

# Chichibu City Minami Elementary School International Safe School Application Table of Contents

Chapter 1	Overview of Minami Elementary School .....	1
Chapter 2	History of Our Activities toward International Safe School .....	3
Chapter 3	Physical and Psychological Injuries based on Injury Data and Survey .....	6
Chapter 4	Challenges and Goals .....	15
Chapter 5	Programs based on the Eight Indicators	
Indicator 1:	An infrastructure based on partnership and collaborations that is responsible for safety promotion .....	17
Indicator 2:	Safe School policies decided by the Safe School Committee and Community Council in a Safe Community setting .....	21
Indicator 3:	School carries out long-term/ongoing preventive activities covering all genders, ages, environments and conditions .....	23
Indicator 4:	There are programs targeted to high-risk groups and environment .....	38
Indicator 5:	Conduct evidence-based programs that are available and usable .....	42
Indicator 6:	There are programs to record occurrences, causes, etc. of injuries .....	54
Indicator 7:	There are ways to measure/evaluate the effect/influence of preventive activities .....	57
Indicator 8:	Participate in Safe Schools networks – at community, national and international levels on an ongoing basis .....	64
Chapter 6	Achievements of ISS and future programs and vision for building a safe school .....	66

# Chapter 1 Overview of Minami Elementary School

## 1. School name, school emblem and educational goal

### School name

Chichibu Municipal Minami Elementary School,  
Saitama

Minami Elementary School was established in April 1955, and has marked 64 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 168 (As of May 1, 2018)

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

	Males	Females	Total	Number of classrooms
1st grade	9	18	27	1
2nd grade	7	14	21	1
3rd grade	15	9	24	1
4th grade	8	11	19	1
5th grade	18	16	34	1
6th grade	19	17	36	1
Himawari	6	1	7	2
Total	82	86	168	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 64,000 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.



## (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]



