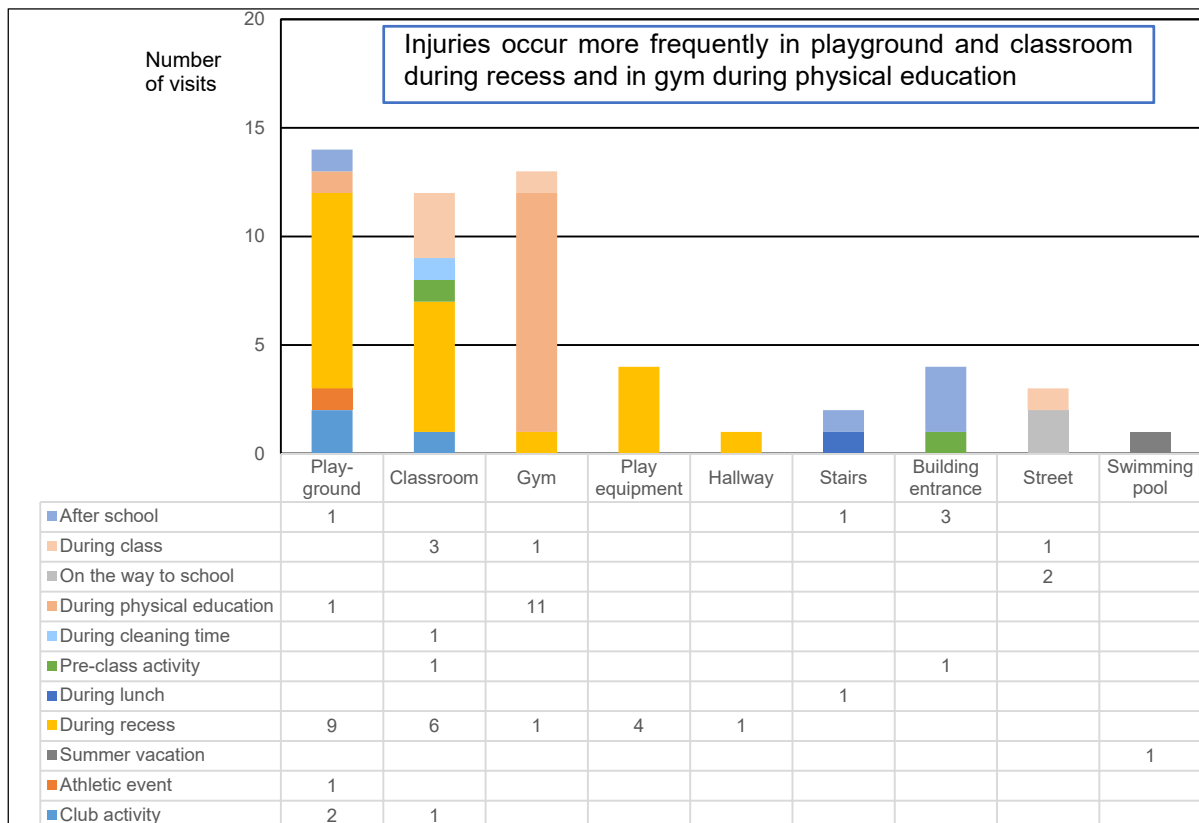


[Figure 3-11] Number of applications for accident benefits by time/cause

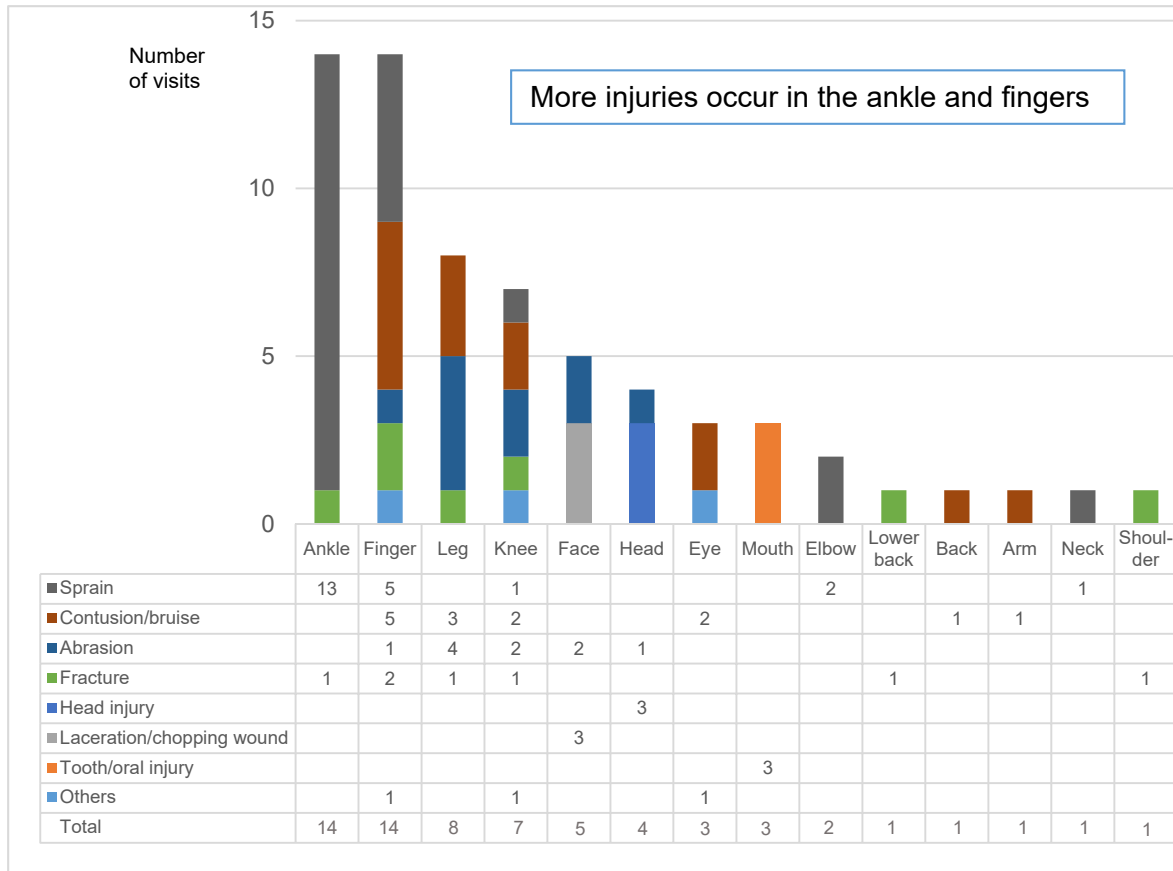


(total 54 cases of application during fiscal 2010 to 2014) *See page 8 “Causes of injuries”

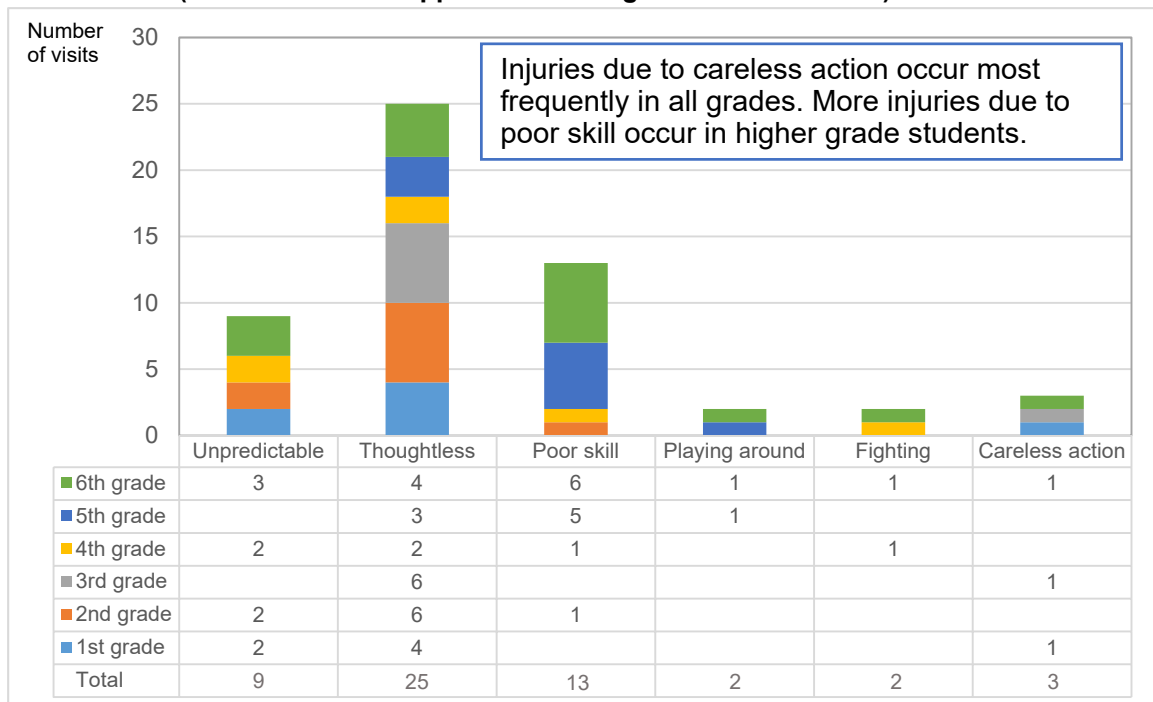
[Figure 3-12] Number of applications for accident benefits by location of occurrence/time (total 54 cases of application during fiscal 2010 to 2014)



[Figure 3-13] Number of applications for accident benefits by site of injury
(application during fiscal 2010 to 2014; including cases of multiple injuries)



[Figure 3-14] Number of applications for accident benefits by cause of injury
(total 54 cases of application during fiscal 2010 to 2014)



* See "Cause of injuries" on page 8

(3) Traffic safety outside school

1. Number of traffic accidents occurring in the district of Minami Elementary School (survey by Chichibu Police Department, January to September 2014)

Traffic accident within the school district	15 cases
Mild injury accident	13 cases (86.7%)
Severe injury accident	2 cases (13.3%)

More accidents occur on the arterial roads National Route 140 and 299 (13 cases, 86.7%). Only one traffic accident related to Minami Elementary School children occurred during this period.

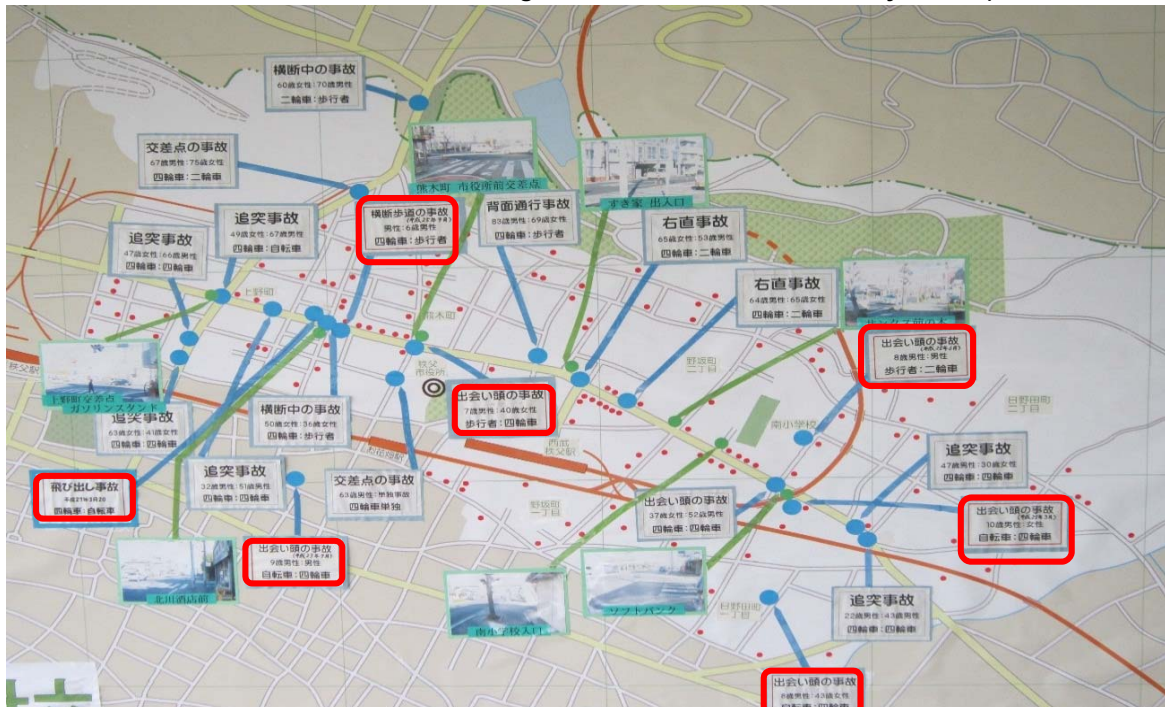
2. Number of traffic accidents related to Minami Elementary School children and locations of occurrence (traffic accidents related of Minami Elementary School children that the school is aware of)

In fiscal 2014, 3 cases of traffic accidents occurred after September 2014 involving students of Minami Elementary School, including 1 case in November 2014 and 2 cases in March 2015. These accidents were an accidental contact with a car on a pedestrian crossing (1st grader) and collisions at intersection corners on bicycle (3rd and 5th graders).

Fiscal 2011	Fiscal 2012	Fiscal 2013	Fiscal 2014
April 2011 to March 2012	April 2012 to March 2013	April 2013 to March 2014	April 2014 to March 2015
1 case	1 case	2 cases	3 cases

Of all of the 7 cases in the past 4 years, 4 occurred while riding a bicycle and 3 occurred while walking. They were all collisions at intersection corners. Three cases occurred on an arterial road and 4 cases occurred on a narrow street.

[Figure 3-15] Traffic accident locations in the district of Minami Elementary School (the squares indicate locations of traffic accident involving students of Minami Elementary School)



A poster showing traffic accident data by Chichibu Police Department and locations of traffic accidents involving school children
(Displayed at the west entrance of Minami Elementary School)

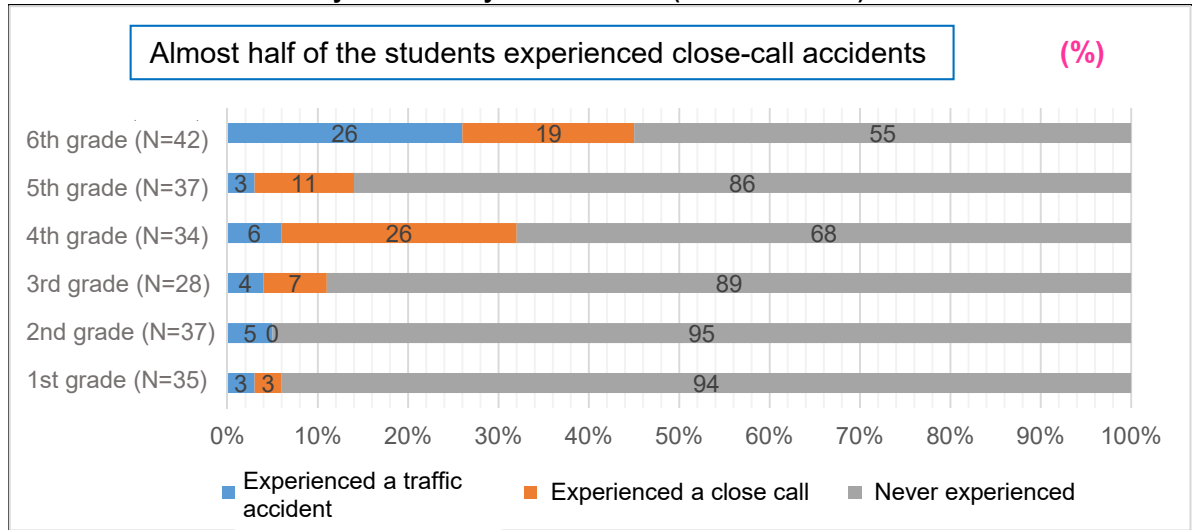
(3) Close-call experience by students

A questionnaire was conducted to get the picture of minor traffic accidents and close-call experience.

(Safety and Security Questionnaire – A questionnaire conducted once every semester in all students; see page 57)

[Figure 3-16] Number of students experienced traffic accidents/close-call accidents

Source: Safety and Security Questionnaire (November 2014)



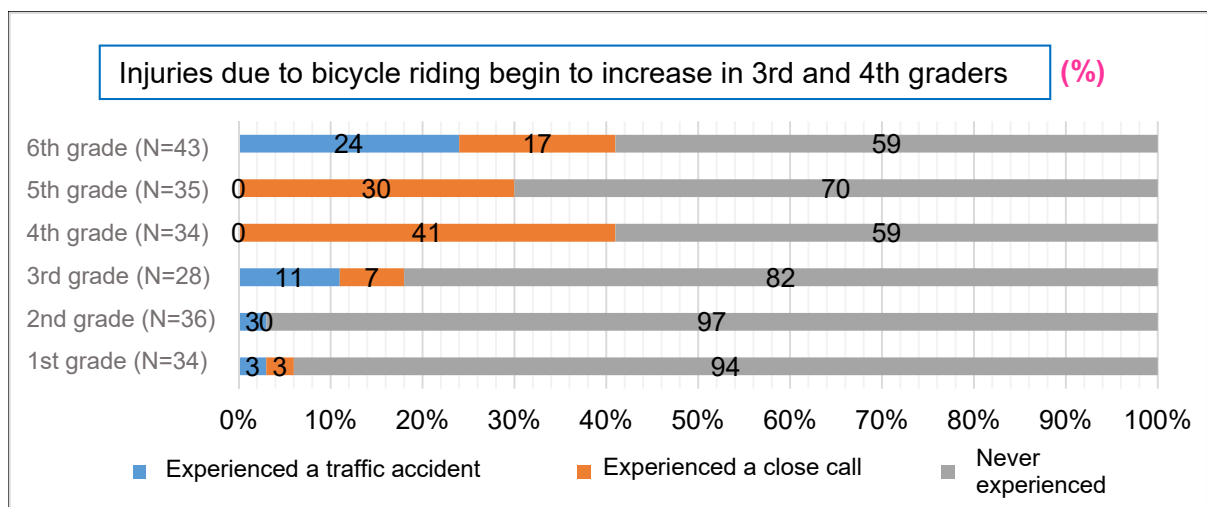
Students who experienced a close call were interviewed by their homeroom teacher and special education instructor on when, where and what kind of accident they had, and the degree of their injury. Almost half of the students had experienced a traffic accident or close call.

(4) Results of questionnaire on bicycle helmets

The students walk to and from school, whereas they ride a bicycle in their daily lives. Therefore, a questionnaire was conducted to get the picture of the state of injuries due to bicycle riding in the students. The results showed that the number of injuries due to bicycle riding begin to increase in 3rd and 4th graders, whose range of activities starts to expand.

[Figure 3-17] Number of students injured while riding on a bicycle

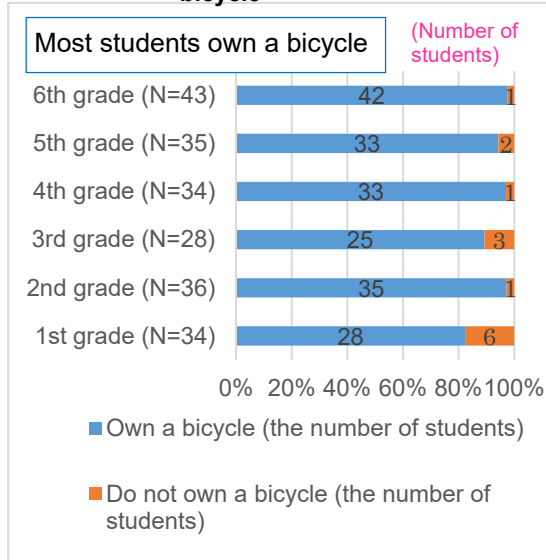
Source: Safety and Security Questionnaire (January 2015)



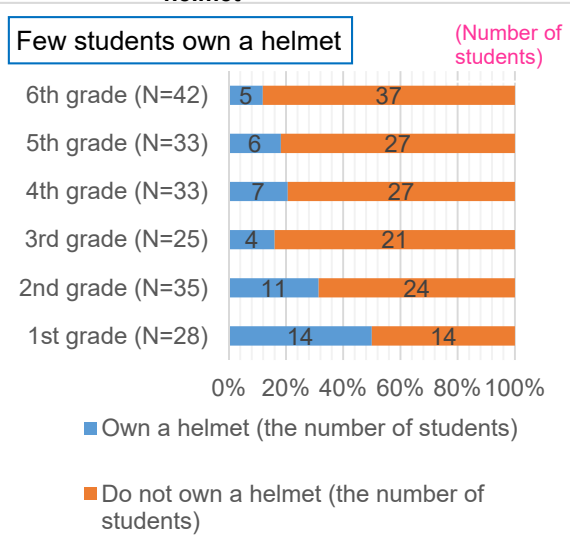
A questionnaire was conducted to investigate how many students own a bicycle and how many of those who own a bicycle own a helmet.

Source [Figure 3-18 to Figure 3-21]: Safety and Security Questionnaire (November 2014)

[Figure 3-18] Number of students who own a bicycle



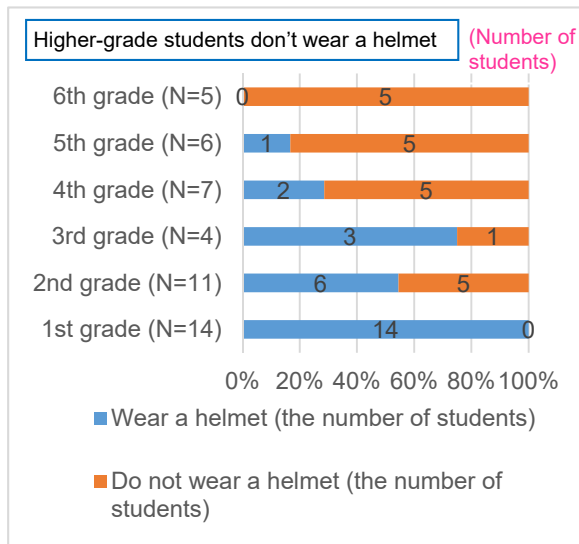
[Figure 3-19] Number of students who own a helmet



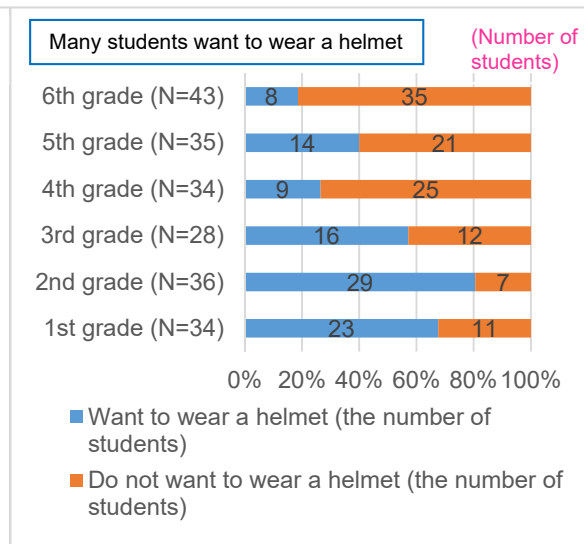
Although most of the students own a bicycle, only 24% of the total students own a helmet.

Of the students who own a helmet, more lower-grade students wear their helmet.

[Figure 3-20] Number of students who wear their helmet



[Figure 3-21] Number of students who want to wear a helmet



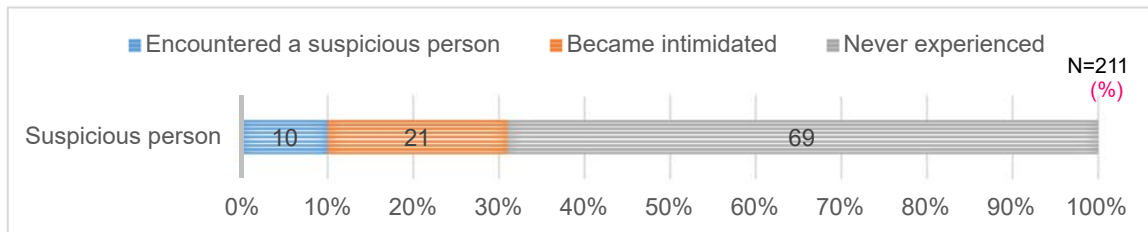
While the number of injuries starts to increase in 3rd and 4th graders, the number of students who own a helmet starts to decrease in 3rd and 4th graders. In 2nd and 3rd graders, the number of students who wear a helmet and want to wear a helmet is large. Therefore, supervision needs to be strengthened with a focus on 2nd and 3rd graders, as well as 4th graders whose chance of sustaining an injury starts to increase. In addition, continued supervision is necessary in higher-graders who experience bicycle accidents more frequently.

(5) Other safety issues (measures for suspicious people)

Chichibu City has not experienced any major crime or case related to a suspicious person involving children. However, information on suspicious person is occasionally released by Chichibu Police Department and schools send an email notification to parents. Therefore, a questionnaire was conducted on experiences with a suspicious person which may lead to a crime.

Source [Figure 3-22 to Figure 3-24]: Safety and Security Questionnaire (November 2014)

30% of students have encountered a suspicious person and became intimidated.

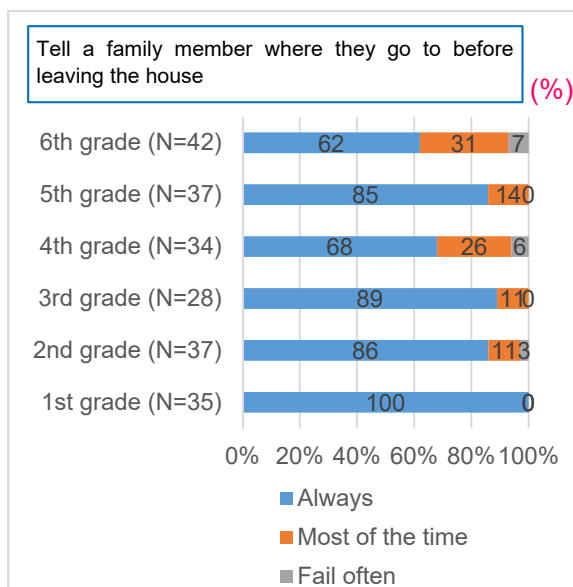


[Figure 3-22] Encountering a suspicious person

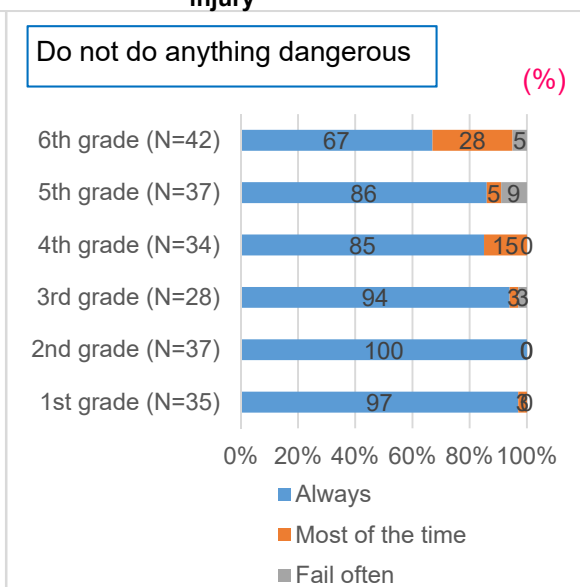
A questionnaire was conducted in students who have encountered a suspicious person. While some answered that a suspicious person “took a picture” of them or “stared” at them, some cases were not necessarily related to “a suspicious person,” such as “a person was walking in weird clothes,” which may reflect students’ increased cautiousness towards “suspicious person.”

○ To investigate the students’ consciousness and action for securing their own safety, a questionnaire was conducted in the students on their safety behaviors.

[Figure 3-23] Tell a family member where they go to before they go to



[Figure 3-24] Do not do anything dangerous that may lead to accident or injury



Although the rate of higher-grade students who carry out safety behaviors declines slightly, the students’ consciousness towards safety is high on the whole.

2 State of students who fall in the category of “Fun (Prevention of psychological injuries of students)”

(1) Reality of students based on Life Questionnaire

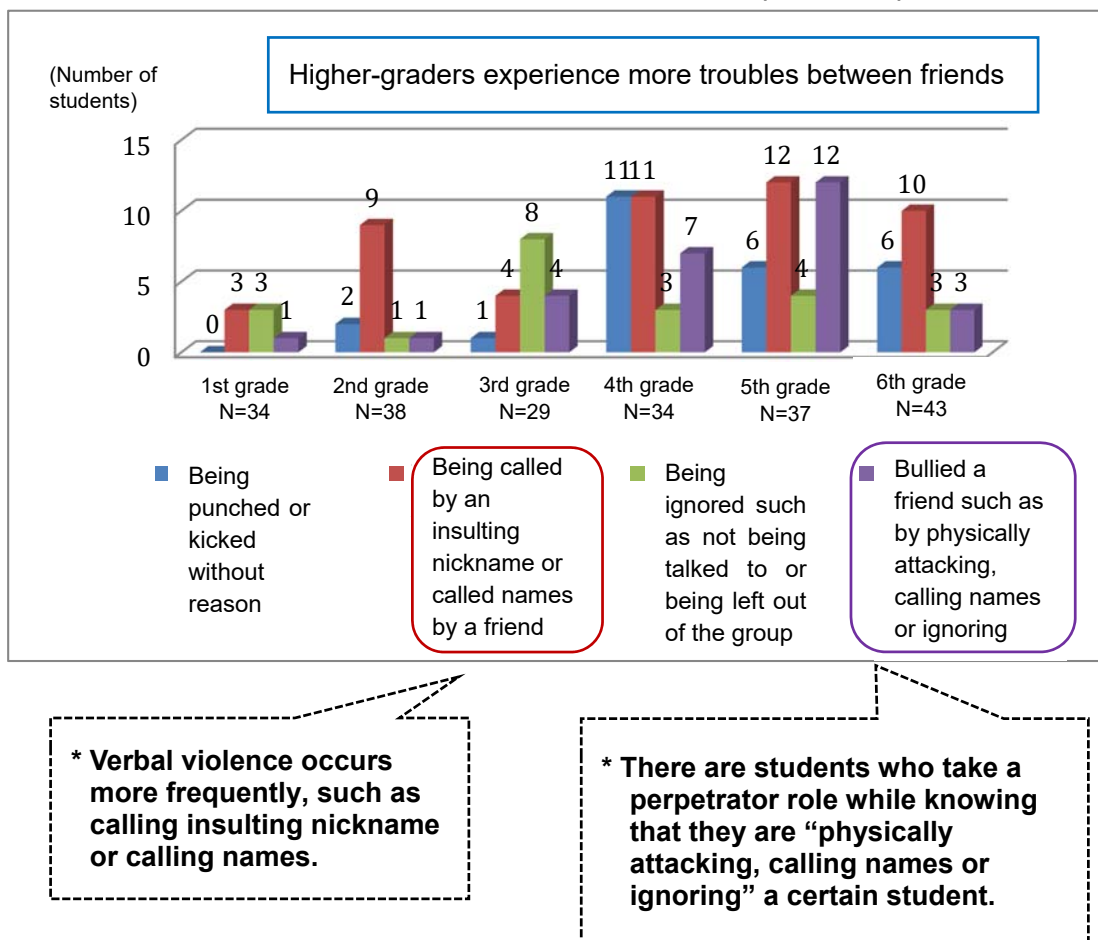
“Bullying” is defined by the Ministry of Education, Culture, Sports, Science and Technology as “a behavior that brings about psychological or physical stress, which is conducted by a child/student toward another child/student in the same school and causes mental/bodily suffering.” In Minami Elementary School, there is no student who refused to go to school for more than 30 days during the year from April 2014 to March 2015, and no case of serious “bullying” was acknowledged. However, it is not completely free of troubles between students in daily lives. Therefore, the Life Questionnaire is conducted three times a year to investigate if there is any hidden occurrence that may lead to “bullying” in the students’ daily lives and carefully observe the students. Also, to help collect information, a questionnaire is conducted in the parents once a year on actual conditions of their children from their points of view.

* Question items of “Life Questionnaire”: see page 58

* Question items of “Parent Questionnaire”: see page 58

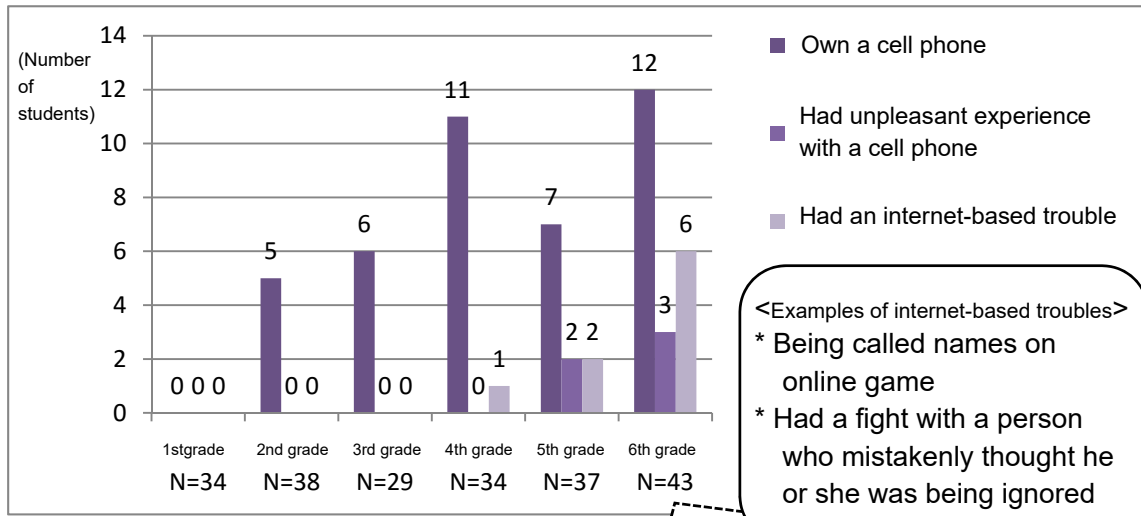
[Figure 3-25] State of bullying by grade

Source: The First Life Questionnaire (June 2014)



[Figure 3-26] Number of students who own a cell phone/had experienced internet-based troubles (during the period between November 2014 and February 2015)

Source: The 3rd Life Questionnaire (February 2015)

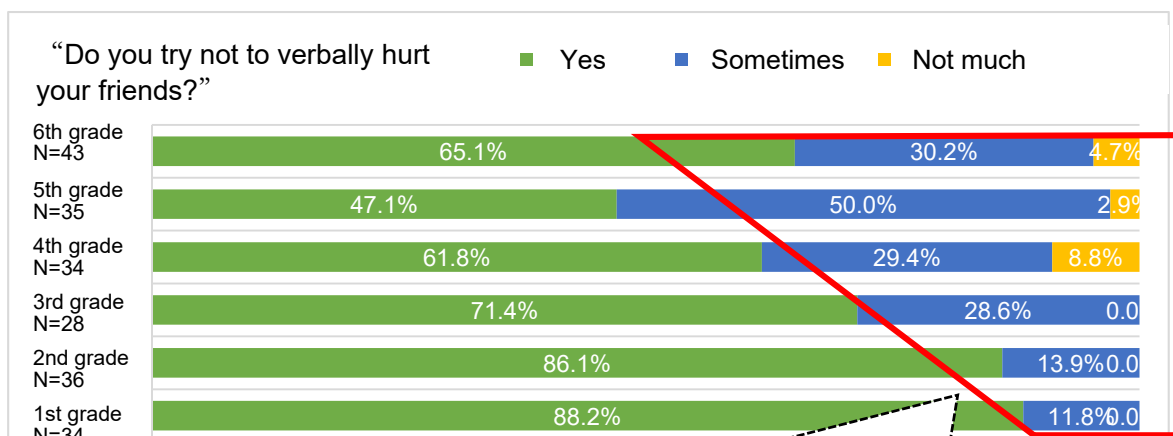


- * Some lower-graders own a cell phone. The number of students who own a cell phone starts to increase in 4th grade.
- * More internet-based troubles occur as students' grade advances.
- * Beside the facts revealed by the graph, notifications from parents and stories or daily life notebooks of students also revealed troubles not only via a cell phone, but also via a game with communication function.

(2) Attitude survey through Life Questionnaire

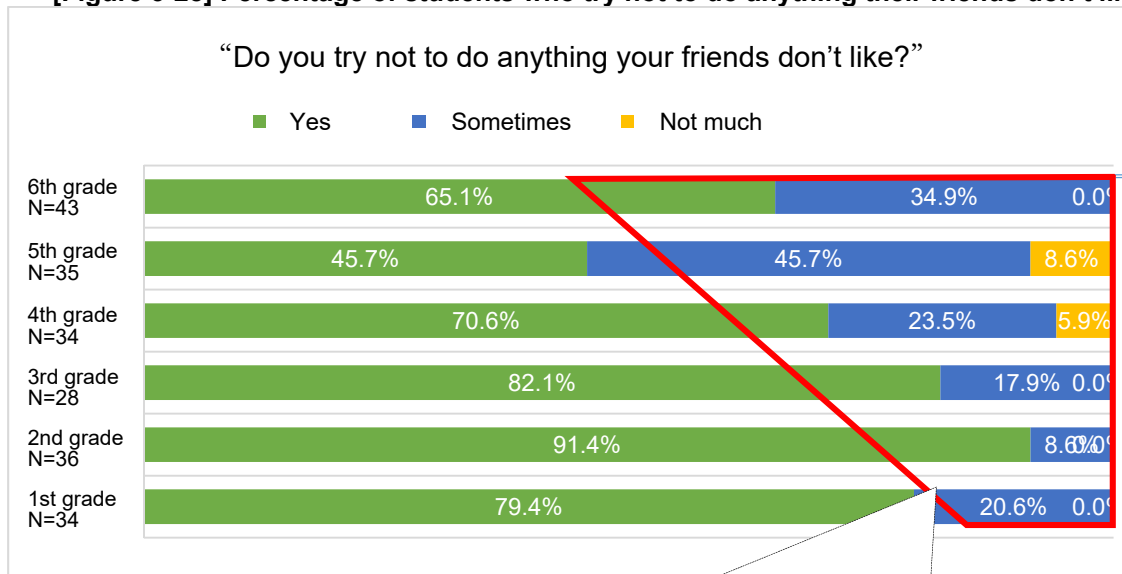
As the survey of actual conditions revealed there are many verbal troubles, a survey was conducted on students' attitude to investigate the background. The followings are the results of a questionnaire conducted at the same time with the 2nd Life Questionnaire in November 2014.

[Figure 3-27] Percentage of students who try not to verbally hurt their friends



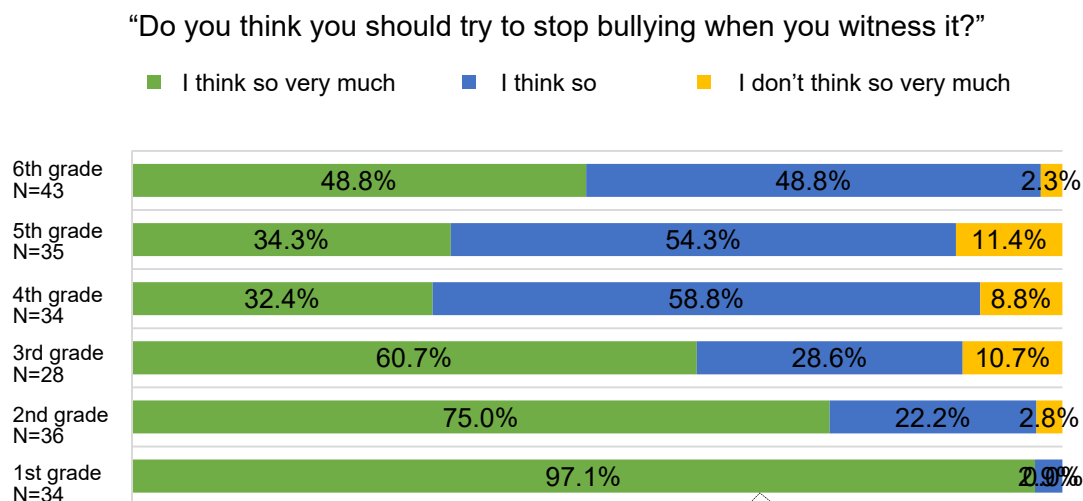
As students' grade advances, they tend to lack consideration for their words toward their friends. According to observation by teachers, even lower-grade students occasionally use violent language.

[Figure 3-28] Percentage of students who try not to do anything their friends don't like



As with the question “Do you try not to verbally hurt your friends?”, as students’ grade advances, they tend to be less considerate toward their friends in regard to avoiding doing things their friends don't like.

[Figure 3-29] Percentage of students who try to stop bullying when they witness it



Compared to lower-grade students, higher-graders tend to not stop bullying when they learn the existence of it.

3 State of students who fall in the category of “Healthy (Building up a healthy body free of injuries)”

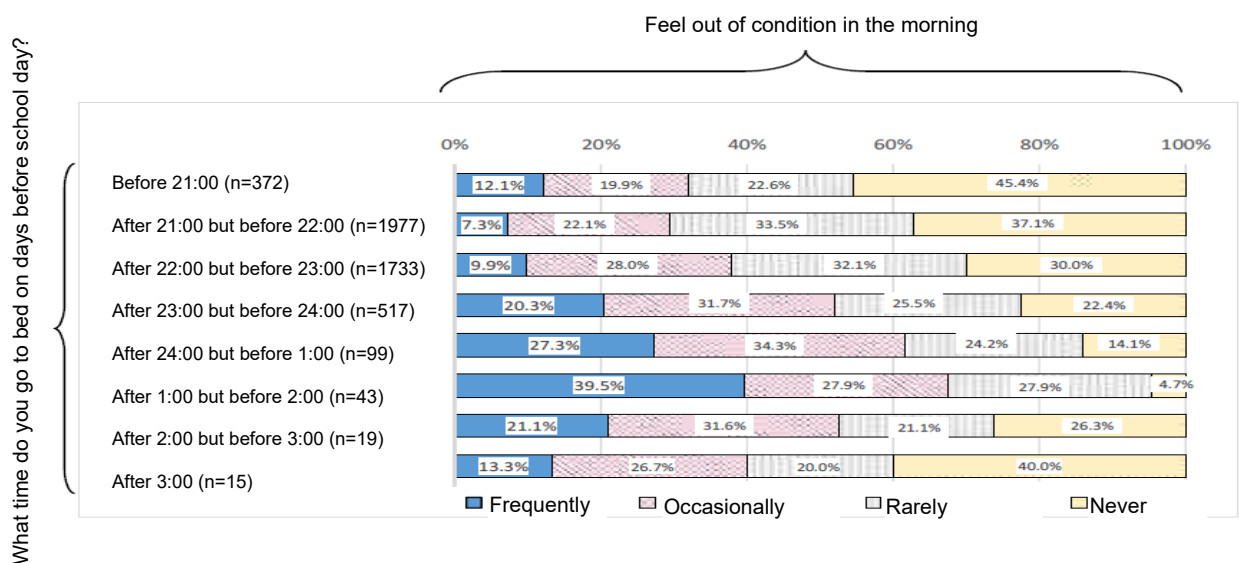
* This is handled as an effort of ISS since “Healthy” is the basis of Safe School.

(1) Survey by the Ministry of Education, Culture, Sports, Science and Technology

According to the data from survey materials by the Ministry of Education, Culture, Sports, Science and Technology (Fiscal 2014 survey commissioned by the Ministry of Education, Culture, Sports, Science and Technology; Research study on comprehensive promotion of home education), “children who stay up late are more likely to be in bad shape in the morning” and “children who don’t eat breakfast are more likely to be in bad shape in the morning.”

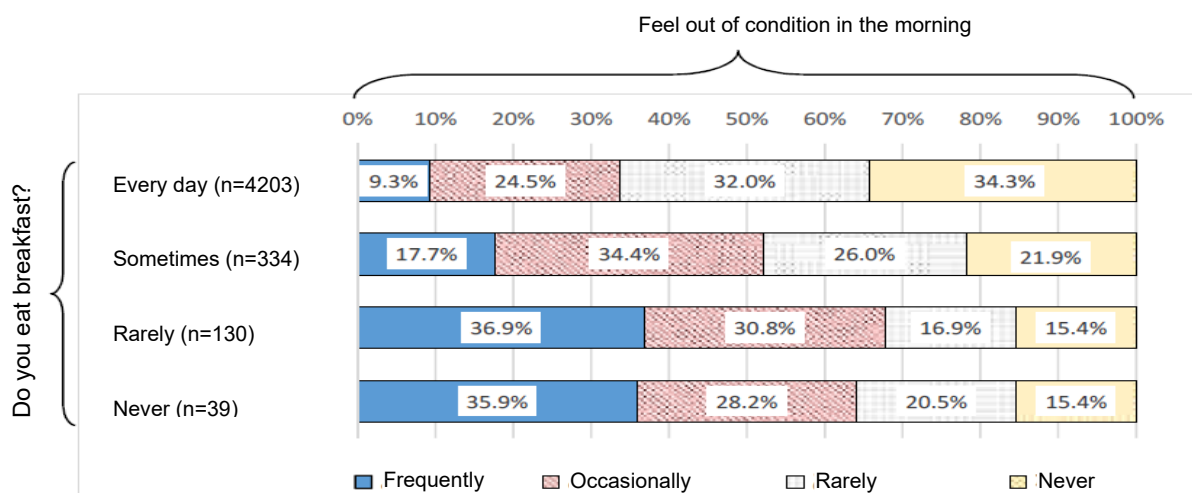
[Figure 3-30] Bedtime/wake-up time and physical condition

Children who stay up late are more likely to be in bad shape in the morning



[Figure 3-31] Breakfast consumption and health condition

Children who don’t eat breakfast are more likely to be in bad shape in the morning.

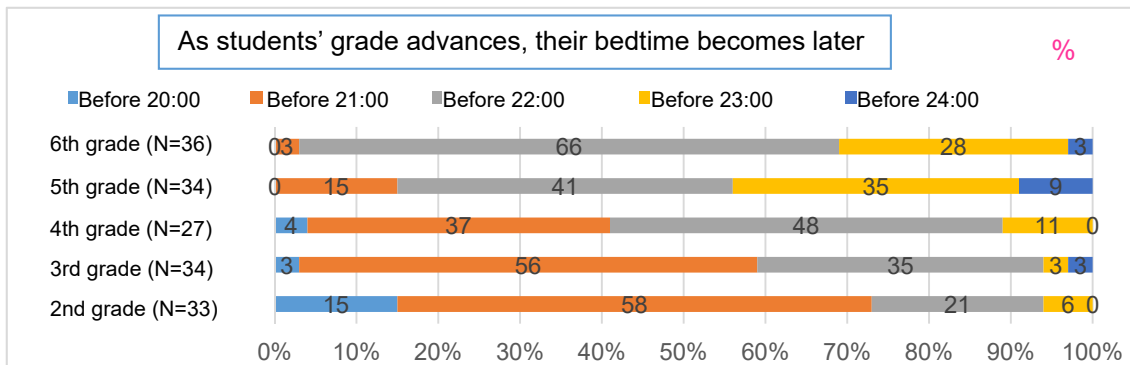


Some students in Minami Elementary School lack energy during morning health monitoring, or yawn or have a bad posture already in the morning. Therefore, a questionnaire was conducted in students of Minami Elementary School on “bedtime”, “wake-up time” and “breakfast.”

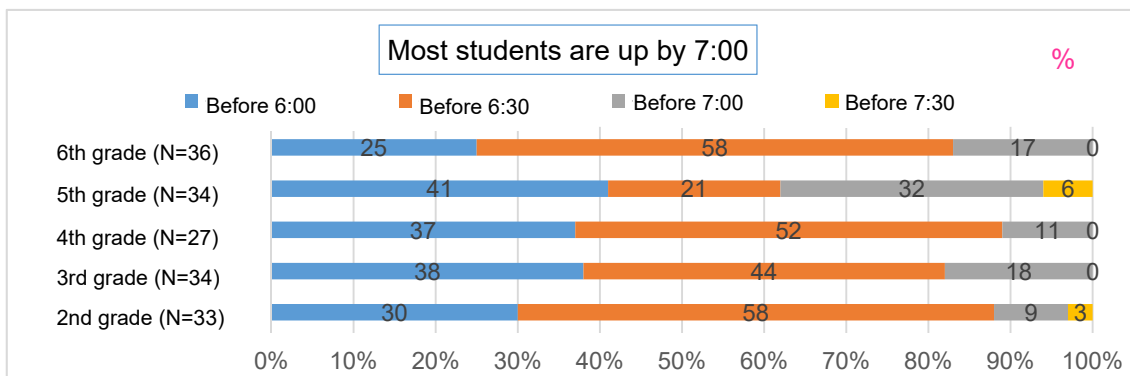
(2) Student questionnaire

1. Wake-up time and breakfast, etc.

[Figure 3-32] Bedtime Source: Wake-up time, bedtime and breakfast questionnaire (May 2015)

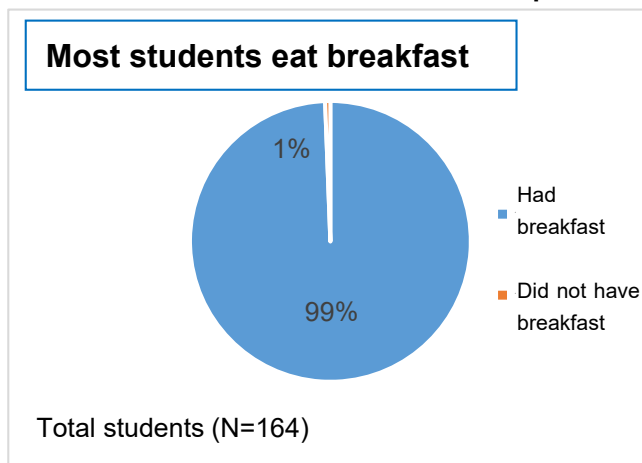


[Figure 3-33] Wake-up time Source: Wake-up time, bedtime and breakfast questionnaire (May 2015)



As students' grade advances, their bedtime becomes later. The data of the Ministry of Education, Culture, Sports, Science and Technology also shows that students who go to bed after 22:00 are more likely to be in bad shape in the morning. In Minami Elementary School, more students go to bed after 22:00 in 5th and 6th grades, too. Although most students are up by 7:00 in the morning, some students in the 5th and 1st grades wake up after 7:00. Therefore, higher-grade students have less sleep.

[Figure 3-34] Breakfast consumption Source: Wake-up time, bedtime and breakfast questionnaire (May 2015)



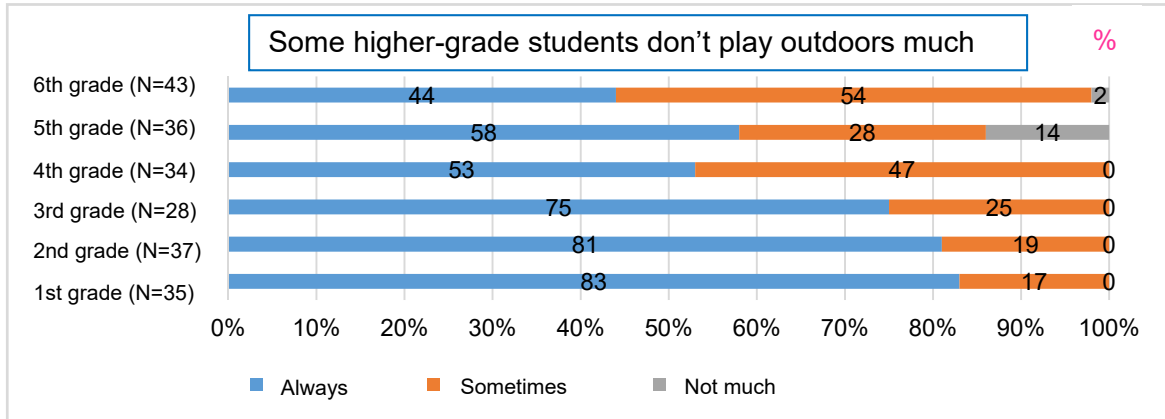
All students, except one 5th grader, had breakfast. However, some students had unbalanced breakfast, such as eating only bread.

(2) Outdoor play and likes/dislikes

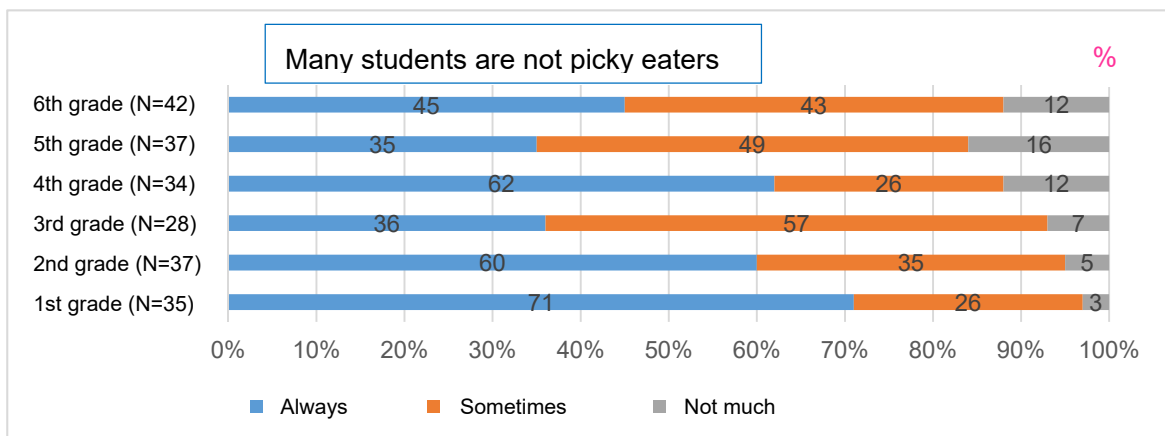
A questionnaire was conducted on exercise and food that are necessary for building up a healthy body.

[Figure 3-35] Percentage of students who willingly play outdoors

Source: Safety and Security Questionnaire (November 2014)



[Figure 3-36] Likes/dislikes Source: Safety and Security Questionnaire (November 2014)



While many students play outdoors willingly, some don't until being invited by their friends. In many grades, all students are encouraged to play outdoors by holding a class recreation.

Although many students are not picky eaters, the school lunch committee has pointed out that there is a lot of leftover lunch.

Chapter 4 Challenges and Goals

Goals are set based on challenges derived from the injury data and questionnaires.

1 Challenges and goals derived from “**Safety (Prevention of physical injuries in and outside of school)**”

(1) Safety inside school

[Challenges]

- Injuries occur more frequently in April and September to November. (Figure 3-2)
- The most frequent injury is scratch. (Figure 3-4)
- Injuries frequently occur during recess (Figure 3-5)
- Injuries frequently occur in the playground (Figure 3-6)
- Although the number of applications for accident benefits is small, major injuries requiring hospital visit occur every year. (Figure 3-1, 3-7)

[Goals]

- ◎ Reduce injuries in the beginning of semester and in October and November.
- ◎ Reduce cases of scratch.
- ◎ Reduce injuries during recess.
- ◎ Reduce injuries in the playground.
- ◎ Reduce major injuries requiring hospital visit.

(2) Safety outside school

[Challenges]

- The number of traffic accidents involving students is increasing (Figure 3-15)
- Almost half of the students experienced close-call traffic accidents (Figure 3-16)
- Injuries due to bicycle riding start to increase in 3rd and 4th grades (Figure 3-17)
- Not many students own a bicycle helmet, and higher-graders don't wear it (Figure 3-18 to 21)
- 30% of students have encountered a suspicious person and became intimidated. (Figure 3-22)

[Goals]

- ◎ Reduce the number of traffic accidents involving students
- ◎ Reduce close-call traffic accidents
- ◎ Reduce bicycle accidents
- ◎ Increase the rate of owning and use of bicycle helmet
- ◎ Teach students how to foresee and avoid danger

Safety Minamin



2 Challenges and goals derived from “Fun (Prevention of psychological injuries of students)”

[Challenges]

- Troubles between classmates increase in higher-grade students. (Figure 3-25)
- There are many occurrence of verbal violence. (Figure 3-25, 3-27)
- Some students are less aware of bullying (Figure 3-25, 3-27, 3-29)
- Internet-based troubles increase as students' grade advances (Figure 3-26)

[Goals]

- ◎ Increase the number of students who can build a personal relationship.
- ◎ Decrease troubles due to verbal and physical violence.
- ◎ Increase the number of students who understand the danger and safe use of internet, and decrease internet-based troubles.

3. Challenges and goals derived from “Healthy (Building up a healthy body free of injuries)”

[Challenges]

- Some students go to bed late or wake up later. (Figure 3-32, 3-33)
- Some students don't play outdoors willingly. (Figure 3-35)
- Some students lack energy already in the morning. (based on morning health monitoring by homeroom teacher)
- Some students are picky eaters. (Figure 3-36)

[Goals]

- ◎ Increase the number of students who work to build up a healthy body free of injuries.



Helmet Minamin

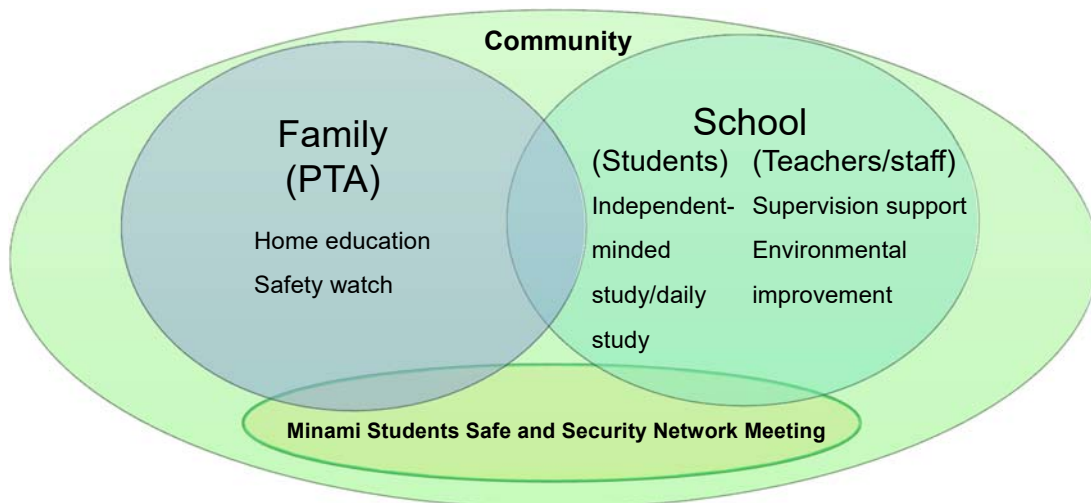


Morning marathon to build up a healthy body
(Morning Time)

Chapter 5 Programs based on the Eight Indicators

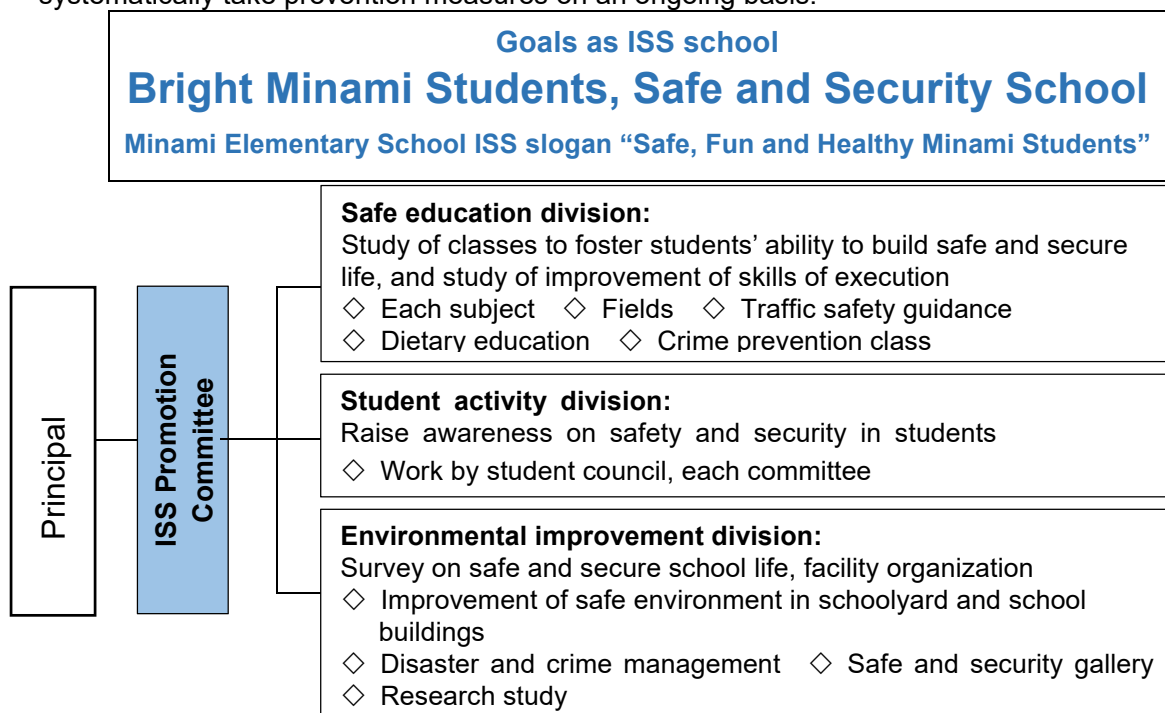
Indicator 1 An infrastructure based on partnership and collaborations that is responsible for safety promotion

(1) Image of ISS operating structure



(2) In-school staff organizations

Organizations consist of school teachers and staff conduct cause analysis and examination based on data collected by the school nurse's office and students' attitude survey, and systematically take prevention measures on an ongoing basis.



***ISS Promotion Committee: Examines basic policies related to ISS and manages progress under the principal**

(3) Student organization

1) Overall picture of student council organizations for the promotion of ISS

With ISS Representative Committee as the main organization, each committee work its own programs by intermingling with each other in line with the three factors of the slogan “safe,” “fun” and “healthy.”



Minami Elementary School ISS **Student Council** slogan
“Safe, Fun and Healthy Minami Students”

“Safe” means : Safety on the way to and from school.
Reduce injuries and accidents due to play equipment.

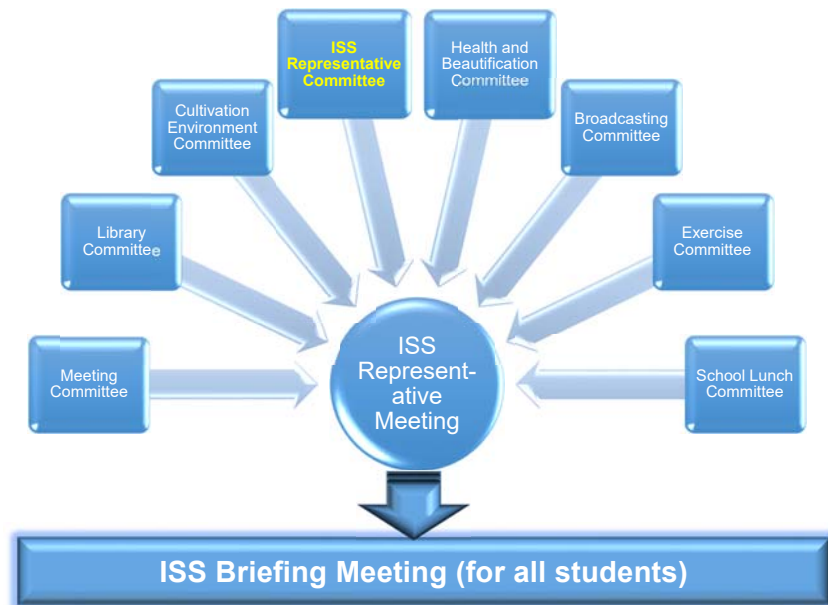
“Fun” means : Don’t leave a friend out.
Don’t use words that you would get hurt if someone says to you.
Don’t do things that you would not like done to you.

“Healthy” means : Watch your health (gargle and wash hands).
Don’t be a picky eater.
Build strength by exercising.



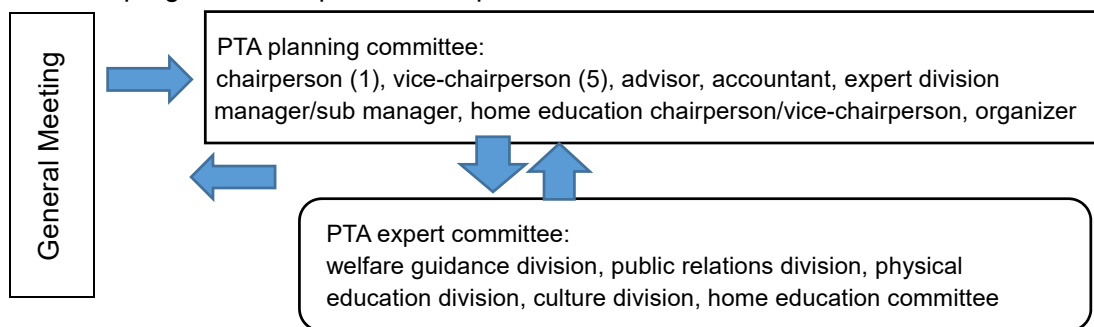
2) Organization chart of student council (see page 36 for the details of activities)

A student council is an inclusive term for all students. Each committee is shared by and consists of all 5th and 6th graders, who proactively and systematically carry out activities for one year with advices given by teachers in charge. Also, as the leaders of the student council, the members of the student council serve as an engine of the entire organization and carry out activities as ISS Representative Committee in regard to Safe School. Representatives from each committee report to all students after discussion at ISS Representative Meeting.



(4) PTA organization

Parents chosen as PTA planning members during PTA general meeting provide information on the status of ISS programs in Minami Elementary School to the principal or the PTA president (Chairperson of Minami Students Safe and Security Network Meeting) as well as discuss on programs of the PTA expert committee and the home education committee and address the programs to all parents and promote Safe School activities.



* Main activities related to safety

- Safe School workshop (planning committee)
- Swimming first aid training (planning committee)
- Volunteer work (planning committee)
- Swimming pool watch over volunteers (planning committee)
- School district patrol during summer vacation (planning committee/welfare guidance division)
- Patrol at festivals (planning committee/welfare guidance division)
- Educational promotion bazaar (planning committee), etc.

(5) Minami Students Safe and Security Network Meeting (hereinafter “Network Meeting”)

With the PTA president as the chairperson, the Network Meeting was organized, consisting of 44 members including neighborhood association chairs (4), PTA planning committee members (15), people involved in the development group (5), members of the youth development promotion council (2), a school guard (1), public welfare officers (15) and an instructor of after school care program (1). The Meeting is held three times a year. The objectives of the Network Meeting are:

- Increase awareness of Minami Elementary School's educational activities toward designation as ISS (International Safe School).
- Share safety and security information with parents and community people as well as neighborhood association chairs to make Safe School activities into community-based activities.
- Provide information on ISS activities of Minami Elementary School.
- Address prevention of traffic accidents involving students and severe injuries from accidents as priorities.

[First Network Meeting] July 8, 2014



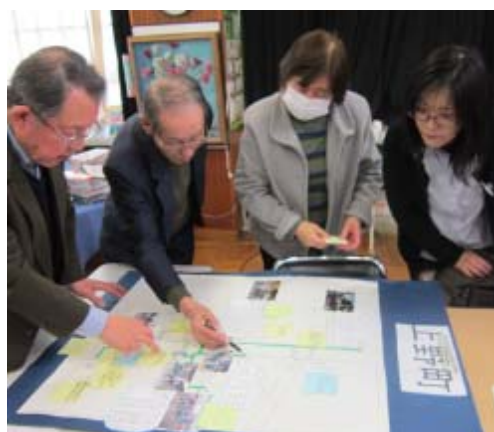
Explained the intension of the Network Meeting
Checked dangerous places in school routes

[Second Network Meeting] Nov. 25, 2014



Safety of wearing a helmet
(showed DVD)

[Third Network Meeting] Feb. 25, 2015

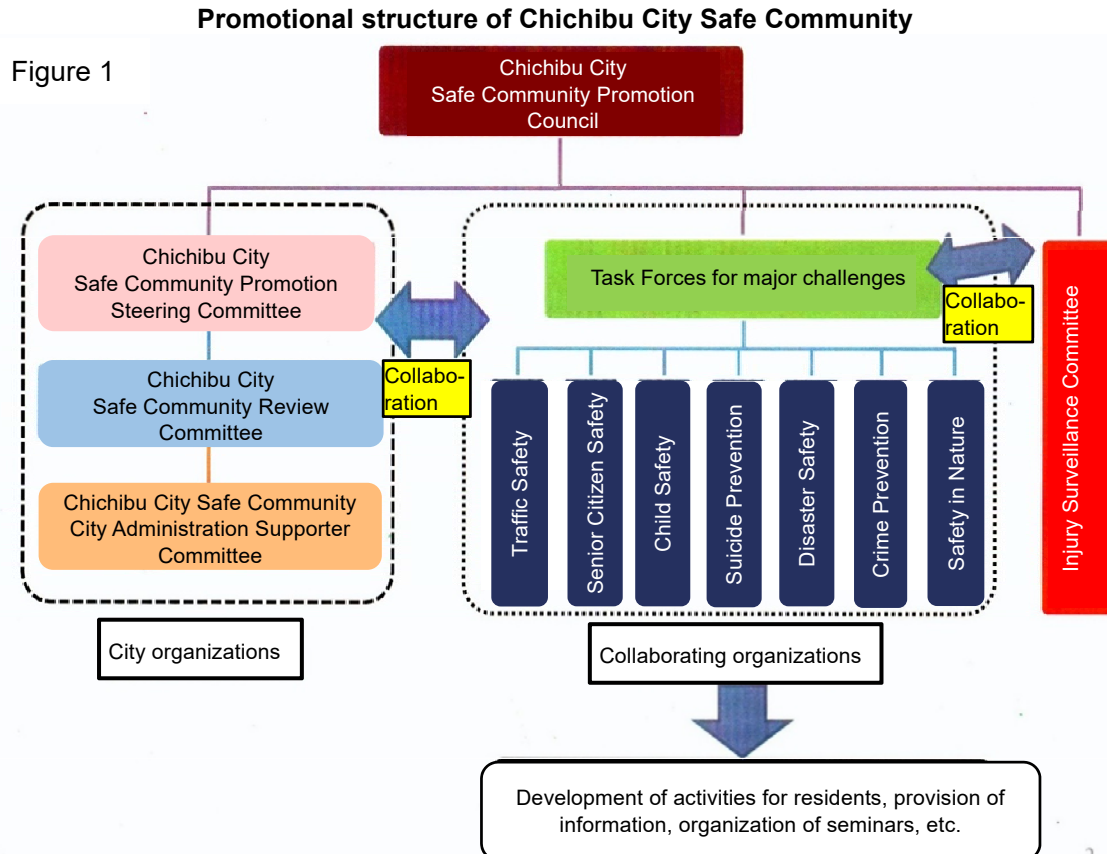


Safety check of school routes in winter

Minami Elementary School's distinctive program!

Indicator 2 Safe School policies decided by the Safe School Committee and Community Council in a Safe Community setting

(1) Measures of Chichibu City as a whole



Chichibu City has established the Chichibu Safe Community Promotion Council and organized a promotional structure toward designation as a Safe Community. In this council, “Measures of the safety of children” is also considered as one of the important themes. Following the program of Chichibu City, on July 22, 2013, the Chichibu Board of Education declared the start of program toward designation as an “International Safe School” (hereinafter, “ISS”) in November 2015, with the aim of securing children’s safety and promoting awareness of safety. The ISS program of Minami Elementary School is consistent with the aims of the country, prefectures, Saitama prefecture and Chichibu city as described below.

1. “Plan of promotion of school safety” Ministry of Education, Culture, Sports, Science and Technology April 27, 2012
 - Encourages ISS, etc. as excellent programs
2. “The 2nd term Saitama education development plan” Saitama Board of Education July 14, 2014
 - Lists securing of safety and security of children as one of the goals
3. “Chichibu City school education super plan” April 2014
 - Improvement of safe and secure school environment (promotion of internationally-designated Safe School)

(2) Minami Elementary School's Grand Design

Minami Elementary School has put educational activities related to safety and security in the context of ISS within the school's educational activities, rather than seeing ISS as something special. Therefore, the school has created "Minami Elementary School's Grand Design," which is the policy for the school's educational activities, and put Safe School in the context of educational activities.



The school is engaged in various activities related to safety on the basis of three perspectives of the ISS slogan “Safe, Fun and Healthy Minami Students.” The school has put these activities in order and verified whether they are carried out as a long-term/ongoing program covering all ages, environments and conditions.

~ 32 ~

Outside school building		P.35-(1),37,38,39-(4) (5) Committee activities (1st to 6th grades)	
		P.39-(1) (2) (3) (4) Information provision	
		P.40-(2) Traffic safety class (1st to 6th grades)	
		P.42-(13) Evacuation drill using escape chute (5th grade)	
		P.40-(3) Bicycle license course (4th grade)	
		P.42-(13) Evacuation drill (1st to 6th grades)	
		P.43-(4) Fun time (1st to 6th grades)	
		P.43-(5) Intergenerational exchange (3rd grade)	
		P.44-(1) Morning marathon (1st to 6th grades)	
		P.45-(3) Encouragement of outdoor play (1st to 6th grades)	
		P.48-(3) Study in pairs (1st and 6th grades)	
Outside school	School routes/school district	P.40-(1) Creation of community safety map (5th grade)	
		P.42-(14) Children's 110 house (1st to 6th grades)	
		P.43-(1) Vertical group activity (1st to 6th grades)	
		P.45-(2) Shibazakura Hill marathon (1st to 6th grades)	
		P.46-(1) Drill of handing over students to parents (1st to 6th grades)	
		P.35-(2) P.47-(2) Returning home in commuting groups (1st to 6th grades)	
		P.48-(5) Watch over by parents during swimming, city exploration, etc. (1st to 6th grades)	
		P.48-(6) Watch over by school guards during commuting to and from school (1st to 6th grades)	
		P.48-(7) Watch over new students during returning home by parents (1st grade)	
		P.41-(10) Tour of fire department (4th grade)	
Outside school district		P.41-(11) Tour of disaster-prevention education center (4th grade)	
		P.42-(12) Wearing a helmet during field drip (3rd grade)	

(1) Minami Elementary School's original programs for raising awareness of ISS in students

1) ISS slogan "Safe, Fun and Healthy Minami Students"

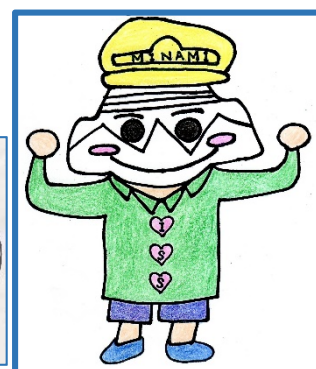
The slogan, which was developed by the ISS representative committee with hope that all students will spend safe and fun school life, was introduced during committee presentation, and it has been a mantra used by all students. Activities such as school events and committees are planned and proposed based on this slogan.



2) ISS poster child "Minamin"

In the process of ISS programs, opinions were received, commenting that displays indicating dangerous locations and safety signs are hard to be noticed. Therefore, the ISS representative committee took an approach to create a poster child that can be easily understood even by lower-grade students.

Among ideas collected from all students, one poster child was selected and named "Minamin." "Minamin" can be dressed up



according to a situation, such as "Helmet Minamin" is wearing a helmet and "Group Leader Minamin" is holding a group leader flag, to effectively utilize "Minamin" in newspaper, posters and signs, etc. There are also Minamin sticker and Minamin stamp, as well as Minamin flag-raising and Minamin picture-drawing and singing, to improve awareness of ISS activities and they have been effective.

3) Safe School Time

While Safe School activities are carried out through all curriculums, there are also many that are carried out through committee activities led by 5th and 6th graders. Additionally, in order to raise awareness of ISS activities in all students, it is important to secure time to carry out activities.

Therefore, the school allots 13:10 to 13:40 (30 minutes) on every Wednesday as Safe School Time to carry out ISS representative meeting, various committee activities and Safe School meeting, etc. (5th and 6th grades)

1. Committee activities (higher-grade students)

Each committee determines the long-term and ongoing contents of programs that cannot be hardly worked through committee activities carried out every month.



Setting up a sign to alert students to walk in hallways (Cultivation environment committee)



Cleaning the gym's storeroom (Exercise committee)

2. Checking dangerous locations in the school routes by commuting groups (all students)

Students were divided into their commuting groups, and reconfirmed "dangerous locations" and "surroundings," etc. and became conscious to be able to commute to and from the school.



This program was conducted twice, in the spring and winter and discussed in "Minami Students Safe and Security Network Meeting," and voices from community people were added to the Minami Elementary School ISS Road with sticky notes of different colors.



4) Minami Elementary School Road (1st floor hallway/hall)

Details of the activities and information related to Safe School are displayed in the hallway through the hall of the 1st floor to give students clear idea of the school's programs.

5) Safe School Corner in each classroom

In all classes, a Safe School Corner has been set up in the back of classroom. Awareness of Safe School can be raised by visually explaining mainly efforts and status of activities by the class, and the Corner is updated every time after the class discusses ISS activities.



(2) Committee activities and safety programs

The 5th and 6th graders belong to one of the 8 committees, which share roles in the entire school, and students carry out activities spontaneously and autonomously.

ISS Representative Committee:

Create ISS slogan Greeting campaign
Operate ISS Representative Meeting Coordinate each committee
Create rules for long vacation and raise awareness
Set up Minami Students' Post Carry out various fund raising
Collect ideas for poster child
Raise Minamin flag Create Minamin picture-drawing and singing

Health and beautification committee:

Take attendance Summarize status of injuries Sanitary inspection
Create and display an injury map
Display a proper way of using play equipment

Exercise committee:

Safety inspection of play equipment
Clean/organize the gym's storeroom
Inspect/manage air in unicycles and balls
Appeal/poster for outdoor play and morning marathon
Conduct "Morning Time"

Cultivation environment committee:

Plant flowers in school garden Water plants
Make sure students walk in hallways
Improve environment of hallways

School lunch committee:

Investigate leftover vegetables and report the results
Sanitation of serving table/washing and disinfecting hands
Pay attention to transportation of lunch food cans and plates Poster

Broadcasting committee:

Appeal for walking in hallways, prevention of heat stroke, and playing outdoors
Music for brushing teeth, cleaning and English Day
Appeal for safe ways to spend rainy days

Library committee:

Issue the Safety and Security Newspaper Operate the book week
Set up Safe School Corners
Recite picture-story show related to Safe School

Meeting committee:

Plan vertical group play, Poster of how to use play equipment
Operate Minami Students' Meeting

1) ISS Representative Meeting

The ISS Representative Meeting is held once or twice per semester to promote collaboration and exchange opinions between eight committees consist of 5th and 6th graders. During the Safe School Time, members of the ISS representative committee and chairs of each committee attend the meeting and report on each of the three standpoints of the slogan. Then, they discuss improvements, etc. and bring new challenges back to their respective committees. This clarifies the objectives and contents of activities of each committee, allowing efficient role allocation.



2) ISS Activity Briefing Meeting

Following the ISS Representative Meeting, “ISS Activity Briefing Meeting” was held using “Safe School Time” to inform all students of the reports made by each committee during the Representative Meeting. Informing all students that programs of each committee are related to Safe School and of activities of students of the committees help implementing ISS activities.



3) Activities of ISS Representative Committee

The ISS Representative Committee was established as a leading committee for ISS with four 5th graders and four 6th graders who were selected from each class. In addition to activities of the ISS Representative Committee, the Committee also appeals for various issues to the entire school as a student council. The Committee's major roles and activities are as follows:

1. Moderate and operate ISS Representative Meeting
2. Set up Minami Students' Post



The post was set up to gather a wide range of input from Minami Students. The input obtained was submitted to the ISS Representative Meeting and efforts were made to solve problems.

3. Announce rules for long vacation
Create everyday life rules for long vacation such as summer and



winter vacation, and appeal for no accidents to all students during the closing exercises.

4. Wrote about programs of the student council and issues that needed to be appealed to students on the student council newspaper once in the month of issuance.
5. Morning greeting campaign twice a year
Greeting is the basic communication and may lead to prevent bullying. Greeting campaign was carried out in May and February. In May, greeting was encouraged in front of the school gate, but in February, based on the reflection that students' voice was too small and they lacked spirit, a greeting calendar was created and it was successful.

6. Minamin picture-drawing and singing

Since the idea “ISS = Minamin” became well-known, Minamin picture-drawing and singing was created and introduced to make students feel familiar with Minamin. More students are singing/drawing pictures of Minamin during recess. (see page 55)

7. Minamin flag-raising

The Minamin flag is raised in the schoolyard every morning as a symbol for ISS program.



4) Activities of health and beautification committee

1. Summary of state of injuries in school (see page 56)

Record on the “Injury Log” in the school nurse’s office.

2. Create and display the injury map (see page 49)

Based on the “Injury Log,” create and display the injury map.

3. Proper ways to use play equipment

Created a poster describing how to use play equipment in the schoolyard, and introduced it during the ISS activity briefing meeting. More students are careful while playing with play equipment.



5) Activities of exercise committee

1. Inspect the safety of play equipment

Carry out safety inspection of play equipment mainly during the committee time.

2. Clean and organize the gym's storeroom

Make sure that the gym's storeroom is organized not just during the committee time, but also when opening and closing the storeroom every day.

3. Conduct the morning time

The morning time is carried out in the morning of every Friday with the goal of making exercise a habit and improving strength. The three rules are “Run alone. Run quietly. Run to the end.” Along with the morning marathon activity (see page 44), more students are running with enthusiasm.



6) Major activities of other committees

1. Cultivation environment committee:

Improve environment of hallways, make sure students walk in hallways

Since some students run in hallways causing danger, a sign was created and set up to appeal for walking in hallways, and a check card for walking in hallways was created to make sure students walk in hallways. It was effective in reducing the number of students who run in hallways.

2. School lunch committee: Check leftover vegetables

It is necessary for students to eat well-balanced diet in order to stay healthy every day. Since some students leave vegetables on their plates, leftover vegetables were investigated in each grade and the results were announced. It was effective in reducing the volume of leftover vegetables in each grade.



3. Broadcasting committee:

Appealing to students

Appeal to students for walking in hallways, playing outdoors, heat stroke prevention, and safe ways to spend rainy days indoors, etc. depending on the situation on the air in the morning, recess and lunch time.

More students listen to what is said on the air and try to do it.



4. Library committee: Set up a corner to introduce books on safety, and recite picture-story show related to safety to appeal for safe and secure action.

(Picture above: reciting picture-story show on safety)



(Picture on the left: playing tag by all students)

5. Meeting committee: Conduct Minami Student Meeting

Come up with play with which all students can enjoy, and hold a meeting once a month.

(3) Provide information

1) Issue "Safe School Minami"

It is issued 4 times a year to inform Safe School activities to parents and community people.

2) Issue "Minamin Newspaper"

It is issued 1 or 2 times per semester by each committee to provide information on their activities to students, families and community.

3) Issue Minami Students' Correspondence

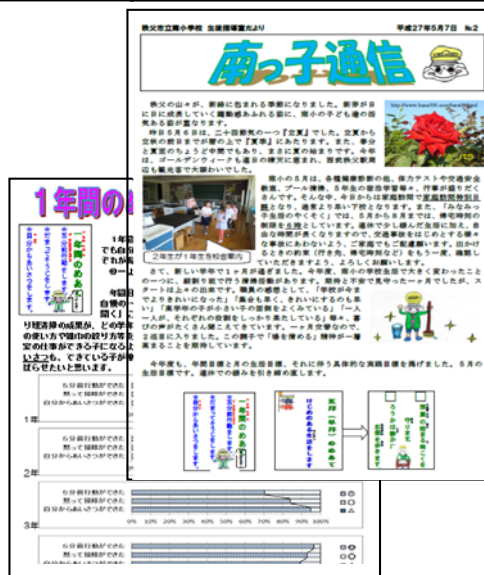
(Student Guidance Letter)

Look back annual and monthly goals for student guidance and programs of students and appeal for cooperation to parents. (Issued 1 or 2 times a month)

4) Minami Elementary School Website

In addition to daily educational activities in Minami Elementary School, the website also introduces ISS activities every day. (Updated regularly)

URL <http://www.city-chichibu.ed.jp/minamisho/>



(4) Preventive activities by theme (Safe, Fun, Healthy)

1) Safety (Prevention of physical injuries in and outside of school)

1. Create a community safety map (revised)

There is a unit called “Let’s create a community safe map” during the “integrated study period” for the 5th graders. Many students spend their life peacefully every day and thus lack a sense of risk awareness. Therefore, this program is carried out with a goal of cultivating practical attitudes in students to increase their interests in the town’s safety and consciousness of crime prevention and to collaborate with others to create a safe community, by making students investigate dangerous locations in the area they live and spread the information.

Students were able to develop an awareness of the safety in the entire school district on-the-spot investigation and summarizing and reporting the findings. By reporting, they were also able to develop an awareness of the safety in the entire school district.



2. Traffic safety class by wearing a helmet (revised)

Objective Traffic rules and manners and safety action

Contents How to cross a street safely, how to cross at the cross walk (1st and 2nd grades)

How to ride a bicycle safely (3rd to 6th grades)

Conducted by Resident Life Section

Main target All grades

Frequency Once a year

After class Improved consciousness of traffic safety in students



3. Bicycle license course (revised)

Objective Understand traffic rules and manners, how to ride a bicycle safely

Contents Cautions when riding a bicycle, guidance on signs and signboards, skill guidance, practicing while wearing a helmet

Conducted by Chichibu Police Department’s Community Safety Division

Main target 4th grades

Frequency Once a year

After class Became more cautious during a bicycle ride

*Students who passed can receive a bicycle license.



4. Wearing bicycle helmet campaign (new)

Objective Increase the number of students who wear a helmet while riding a bicycle

Contents Acquire knowledge of the usefulness of a helmet

Conducted by Teacher/staff

Main target 3rd and 4th grades, 2nd grade, new students and their parents

Frequency Once a year



5. Delinquency prevention class (continued)

Objective Prevent delinquency and foster an ability to understand right from wrong
 Contents Value of life, bullying, smoking, etc. Prevention of delinquency and troubled behavior
 Conducted by Chichibu Police Department's Community Safety Division
 Main target All students (separately for lower graders, middle graders and higher graders)
 Frequency Once a year

**6. Drug abuse prevention class (continued)**

Objective Inform students the horrors of drugs and foster an ability to understand right from wrong
 Contents Knowledge about drugs, dangers of drug abuse
 Conducted by Chichibu Police Department's Community Safety Division
 Main target 6th grade
 Frequency Once a year

**7. Ethical education (continued)**

Objective Nurture a rich spirit and foster skills of ethical execution
 Contents Supplement, advance and integrate ethical education of overall school education
 Conducted by Teacher/staff
 Main target All students
 Frequency Once a week or more

**8. Human rights education (continued)**

Objective Increase awareness of human rights
 Contents Special class on human rights by human rights protection officer
 Conducted by Human rights protection officer, teacher/staff
 Main target 5th grade
 Frequency Once a year (Human Rights Class)

**9. Classroom activity (safe and secure school life) (revised)**

Objective Have safe and secure school life
 Contents Foster an ability to detect and avoid danger, objectives of ISS
 Conducted by teacher/staff
 Main target All students
 Frequency As necessary

**10. Tour of fire department (walk to and from school wearing a helmet) (revised)**

Objective Look at the works of a fire department, and raise awareness of disaster prevention
 Contents System within a fire department, tour guide of a fire engines and ambulance
 Conducted by Staff of Chichibu Fire Department
 Main target 4th grade
 Frequency Once a year
 *Conducted as a social studies field trip for 4th grade

**11. Tour of disaster-prevention education center (continued)**

Objective Raise awareness of disaster prevention in daily life based on experience
 Contents Earthquake experience, fire smoke experience, strong wind experience, fire extinction experience
 Conducted by Staff of the disaster-prevention education center
 Main target 4th grade
 Frequency Once a year
 *Conducted as a social studies field trip for 4th grade



12. Wearing a helmet during field drip (new)

Objective Get used to wearing a helmet

Contents Tour of a construction site wearing a helmet

Conducted by Teacher/staff, construction site supervisor, person involving construction

Main target 3rd grade

Frequency Once a year

*The picture of 3rd graders wearing a helmet during a social studies field trip (tour of construction site of National Route 140 Minano Chichibu Bypass)

**13. Evacuation drill (continued)**

Objective Understand causes and risks of disaster, and acquire safe evacuation methods

Contents Evacuation drill in the event of an earthquake or fire, confirm knowledge of disaster prevention

Conducted by Teacher/staff, Chichibu Fire Department

Main target All students

Frequency Once a semester

1st semester : In the event of fire

2nd semester : In the event of fire due to earthquake

3rd semester : In the event of fire outside class hours

- Evacuation drill using escape chute: 5th grade

- Evacuation using an escape chute from the balcony of a classroom on the 3rd floor

**14. Children's 110 house (continued)**

Objective Secure the safety of students in the community, prevent crimes, etc.

Contents Ask the community people to display the sign for "Children's 110 house" in front of their house and allow students to escape to their house in the event of encountering a suspicious person.

Conducted by Teacher/staff, PTA, community

Main target All students

Frequency Year-round

**15. Distribution of disaster prevention hoods/crime prevention alarms for new students (continued)**

Objective Secure the safety of students and new students

Contents Distribute disaster prevention hoods given by Minami Elementary School PTA, crime prevention alarms given by Saitama Trucking Association

Conducted by Minami Elementary School PTA, Saitama Trucking Association

Main target All students, new students

Frequency At enrollment to school

**16. Swimming first aid training, swimming with clothes on (continued)**

Objective Training in the event of a water accident

Contents Practice cardiopulmonary resuscitation, how to use AED
How to protect oneself with clothes on (how to swim, how to float, how to take off clothes in the water, etc.)

Conducted by Staff of Chichibu Fire Department, teacher/staff

Main target Teachers/staff, PTA (swimming first aid), all students (swimming with clothes on)

Frequency Once a year



2) Fun (prevention of psychological injuries)

1. Vertical group activities (continued/ new)

“Friendship orienteering meeting,” “Minami student meeting” and “vertical group cleaning” are carried out with goals of interacting friendly with students of different grades and nurturing a rich spirit through vertical group activities of all students.

In the “friendship orienteering meeting,” students enjoy orienteering while paying attention to the safety with 6th-grade leaders. Since this event has been continued for a long time, higher-grade students are aware of their roles and gently interact with lower-grade students. Currently, students can act while being conscious about the safety.

The “Minami student meeting” is planned and conducted by the meeting committee.

In “vertical group cleaning,” a program started in fiscal 2015, students are assigned to 28 locations in the same way as the vertical groups to clean silently with 6th graders as group leaders.

Through these programs, students have developed relationships with students of other grades, and the 6th graders have become able to act while being aware of their responsibility as a leader. As the number of students of Minami Elementary School is expected to decrease in future, it is necessary to further enhance this program of vertical group activities.



2. Music meeting (continued)

Objective Try hard together and build a sense of unity and a feeling of belonging

Contents Sing in chorus and perform ensemble of a song of the month selected by the music club and practiced in each classroom

Conducted by Teacher/staff (music club)

Main target All students

Frequency Once a month

* May: “Believe” (chorus)

June: “Kimi wo nosete” (sign language)

December: “Chairo no kobin” (ensemble)



3. Morning reading/Reading aloud to students (continued)

Objective Start school life with a sense of calm

Contents Whole-school 10-minute morning reading

Conducted by Teacher/staff, volunteers for reading aloud to students

Main target All students

Frequency 2 or 3 times a week



4. Fun time (continued)

Objective Deepen a friendship with classmates, encourage outdoor play

Contents Play exercise games and recreations selected by students in charge of recreation in classroom

Conducted by Classroom teacher, students in charge of recreation in classroom

Main target All students

Frequency Once a month (first Wednesday)



5. Intergenerational exchange (continued)

Objective Interact with elders in the school district and enrich students' mind

Contents Interact with elders by talking with elders about the school and plays and eating lunch together

Write invitations to the athletic event before the event

Conducted by Teacher/staff, elders in the school district

Main target All students

Frequency Once a year



6. Internet-based trouble prevention class (revised)

Objective Deepen understanding of internet-based troubles

Contents Understand the dangers of internet, etc.

Understand information ethics

Address new internet-related challenges

Conducted by Saitama Police Department's Cybercrime Division

Main target 5th and 6th grades and their parents

Frequency Once a year



7. Promotion of life skill education (new)

Objective Foster an aptitude for autonomy, a capacity for judgment, sense of responsibility, and a spirit of symbiosis

Contents Learn communication skills

Conducted by Teacher/staff

Main target All students

Frequency 3 times a year or more



8. Bullying prevention campaign (new)

Objective Be conscious that bullying is never be forgiven

Contents Participate in NHK's "Knock out bullying" declaration on conduct by 1 million people

Conducted by ISS representative committee, teacher/staff

Main target All students

Frequency Once a year



9. PTA lecture meeting (continued)

Objective Increase awareness of human rights in parents

Contents Watch videos on human rights awareness and exchange opinions

Conducted by PTA members

Main target Parents

Frequency Once a year

*Conducted during PTA board meeting in the 2nd semester



3) Healthy (Building up a healthy body free of injuries)

1. Morning marathon (continued)

Morning marathon is conducted to make students get familiar with exercising and building up a healthy body willingly. Minami Elementary School used to have challenges of declining students' physical fitness, endurance and running skills. Therefore, the school created "Marathon long-distance running trial round-the-world card," with an aim to foster students' motivation to run independently and build up a healthy body. After teachers and staff drew lines and ran with students every morning, more students tried to run willingly, and more students were able to complete the seven marathon cards (round-the-world).



2. Shibazakura Hill marathon (continued)

Objective Increase physical strength and foster a determination to never give up
Contents Run the course in Shibazakura Hill in the Hitsujiyama Park
Conducted by Teacher/staff, exercise committee, PTA sports division
Main target All students
Frequency Once a year
*Conducted on the same day as the orienteering meeting, all student complete the course



3. Encouragement of outdoor play (new)

Objective Build up physical strength which is the basis of Safe School
Contents Encourage to play outdoors through broadcasting and posters, etc.
Conducted by Teacher/staff, broadcasting committee, exercise committee
Main target All students
Frequency As necessary
*The number of students who run outside in the morning increased even during winter.



4. Lunch tasting (continued)

Objective Provide students correct information on food
Contents Lecture by school nutritionist, lunch tasting
Conducted by School nutritionist, teacher/staff
Main target Parents of 1st graders
Frequency Once a year (in June)



5. Dental lecture/brushing lesson (continued)

Objective Provide knowledge and teach skills to live with healthy teeth
Contents How to eat snacks without causing cavities
Lecture on prevention of periodontal disease, plaque disclosing
Conducted by School dentist, dental hygienist
Main target All students
Frequency Once a year *Chosen as an excellent school at the prefecture's dental health contest



6. School health committee (continued)

Objective Acquire special knowledge to maintain students' health
Contents Discuss actual state of students' health and the latest information
Conducted by School doctor, teacher/staff
Main target PTA, teacher/staff, school doctor
Frequency Twice a year



7. Advices on body measurements(continued)

Objective Become aware of own growth and health
Contents At the time of body measurements, teach students how to prevent heat stroke and how to deal with flu using a 10-minute video or picture-story show
Conducted by Special education instructor
Main target All students (conducted for each grade)
Frequency Once a semester



Indicator 4 There are programs targeted to high-risk groups and environment

Due to the concerns regarding disaster prevention in the earthquake-prone environment that is specific to Japan as well as extreme weather conditions in recent years such as heavy rain and heavy snow and sudden occurrences related with a suspicious person, the school occasionally sends emails to parents about information of a suspicious person based on information received from Chichibu Police Department.

Also, according to the number of injuries by grade shown in Figure 3-3, more injuries occur in lower-grade students compared to students in other grades. Minami Elementary School has two special support classes (Himawari), and the students in these classes possibly start panicking due to their disabilities. Also, considerations may be required in securing the safety in everyday lives. Considering these as high-risks, the school has set up programs.

(1) Manual for school and families in the event of natural disasters (typhoons, snow, earthquake, etc.) or other emergencies

1) Typhoons and rainstorms

The head of Chichibu City Principal Association consult with the board of education. If measures need to be taken, all elementary schools and junior high schools take the same measures.

[Judgment on weekdays]

- Make judgment at noon the day before (start class 2 hours late, as a general rule)
- Make judgment at 5:30 am of the day as necessary

[Judgment on holidays]

- Make judgment at 4:00 pm

2) Snow

Make judgment at around 5:30 after discussing with a group of neighbor schools based on the condition of snow and weather forecast.

[Judgment criteria]

- Over 30 cm of snow: close temporary
- 20 to 30 cm of snow: start class 2 hours late
- 10 to 20 cm of snow: start class 1 hour late

3) Earthquake



1. Drill of handing over students to parents (continued)

Objective To hand over students safely in the event of large earthquake

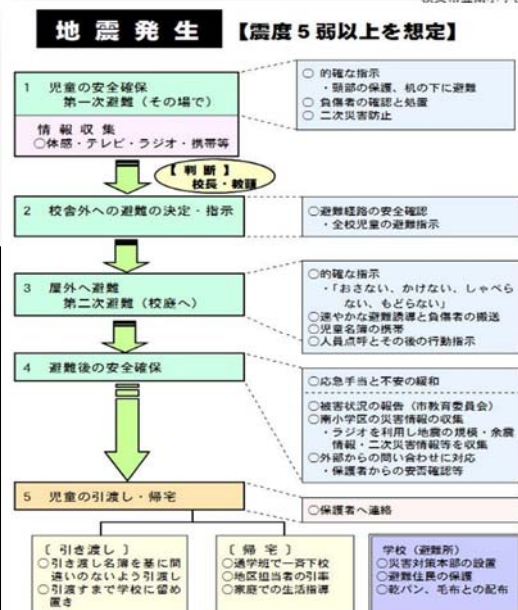
Contents Drill in handing over students to their parents smoothly in the event of large earthquake.

Conducted by Teacher/staff, students, parents

Main target Students, parents

Frequency Once a year

Manual of response at disasters in 2014



(2) Measures for students in special support class

Minami Elementary School has two special support class (Himawari). One of Himawari Classes has two students with mental disabilities, and the other Himawari Class has one physically weak student. Himawari Classes are managed with sufficient attention to each student.

1. The students and teachers conducted safety inspection inside the room together, and installed safety protective materials at dangerous spots in the room from a standpoint of students.
2. Signs of evacuation route were put up at the both doors of the room to make the students be aware of their evacuation route from the classroom so that they can take the route in the event of evacuation.
3. Signs were put up to pay attention to dangerous locations such as door opening and closing and handrails of the balcony.
4. In the "Safe School Corner," there are always necessary items in the event of evacuation so that the students can take action together with regular class students.



Things to take in the event of evacuation



Sign for evacuation route from classroom

(3) Measures for lower-grade students

2. Going to and from school in commuting groups of lower-graders (continued)

Objective Secure the safety of lower-graders during commuting to and from school

Contents Higher-graders as a leader/sub-leader commute to school safely while taking care of lower-graders

Conducted by Teacher/staff, PTA

Main target Students

Frequency Year-round



3. Study in pairs (continued)

Objective 1st grade students get used to events and studies at school

Contents 6th graders and 1st grader take the new physical fitness test, swim, and jump a rope, etc. together

Conducted by 6th graders, teacher/staff

Main target 1st graders and 6th graders

Frequency Approximately 3 times a year



4. Greeting meeting (continued)

Objective Make 1st graders get used to the school

Contents 1st graders and 2nd graders follow rules together for school life such as classroom tour and manners at such occasion

Conducted by 2nd graders, teacher/staff

Main target 1st graders and 2nd graders

Frequency Approximately twice a year



5. Watch over by parents during swimming, city exploration, etc. (new)

Objective Secure the safety of students during swimming class and field trips

Contents Monitor during swimming class, accompany students during field trips

Conducted by Teacher/staff, PTA volunteers

Main target Students

Frequency Swimming class (all days)

Field trips by lower-graders



6. Watch over by school guards during commuting to and from school (continued)

Objective Secure the safety of students during commuting to and from school

Contents Watch over during returning to home by the school cheering group (school guards)

Conducted by School guards

Main target All students

Frequency Year-round



7. Watch over new students during returning home by parents (continued)

Objective Secure the safety of new students during returning home

Contents At the beginning of a new school year, parents lead 1st grade students so that they can return home safely

Conducted by Teacher/staff, PTA

Main target New students

Frequency Approximately 1 week at the beginning of a new school year



Indicator 5 Conduct evidence-based programs that are available and usable

(1) Prevention of injuries at school (Challenges derived from aggregated data of injuries at school)

1) Challenges and goals

Challenges

1. Injuries occur more frequently in April, September, October and November (Figure 3-2)
2. The most frequent injury is scratch (Figure 3-4)
3. Injuries frequently occur during recess (Figure 3-5)
4. Injuries frequently occur in the playground (Figure 3-6)
5. Although the number of applications for accident benefits is small, major injuries requiring hospital visit occur every year. (Figure 3-1, 3-7)

Goals

- Reduce injuries in the beginning of semester and in October and November.
- Reduce cases of scratch.
- Reduce injuries during recess.
- Reduce injuries in the playground.
- Reduce major injuries requiring hospital visit.

2) Programs toward resolution of the challenges

- Create and display a community safety map (health and beautification committee)
- Check how to use play equipment (sports club, exercise committee, health and beautification committee)
- Inspect the safety of and organize play equipment (teacher/staff, exercise committee)
- Remind students on the air (broadcasting committee)
- Set up signs to encourage walking on the right side in hallways (cultivation environment committee)
- Organize the gym's storeroom, inspect play equipment (exercise committee)
- Safety study

3) Specific programs (new programs)

● Create in-school safety map <Challenges 1, 2, 3, 4, 5>

A graph of time of injury occurrence was created based on date of injury at school collected by the student health and beautification committee. An "in-school safety map" was created by pasting pictures of play equipment, etc. on a school's 2D diagram, and stickers are put at a spot where a student sustained an injury.

By visualizing dangerous spots, students have increased their interests in the safety, and are discovering things to improve on their own and taking specific measures.



In ISS meeting, members of the student health and beautification committee reported “months,” “time,” “locations” and “causes,” etc. and reminded students to pay further attention.

Also, to prevent injuries due to “fall,” which was the common “cause of injuries,” the committee discussed conditions and environments of falls, and listed specific cases on posters and in letters to raise awareness of safety.

● Check how to use play equipment <challenges 1, 2, 3, 4, 5>

Regarding how to use play equipment in the playground, the health and beautification committee summarized “state of injuries,” “how to use” and “cautions” with pictures of play equipment, and reported to all students during ISS activity briefing meeting. Subsequently, the contents were displayed on the Minami Elementary School Road so that students can confirm how to use play equipment anytime. As a result, injuries due to play equipment were reduced.



● Inspect the safety of and organize play equipment by staff and students <Challenges 3, 4, 5>

Staff conducts safety inspection of play equipment once a month and the exercise committee mainly conducts the inspection during the committee time. Staff and students both check the safety of play equipment by touching it.

Following the results of the safety inspection, after the gym was renovated in 2012, various safety measures were taken such as safety bars were added to the Minamigaoka slide, old play equipment was removed, low exercising bars, swings and climbing bars were removed and new ones were installed, a new back net was installed, and a safety mat was added to the soccer goal, successfully reducing major injuries requiring hospital visit.



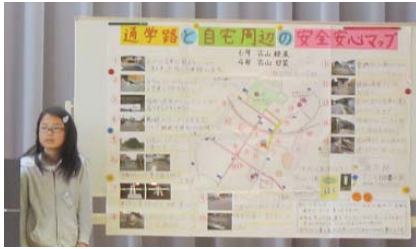
Minamigaoka slide



New low exercising bars and swings were installed

Column Spread of Safe School (autonomous activities of students, parents and PTA)

The Safe School program has spread into students' activities during summer vacation.



Creation of a safe and secure map around home



Creation of Minamin mascot



Creation of Minamin flag

(2) Prevention of traffic accidents, etc.

(Challenges derived from the summary of the safe and security questionnaire and the bicycle helmet questionnaire)

1) Challenges and goals

Challenges

1. The number of traffic accidents involving students is increasing (Figure 3-15)
2. Almost half of the students experienced close-call traffic accidents (Figure 3-16)
3. Injuries due to bicycle riding start to increase in 3rd and 4th grades (Figure 3-17)
4. Not many students own a bicycle helmet, and higher-graders don't wear it (Figure 3-18 to 21)
5. 30% of students have encountered a suspicious person and became intimidated. (Figure 3-22)

Goals

- Reduce the number of traffic accidents involving students.
- Reduce close-call traffic accidents.
- Reduce bicycle accidents.
- Increase the rate of owning and using of bicycle helmet.
- Teach students how to foresee and avoid danger.

2) Programs toward resolution of the challenges

- Wear helmet campaign (1)–4
- Creation of a community safe map/school route safety inspection map (1)–1
- Traffic safety class/bicycle license (1)–2, 3
- Commuting to school in groups, guidance on commuting to school, returning home at same time (4)–2, 6, 7

3) Specific programs

● Wear helmet campaign <challenge 4>

The wear helmet campaign is conducted mainly in 3rd and 4th grades, and it was also conducted in parents of new students during one-day admission to school. According to the results of the questionnaire conducted before and after, many positive comments were obtained from students such as they “understood very well that a helmet can protect the head,” and from parents, they “were able to understand the usability of a helmet” and “wanted to make their children wear a helmet when they start riding a bicycle.”

However, although the number of students who purchase a helmet has increased, the rate of students wearing it has not increased yet. The school will continue to work to improve the rate of students wearing a helmet.



Campaign targeting 3rd and 4th graders and their parents



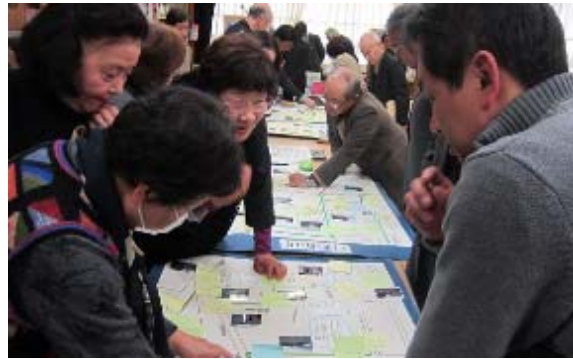
Campaign targeting parents of new students in the next school year

● Creation of school route safety inspection map <challenges 1, 2, 3, 5>

Students got together by their commuting area, and re-confirmed “dangerous locations” and “surroundings” by commuting group to consciously commute to and from school. This is conducted twice, in the first semester and the third semester, and students confirm dangerous locations by season. This is discussed in the “Minami Students’ Safe and Safety Network,” in which parents and people in the community participate, and dangerous location from their points of view are added to the map with different color sticky notes and displayed in the Safe School Road for the safety of students during commuting to and from school.



Safety inspection of school route by students

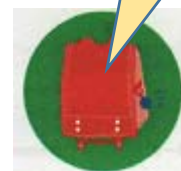


Safety inspection of school route in Minami Students’ Safe and Safety Network Meeting

● Watching over students using Beacon terminal (a device to transmit radio waves) <challenge 5>

The system for watching over students is started on a trial basis in 2015 via collaboration with Recruit Suumo, in which Beacon terminal put to students’ school bag sends information of the location of students to their parents via a watch over volunteer (who has a smartphone with an application “SUUMO watch over” installed) and a smartphone installed at the school gate. The objectives were explained to parents during the parents meeting in the first semester, and when parents were asked to be a watch over volunteer, 70 parents participated. The efficacy of watch over using Beacon terminal will be verified to ensure students safety in future.

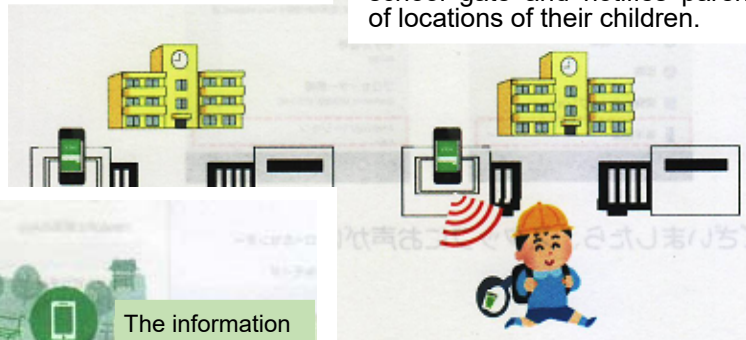
Beacon terminal



■ System of arriving/leaving school detection

(1) A device to detect Beacon is installed at the school gate.

(2) The device activates when Beacon terminal gets close to the school gate and notifies parents of locations of their children.



The smartphone at the school gate sends the information of location to parents.

The information of location is also sent from smartphones of watch over volunteers.

(3) Prevention of psychological injuries

(Challenges derived from the summary of the safe and security questionnaire and life questionnaire)

1) Challenges and goals

Challenges

1. Troubles between classmates increase in higher-grade students. (Figure 3-25)
2. There are many occurrence of verbal violence. (Figure 3-25, 3-27)
3. Some students are less aware of bullying (Figure 3-25, 3-27, 3-29)
4. Internet-based troubles increase as students' grade advances (Figure 3-26)

Goals

Foster students to have skills to develop personal relationships.

Reduce verbal and violent troubles.

Foster students to understand the danger of Internet and the safe use to reduce Internet-based troubles.

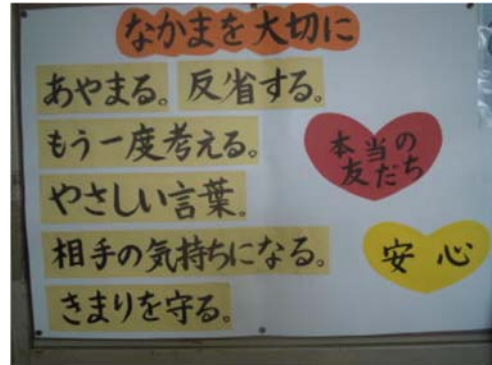
2) Programs toward resolution of the challenges

- Promotion of life skill education (2)–7
- Bullying prevention campaign (2)–8
- Vertical group activity (2)–1
- Internet-based trouble prevention class (2)–6

3) Specific programs (newly started programs)

● Promotion of life skill education <Challenges 1, 2>

A class is conducted with a focus on interpersonal relationship skills that is essential for carrying out activities by cooperating with others and smoothly communicating with others. The class was also conducted on a parents' day since this life skill is necessary and important for living not only at school but also in community life.



- Life skill class for 3rd graders "How to value friends" -

● Bullying prevention campaign <Challenge 1, 2, 3>

The following activities are conducted to foster all students to have interests in bullying such as what bullying is and ways to reduce bullying, and attitudes to actively prevent bullying, as well as to have awareness that bullying is intolerable on a day-to-day basis and to achieve to build the school and classes in which bullying can be resolved by everyone in case it occurs.

After examining the live questionnaire (see page 58), classroom teachers conducted an interview, and serious cases are handled together with the student guidance division and the management.

Additionally, the school participated in NHK's program "Knock out bullying" and watched and contributed (bullying knock out declaration) to the program.



Training on bullying for teacher/staff

● Vertical group activity <Challenges 1, 2>

To foster students who can become friendly with anyone, the school provides many opportunities for students of different grades can interact with each other.

1. Minami Students' Meeting

Students play together (tag, etc.) once a month in companionship groups consist of students of different grades.

2. Orienteering meeting

All students go to Hitsujiyama Park near the school once a year to enjoy eating lunch and orienteering, etc.

3. Vertical group cleaning

Students are assigned to different locations to clean in vertical groups.



Orienteering meeting

● Internet-based trouble prevention class <Challenge 4>



The school has never been consulted on Internet-based troubles. However, it's been informed by parents and students that the number of students in the middle grades and above who own a cell phone increases and in the higher grade, students exchange emails with their friends until late at night. Additionally, due to popularization of games with communication function in recent years, there is a rapidly increasing worry on Internet-based troubles. Therefore, to prevent students from getting involved in Internet-based

troubles or cybercrimes, workshops are provided to higher-grade students and their parent on holiday parents' day.

(4) Building up a healthy body free of injuries

(Challenges derived from the summary of the safe and security questionnaire and the student questionnaire)

1) Challenges and goals

Challenges

1. Some students go to bed late or wake up later. (Figure 3-32, 3-33)
2. Some students don't play outdoors willingly. (Figure 3-35)
3. Some students lack energy already in the morning. (based on morning health monitoring by homeroom teacher)
4. Some students are picky eaters. (Figure 3-36)

Goals

Increase the number of students who work to build up a healthy body free of injuries.

2) Programs toward resolution of the challenges

- Morning marathon, Shibazakura Hill marathon, morning time (3)-1, 2
- Encourage playing outdoors (3)-3
- School health committee (3)-6



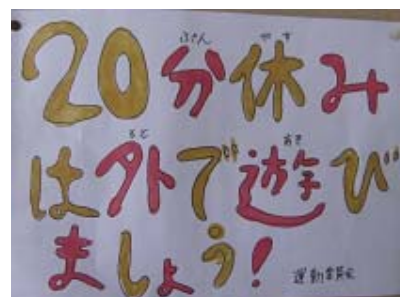
Encouragement posters by the exercise committee

3) Specific programs

● Encourage playing outdoors <Challenges 2, 3>

In one of the programs of the exercise committee, students are "encouraged to play outdoors." The exercise committee discussed and decided to conduct this program to encourage students to participate in the morning marathon and play outdoors to build up a healthy body. Students in the exercise committee encourage students in the same grade as themselves and ask students in charge of recreation in their classes to increase the number of class recreation, and as a result, more opportunities were given to play outdoors together.

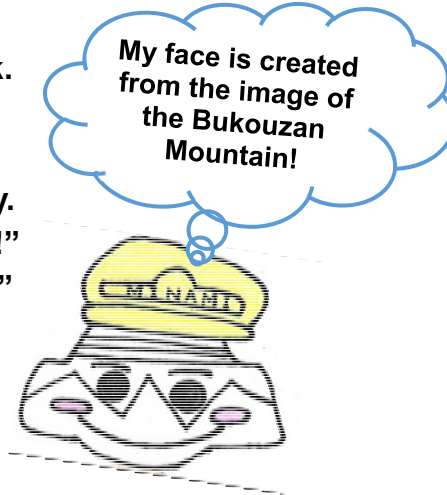
The committee also collaborates with the broadcasting committee and encourages students to play outdoors through the school's broadcasting program during break between classes and the noon recess on nice days, and creates posters to encourage students to play outdoors. As a result, more students play outdoors now.



(Column)
Minamin picture-drawing and singing

The song for drawing a mascot character of the safe school

There is a weirdly shaped fish tank.
On top of the lid, a helmet
Is it safe to cross the crosswalk?
We have to double check for safety.
 “Right hand side?” “Safe!”
 “Left hand side?” “Safe!”
Go go go, let’s go!
As we fish are getting along.
We have drawn Minamin!
 Talalala...Minamin!



(By a melody of the Mickey Mouse March)

The school is taking records of causes and frequencies of injuries by the following methods to implement programs of “Safety,” “Fun,” and “Healthy.”

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To fill out the “cause of the injury,” students are asked what they could have done to avoid the injury (cause) with the purpose of making them think about preventing injuries.

[Chart 6-2] Database from the nurse’s office of Minami Elementary School (partial)

ID	Month	Day	Day of week	Time of visit	Grade	Gender	Type of injury	When the injury occurred	Where the injury occurred	Cause
1										

[Type of injury] Scratch, Prick, Cut, Bruise, Jammed finger, Sprain, Nose bleed, Other

[When the injury occurred] On the way to school, Pre-class activity, During recess, During physical education class, While studying, During lunch, While cleaning, After school

[Where the injury occurred] Playground, Play equipment, Classroom, Gym, Hallway/stairway, Street, School building entrance, Other

[Cause] Unpredictable, Inattention, Poor skill, Playing around, Fight, Careless action, Other, Don’t know

Based on the “record of injuries” (Chart 6-1) completed while interviewing students, a special education instructor save the information in the database of the nurse’s office (Chart 6-2).


Additionally, to foster the abilities to detect and avoid danger, students in the health and beautification committee and a special education instructor summarize the state of injuries of students visiting the nurse’s office during the Safe School time (13:10 to 13:40 on every Wednesday). They examine “where injuries occur” and “time of injuries” by month.

(2) Implementation of “Minami Elementary School safe and security questionnaire” (Chart 6-3) (once a year, data analysis and efficacy verification)

The questionnaire analyzes the changes of students’ conscious and action. By using characteristics of a small-size school, the changes in students are analyzed individually through follow-up and interview concurrently with numerical data analysis.

“Safe and security questionnaire” is utilized as verification of effects of challenges derived from Safety (Prevention of physical injuries in and outside of school), Fun (Prevention of psychological injuries of students) and Healthy (Building up a healthy body free of injuries).

[Chart 6-3] Minami Elementary School Safe and Security Questionnaire * partial

Minami Elementary School Safe and Security Questionnaire					
Safety	1	I do not try to go to dangerous places or do dangerous things.	1	I have my own bicycle.	
	2	I always tell my family where I'm going to before leaving home.	2	I have my own bicycle helmet.	
	3	I keep to the time to go home.	3	I wear my helmet when I ride my bicycle.	
	4	I walk on the right side in hallways in school.	4	I want to wear a helmet. (Answer "Yes" if you wear a helmet.)	
	5	I'm careful not to involve in a traffic accident.			
Fun	1	I'm careful not to hurt my friends by words.	1	Bullying is bad.	
	2	I do not do things to my friends that they would not like done to them.	2	In bullying, a perpetrator is to blame entirely.	
	3	I proactively greet my friends/teachers in school.	3	I will stop bullying if I witness it.	
	4	I proactively greet people in the community.			
Healthy	1	I'm careful not to get injured in school.			
	2	I'm careful not to get an infection or heat stroke.			
	3	I'm not a picky eater. I eat everything.			
	4	I willingly play outdoors.			
	5	I'm careful not to play computer games too much.			

(3) Response to bullying problems (prevention of psychological injuries)

To prevent psychological injuries in students, a life questionnaire (for all students every semester, for parents once a year) is conducted. The results of these questionnaires are utilized as materials to derive challenges for "Fun (prevention of psychological injuries)," specific guidance and verification results.

[Chart 6-4] Question items of "Life Questionnaire" (for students)

1. Have someone forced you to buy something for them?
2. Have you been punched or kicked without understanding why?
3. Have you called by an insulting nickname or called names by your friends?
4. Have you been ignored by your friends, such as "not being spoken to" or "being excluded from a group."
5. Have you "bullied" your friends such as using violence, calling names or ignoring?
6. Do you have your own cell phone?
 - * If you answer "Yes" to "Do you have your own cell phone," please answer the next question.
 - 1) Have you had any unpleasant experience by using your cell phone?
 - 2) If "Yes," what was the unpleasant experience?
7. Have you had any unpleasant experience by using Internet (blogs, Twitter, Facebook, online games)?
8. Do you have any unpleasant issues, troubles or problems now?

[Chart 6-5] Question items of “Life Questionnaire” (for parents)

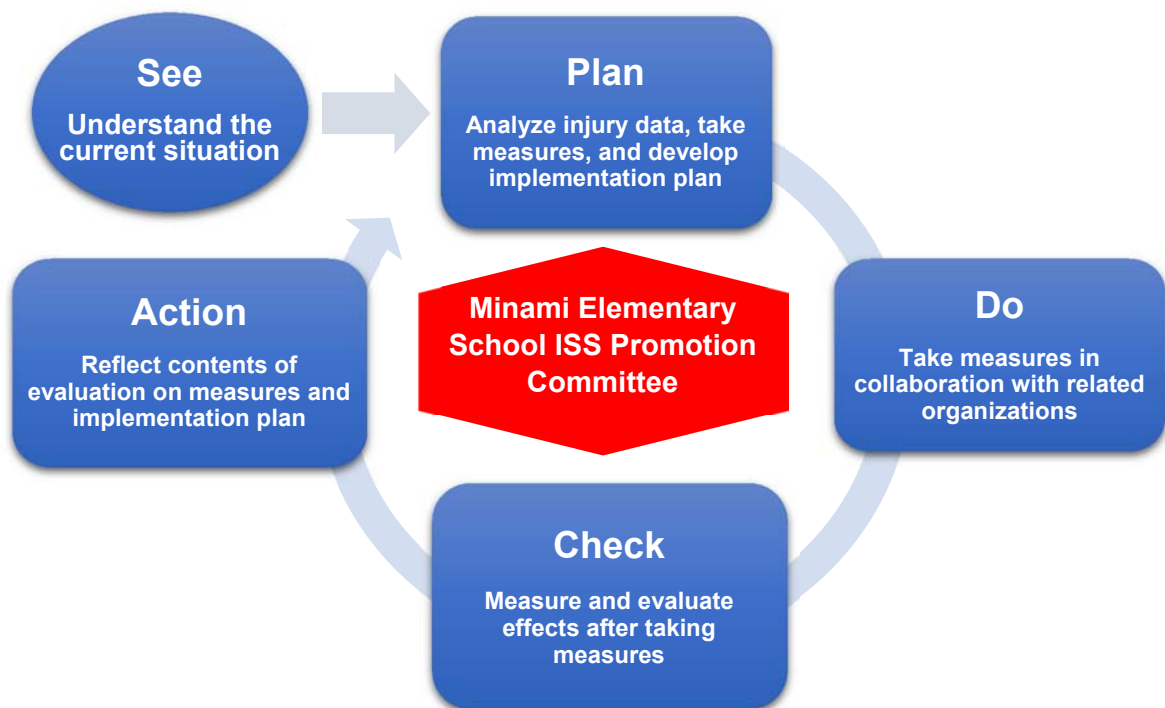
Does your child have any issues in school such as those listed below? Or, have you witnessed any of them in your neighborhood?

- Have been ridiculed or teased, or called names, received threatening or unpleasant remarks.
- Have been left out of a group or ignored by a group
- Have been hit, punched or kicked mildly with the pretense of playing around
- Have been hit, punched or kicked hardly
- Have been asked for money or valuables, his/her money or valuables being hidden, stolen, destroyed or thrown away
- Someone has done an unpleasant, embarrassing, or dangerous thing to your child or made your child to do any of these things
- Have been a target of defamation or something unpleasant while using a computer or cell phone, etc

Indicator 7 There are ways to measure/evaluate the effect/influence of preventive activities.

The progress of the programs is managed mainly by “Minami Elementary School ISS Promotion Committee.” While carrying out PDCA cycle in the program, the school invites the leader of the Safe School’s Designation Center, Chichibu City’s Education Research Center, Chichibu City’s Crisis Management Section and other external leaders to receive their guidance and advices on each program and progress management. Also during “Minami Students Safe and Security Network Meeting” (held 3 times a year), opinions of parents and people in the community are obtained to be used to improve activities.

[Figure 7-1 Program management and evaluation]



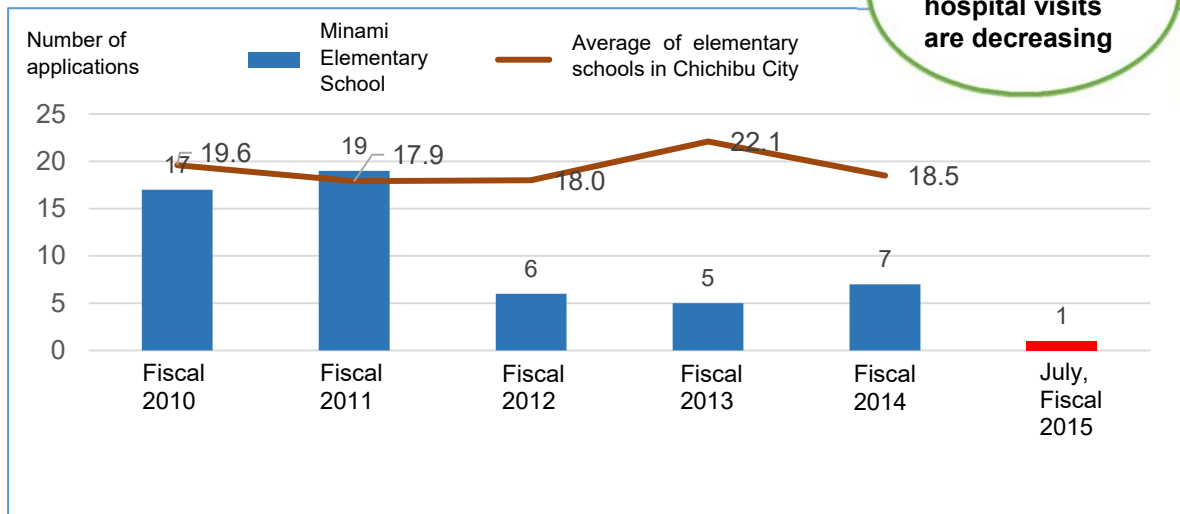
(1) Safety in school

1) Goals

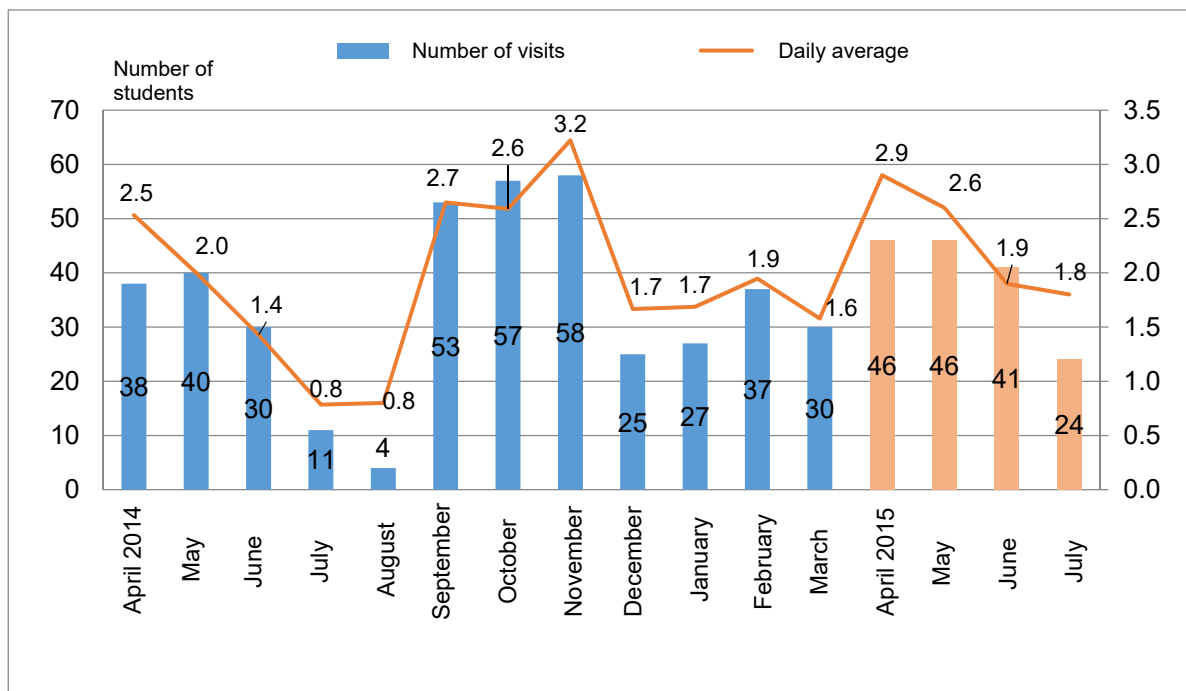
- Reduce injuries in the beginning of semester and in October and November.
- Reduce cases of scratch.
- Reduce injuries during recess.
- Reduce injuries in the playground.
- Reduce major injuries requiring hospital visit.

2 Changes due to programs

[Figure 7-2] Transition of the number of applications for accident benefits



[Figure 7-3] Status of visits to nurse's office due to injuries



The number of visits to the nurse's office due to injury increased from fiscal 2014 to fiscal 2015. Mild injuries have been included in the investigation, but very small injuries were often not recorded. Since students who frequently visit the nurse's office sometimes have mental issues, records were taken in more detail in fiscal 2015. This is the reason for the increased number of visits from the year before.

(2) Safety outside school

1) Goals

- Reduce traffic accidents involving students. Reduce close-call traffic accidents.
- Reduce bicycle accidents. Increase the rate of owning and using of bicycle helmet.
- Teach students how to foresee and avoid danger.

2) Changes observed in students due to the program

1. [Figure 7-4] Number of traffic accidents involving students of Minami Elementary School

(Traffic accidents of students of Minami Elementary School that the school is aware of)

2011	2012	2013	2014	2015
1 case	1 case	2 cases	3 cases	1 case

In fiscal 2014, 3 cases of traffic accidents involving students occurred. This is considered to be due to the increase in traffic volume caused by the increased number of tourists because of TV commercials and programs promoting Chichibu.

In June of fiscal 2015, one bicycle accident occurred involving a 6th grade student. The student was hit by a car when he was taking a left turn, but the accident was minor. The school will continue the program to prevent further traffic accidents.

2. [Figure 7-5] Change in the number of students wearing a helmet Source: Safe and Security Questionnaire

November 2014	January 2015	June 2015
26 n=213	32 n=210	53 n=194
12.2%	15.2%	27.3%

It is difficult to improve the rate of helmet wearing. Tireless efforts are needed to promote awareness among parents and students.

While most parents want to make obligatory to wear a helmet, it is difficult to making it obligatory soon considering the cost (3,000 yen). Many students, mainly in higher grades, feel embarrassed about wearing a helmet if other are not doing so.

According to the survey in June 2015 (Safe and Security Questionnaire), the number of students wearing a helmet increased to 53. The rate of students wearing a helmet increased from 12.2% (in January 2014) to 27.3% (in June 2015). Though only gradually, the programs are producing results. The programs will be continued to further increase the number of students wearing a helmet.

○ Safety inspection of school routes (see pages 35 and 52)

Students inspected the safety in their school routes in commuting groups during the Safe School Time, and the inspection was also conducted during the Minami Students Safe and Security Network Meeting from the viewpoint of parents and people in the community. Additionally, the 5th grade students created a “community safety map”. The map is displayed to call for safety in school routes.

(3) Prevention of psychological injuries

1) Goals

- Foster students to have skills to develop personal relationships.
- Reduce verbal and violent troubles.
- Foster students to understand the danger of Internet and the safe use to reduce Internet-based troubles.

2) Changes observed in students due to the program

1. Life skill education

In addition to providing education of the mind, students were able to think about specific skills to develop good personal relationships through the program. In the previous fiscal year, this program was conducted only in higher-grade students, and in this fiscal year, the program is incorporated into the curriculum of students of all grades. Though only gradually, changes are seen in students' languages and actions, such as choosing words to say to friends and showing consideration for friends' feelings.



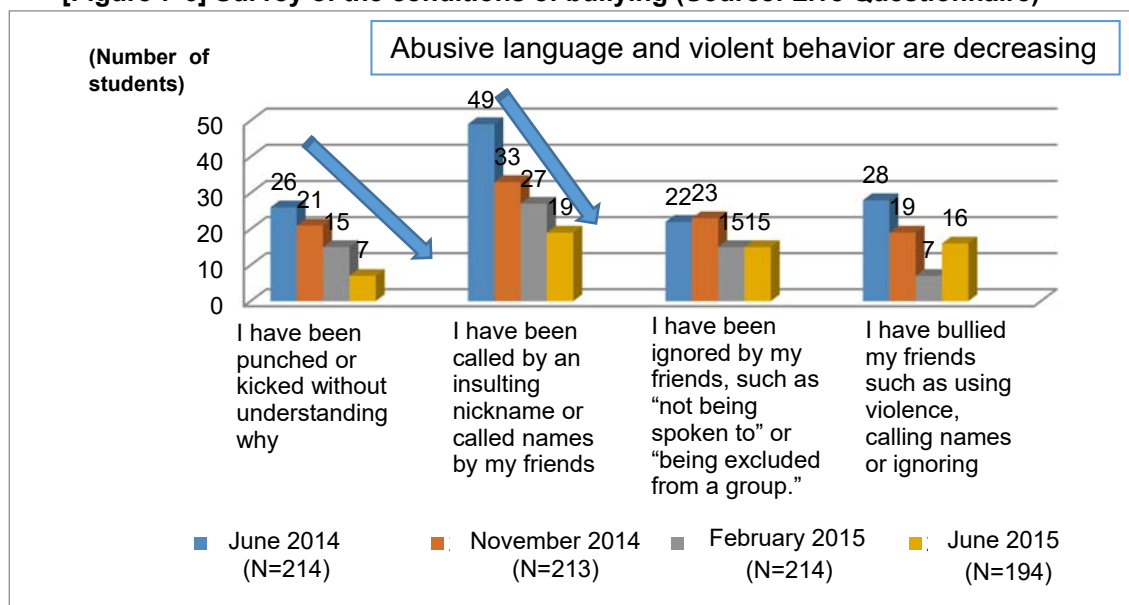
Feedback from students

– After completing the class “How to listen to other people” –

- I was happy that my classmates were interested in my story. After I told my story, now I know “how someone feels like” when telling a story.
- I had a fun and happy time because usually I’m not good at chatting with my friends. I was happy that my classmates were listening to my story carefully. I feel like my friendship luck has increased.

2. Bullying prevention campaign

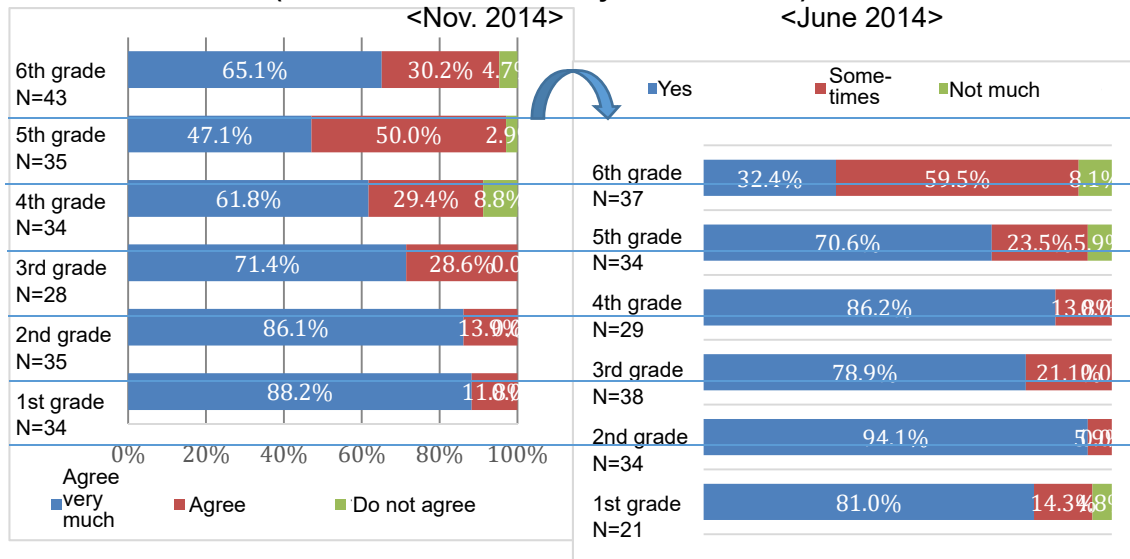
[Figure 7-6] Survey of the conditions of bullying (Source: Live Questionnaire)



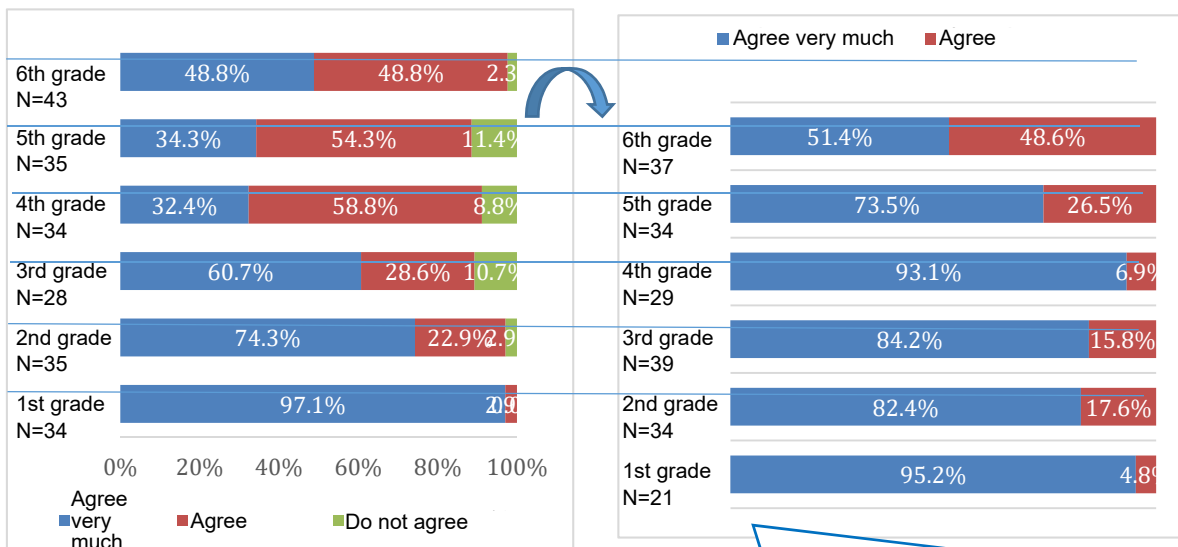
Regarding bullying, a survey was conducted using the life questionnaire which collected names of respondents, and after the survey, students are dealt with individually (see page 58). As a result of efforts for enriching students' minds through the "moral education class," teaching them communication skills through the life skill education, and raising awareness of "bullying" in students through "Knock-out bullying declaration," incidences are decreasing such as violent behaviors, abusive languages, ignoring and leaving friends out of a group (Figure 7-6). On contrary, the feeling of perpetrator is increasing especially in higher-grade students. However, this is considered to be the results that students' conscious toward "bullying" has begun to change, making them to think back on their own languages and behaviors.

From this April, when students' grade advanced, individual students' data will be compiled into a database and students of concern will be followed up closely. Additionally, due to enhancement of interaction between students of different grades such as conducting cleaning in vertical groups, higher-grade students seem to have become more aware of their responsibility as a leader based on their languages and actions during cleaning.

[Figure 7-7] Percentage of students who try not to verbally hurt their friends
(Source: Safe and Security Questionnaire)

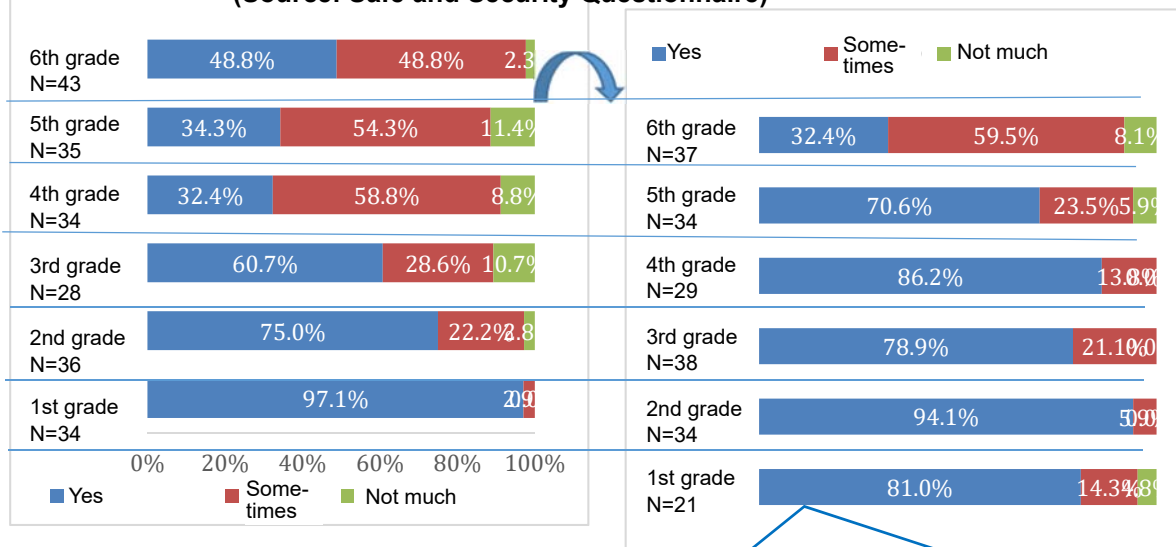


[Figure 7-8] Percentage of students who try not to do anything your friends don't like
(Source: Safe and Security Questionnaire)



In overall, more students are trying not to verbally hurt their friends.

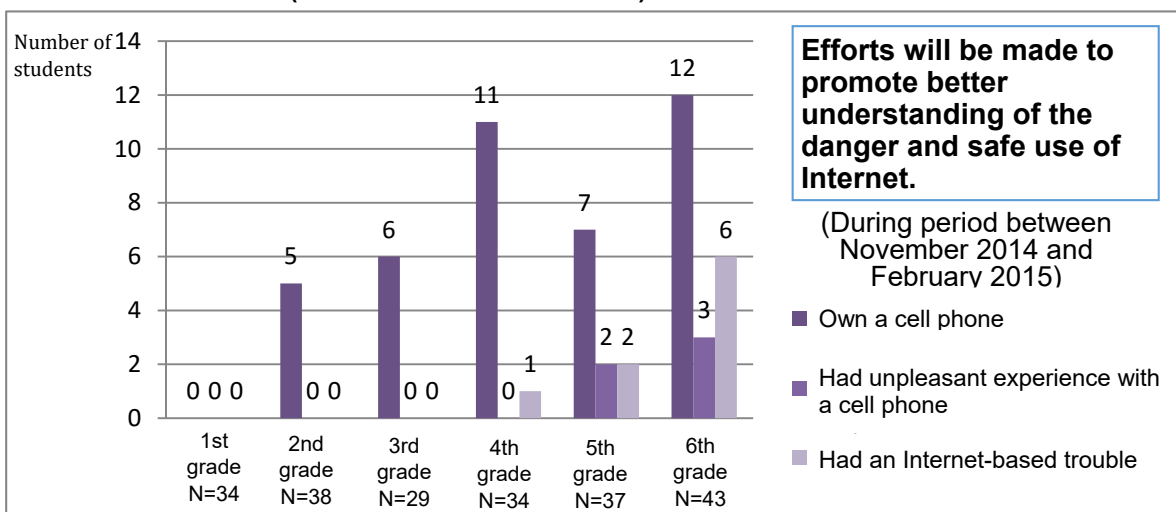
[Figure 7-9] Percentage of students who try to stop bullying when they witness it
(Source: Safe and Security Questionnaire)



Students are becoming increasingly conscious that bullying is intolerable

3. Internet-based troubles prevention class

[Figure 3-26] Number of students who own a cell phone/had experienced Internet-based troubles
(Source: Life Questionnaire)



Efforts will be made to promote better understanding of the danger and safe use of Internet.

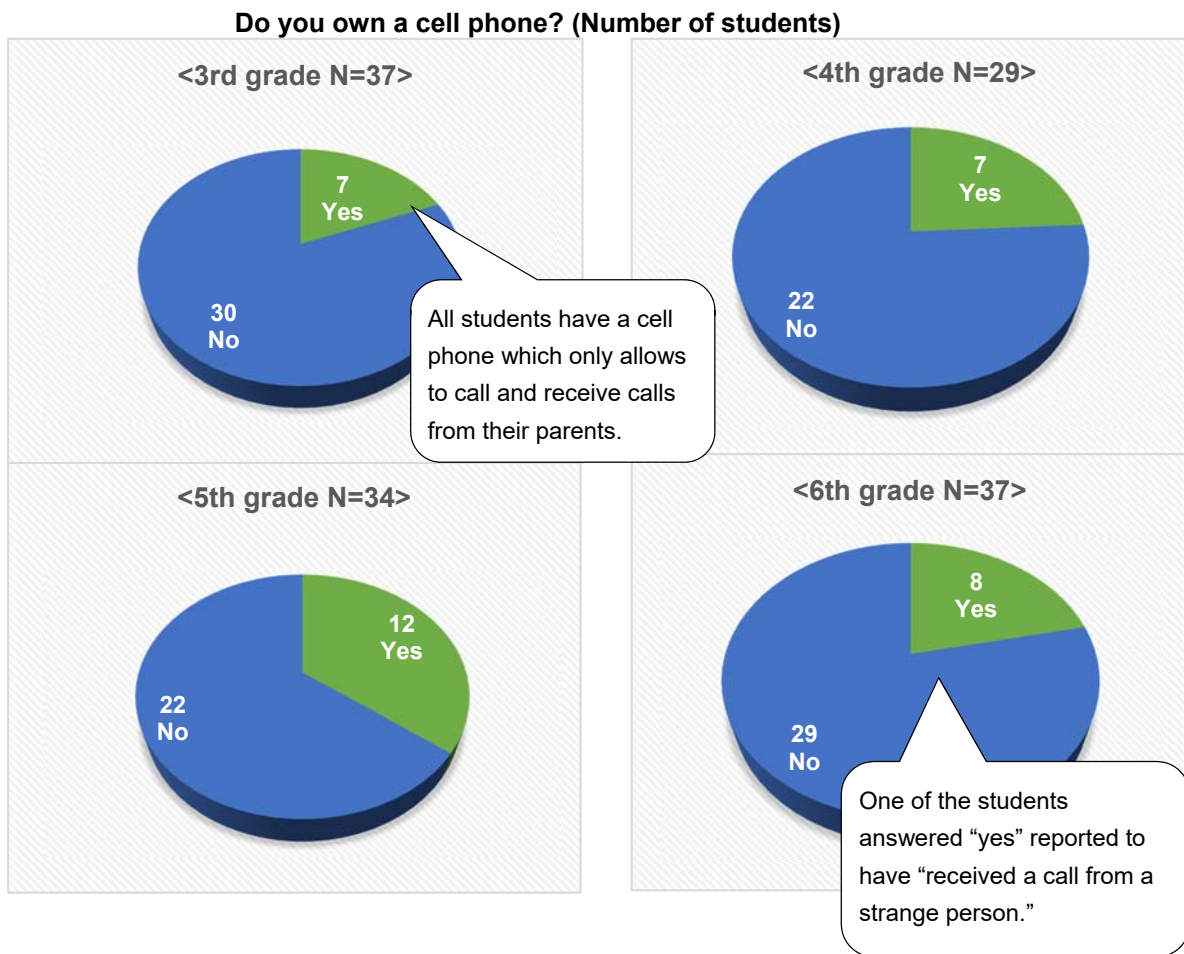
(During period between November 2014 and February 2015)

- Own a cell phone
- Had unpleasant experience with a cell phone
- Had an Internet-based trouble

The school invited policemen from Saitama Police Department's Cybercrime Division to provide "Internet-based trouble prevention class" to the 5th and 6th grade students and their parents on holiday parents' day. The below is a comment given by a female student in 5th grade after learning about the danger of Internet with her parent.

On Saturday, I attended an Internet-based trouble prevention class. First we watched a DVD. Since I rarely use Internet, I thought I was OK and those troubles happen to other people. But by watching the DVD, I realized that private information can be stolen while people are unaware, and I understood that it is not good to interact with strangers through SNS sites. Now when I use Internet, I want to follow the rules and be careful not to interact with strangers.
(Feedback from a female student in 5th grade)

[Figure 7-10] Number of students who own a cell phone (Source: Live Questionnaire)



Although the number of students who own a cell phone increased by one from a year before in the 4th, 5th and 6th grades, the increase was minimum due to holding of an Internet-based trouble prevention class and presentation of topics of cell-phone based troubles among higher grade students and junior high school students during class parents meeting. Changes have also seen in parents' attitudes that they do not offer a cell phone to their 1st or 2nd grade children or choose a cell phone model which only allows calls between parents and children. One case of a call from a suspicious person has been reported, and no other Internet-based troubles have been reported.

While the school was notified of troubles with a computer game with communication function last year, currently, no new trouble have been notified. However, since a computer game is the main play among students, the school will monitor students and make an effort not to let them get into troubles through an enhanced cooperative structure with parents while strengthening the linkage with them by including a topic of troubles with a computer game to items to be discussed during parent meetings to obtain more information from parents.

(4) Building up a healthy body free of injuries

1) Goals

- Increase the number of students who work to build up a healthy body free of injuries.

2) Changes observed in students due to the program

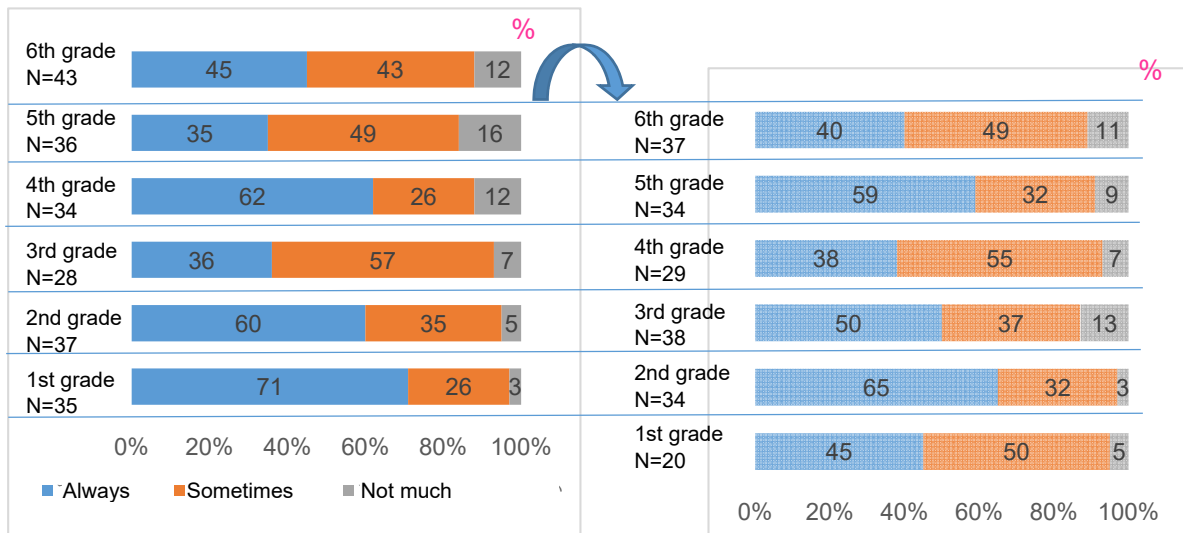
1. Program of campaign for going to bed early, waking up early, and eating breakfast

Being a healthy eater is the important indicator for building up a healthy body.

According to the data in May 2015, only one student was not eating breakfast, and therefore it can be said that students have sound eating habits. However, there are many students who complain that they are not feeling well during morning health monitoring and who lack energy already in the morning or have a bad posture in classes.

Therefore, a questionnaire will be conducted in students on “bedtime” and “wake-up time,” etc. to make going to bed early, waking up early and eating breakfast habits for students.

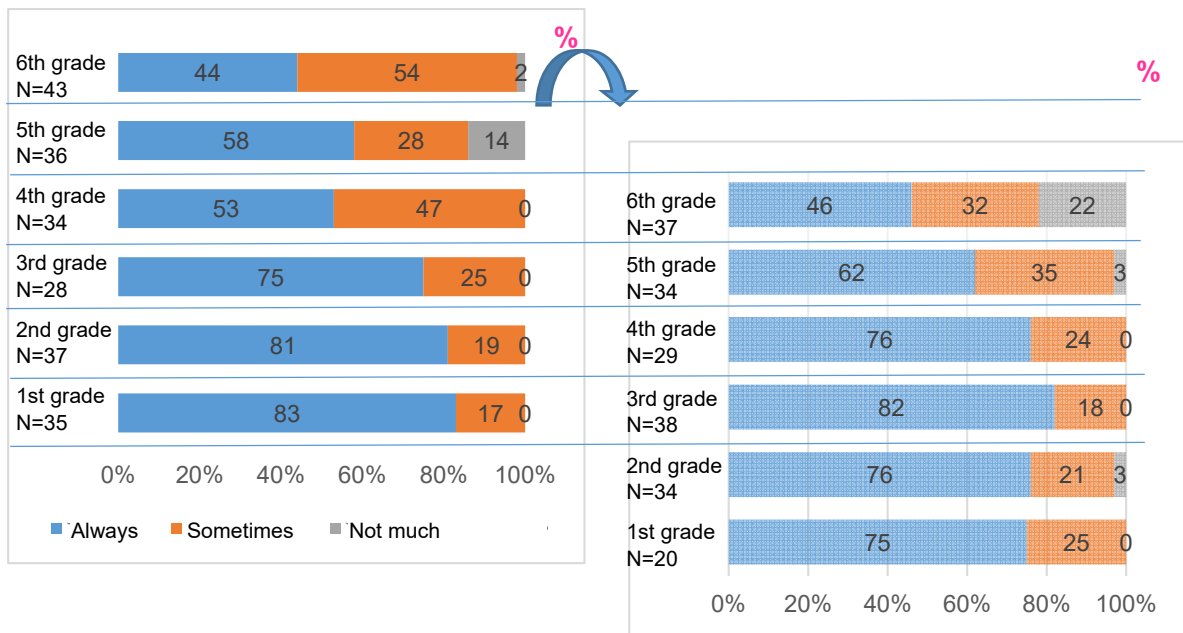
[Figure 7-11 Percentage of students who are not a picky eater and eat anything]
Source: Safety and Security Questionnaire (Left: November 2014, Right: June 2015)



Figures 7-11 and 7-12 show the changes observed in students over time. More of the current 5th and 6th graders are trying not to be a picky eater and to eat anything compared to the previous fiscal year. However, the large percentage of students answered “No much,” and therefore, the future challenge is to reduce this percentage.

2. Program to build up a healthy body

[Figure 7-12 Percentage of students who play outdoors willingly]
Source: Safe and Security Questionnaire (Left: November 2014, Right: June 2015)



In higher grades, students tend to avoid playing outdoors. The 5th graders who answered “Not much” continue to avoid playing outdoors after they advanced to 6th grade. To change this situation, this fiscal year, the school is placing particular emphasis on leading the daily morning marathon to provide motivation for students to play outdoors. According to teachers’ subjective opinions, more students are motivated to engage in the morning marathon now.

The school will continue to encourage students to play outdoors (morning marathon) for the purpose of building up a healthy body.

Indicator 8 Participate in Safe Schools networks – at community, national and international levels on an ongoing basis

The school has been promoting ISS activities while communicating with Hananoki Elementary School and Dai-ni Junior High School, which are also promoting ISS together in the City's Dai-ni Junior High School District.

The school also participates in programs of other schools which are promoting ISS in Japan and workshops held by JISC. Although the school has not yet participated in international networks, the school plans to do so when there is such opportunity in future.

1. Participation in domestic networks

Date	Three schools	Hananoki Elementary School	Minami Elementary School	Chichibu Dai-ni Junior High School	Education Research Center Crisis Management Section
		activities			
May 21, 2013 (Tue)	1st Meeting of Persons in Charge of ISS Promoting School	○	○	○	○
July 10, 2013 (Wed)	Inspection of leading Safe School Hoyu Elementary School, Toshima-ku	○	○	○	○
September 26, 2013 (Thu)	2nd Meeting of Persons in Charge of ISS Promoting School	○	○	○ Location: Dai-ni JHS	○
October 8, 2013 (Tue)	Inspection of leading Safe School Shimizu Elementary School, Atsugi-shi	○	○	○	○
February 5, 2014 (Wed)	Chichibu City Safe Community Symposium	○	○	○	○
February 6, 2014 (Thu)	3rd Meeting of Persons in Charge of ISS Promoting School	○	○	○ Location: Dai-ni JHS	○
March 10, 2014 (Mon)	4th Meeting of Persons in Charge of ISS Promoting School	○	○	○ Location: Dai-ni JHS	○
April 16, 2014 (Wed)	1st Meeting of Persons in Charge of ISS Promoting School	○ Location: Hananoki ES	○	○	○
May 22, 2014 (Thu)	2nd Meeting of Persons in Charge of ISS Promoting School	○	○ Location: Minami ES	○	○
May 30, 2014 (Fri)	ISS Personnel Joint Committee	○	○	○	○
May 30, 2014 (Fri)	School Visit by ISS International Audit Team	Visit by ISS International Audit Team	Visit by ISS International Audit Team	Visit by ISS International Audit Team	○
July 15, 2014 (Tue)	3rd Meeting of Persons in Charge of ISS Promoting School	○	○	○ Location: Dai-ni JHS	○
August 5, 2014 (Tue)	East Japan ISS Training: Hoyu Elementary School, Toshima-ku	○	○	○	○
August 11, 2014 (Mon)				Safe School Workshop (Yoko Shiraishi, Teacher)	○
August 12, 2014 (Tue)		Safe School Workshop (Yoko Shiraishi, Teacher)	Safe School Workshop (Yoko Shiraishi, Teacher)		○
August 26, 2014 (Tue)	Actual condition survey on safety management Yoshifumi Nishida, Chief Researcher, National Institute of Advanced Industrial Science and Technology		○		○
October 27, 2014 (Mon)			PTA Joint Workshop Lecturer, Yoshifumi Nishida		○
November 12, 2014 (Wed)	ISS Preliminary Audit On-Site Audit Nakamaru ESC, Miyauchi JHS, Kitamoto-shi	○	○	○	○
November 25, 2014 (Tue)		School Visit by Shiraishi Teacher	School Visit by Shiraishi Teacher		○
November 26, 2014 (Wed)				School Visit by Shiraishi Teacher	○
December 19, 2014 (Fri)	4th Meeting of Persons in Charge of ISS Promoting School	○ Location: Hananoki ES	○	○	○
March 6, 2015 (Fri)	ISS Audit on Kitamoto City Nakamaru ES, Miyauchi JHS	○	○	○	○
March 6, 2015 (Fri)	5th Meeting of Persons in Charge of ISS Promoting School	○ Location: Hananoki ES	○	○	○
April 10, 2015 (Fri)	ISS Designation Ceremony for Kitamoto City Nakamaru ES, Miyauchi JHS	○	○	○	○
April 24, 2015 (Fri)	14th Safe Community Children's Safety Task Force			School Visit by Shiraishi Teacher	○
April 30, 2015 (Thu)	1st Meeting of Persons in Charge of ISS Promoting School	○	○	○ Location: Dai-ni JHS	○
May 14, 2015 (Thu)		School Visit by Shiraishi Teacher	School Visit by Shiraishi Teacher	○	○
June 15, 2015 (Mon)	14th Safe Community Children's Safety Task Force's On-Site Audit Rehearsal	○	○	○	○
July 13 (Mon) & 14 (Tue), 2015	Safe Community On-Site Audit	○	○	○	Safe Community On-Site Audit
August 20, 2015 (Thu)			School Visit by Shiraishi Teacher		○
September 16, 2015 (Wed)	Application submission	Application submission	Application submission	Application submission	○
November 15, 2015 (Sun)	Chichibu SC Designation Ceremony				Chichibu SC Designation Ceremony
November 16 (Mon) & 17 (Tue), 2015		Audit (17th)	Audit (17th)	Audit (16th)	ISS Audit

Chapter 6 Achievements of ISS and future programs and vision for building a safe school

1 Achievements of ISS

- (1) “Minami Students Safe and Security Network Meeting” was held. (Character of Minami Elementary School)

By holding “Minami Students Safe and Security Network Meeting” three times a year, the school succeeded in promoting ISS involving the school, parents and community.



- (2) Through the poster child “Minamin,” the programs of ISS have permeated students and parents (change in the awareness of ISS)

- (3) The number of parents and students who voluntarily promote the Safe School activities have increased. Student applying for “Safety Map Contest,” group creating “Safe School” flag, parents creating “Minamin” mascot, etc.

(Workshop on creating Minamin mascot)

- (4) A PTA activity aiming to spread ISS was carried out.

Workshop on creating “Minamin” mascot, organized by PTA, etc.

- (5) Students always voluntarily added an ISS goal on the “leaflet” created by each grade at the time of field trip, raising students’ awareness of injury prevention.

- (6) By quantitatively and qualitatively analyzing collected data on “psychological injuries (bullying),” teachers and staff’s awareness of bullying has changed. They were able to realize how deep the issues of bullying go, and they are changing to be able to take prompt action to resolve the issue of bullying.

2 Current challenges

- (1) Continuance of ISS after personnel change and students’ advancement in grade
- (2) Sustained educational activities toward parent and community
- (3) Time required for data collection and analysis

3 Mid- and long-term goals

- (1) Take preventive measure proactively and reduce the incidence of injuries in school.
- (2) Foster students' ability to predict and avoid dangers by themselves.
- (3) Promote education of the mind to reduce the incidence of bullying.
- (4) Raise awareness of traffic safety and reduce the incidence of traffic accidents,
- (5) Continue to hold "Minami Students Safe and Security Network Meeting" and expand the network for watching over students in the community.

4 Future development

- (1) Promote student-led programs of Safe School under the leadership of the ISS Representative Committee.
- (2) Collect, analyze and evaluate injury data on an ongoing basis.
- (3) Conduct questionnaires on bullying on an ongoing basis and fight against bullying.
- (4) Conduct "Safety and Security Questionnaire" on an ongoing basis and verify the effect of ISS.
- (5) Increase the rate of wearing a bicycle helmet.
- (6) Strengthen the cooperation with Chichibu City Safe Community.
- (7) Continue to participate in domestic and international networks and promote advance exchanges with ISS-designated schools.



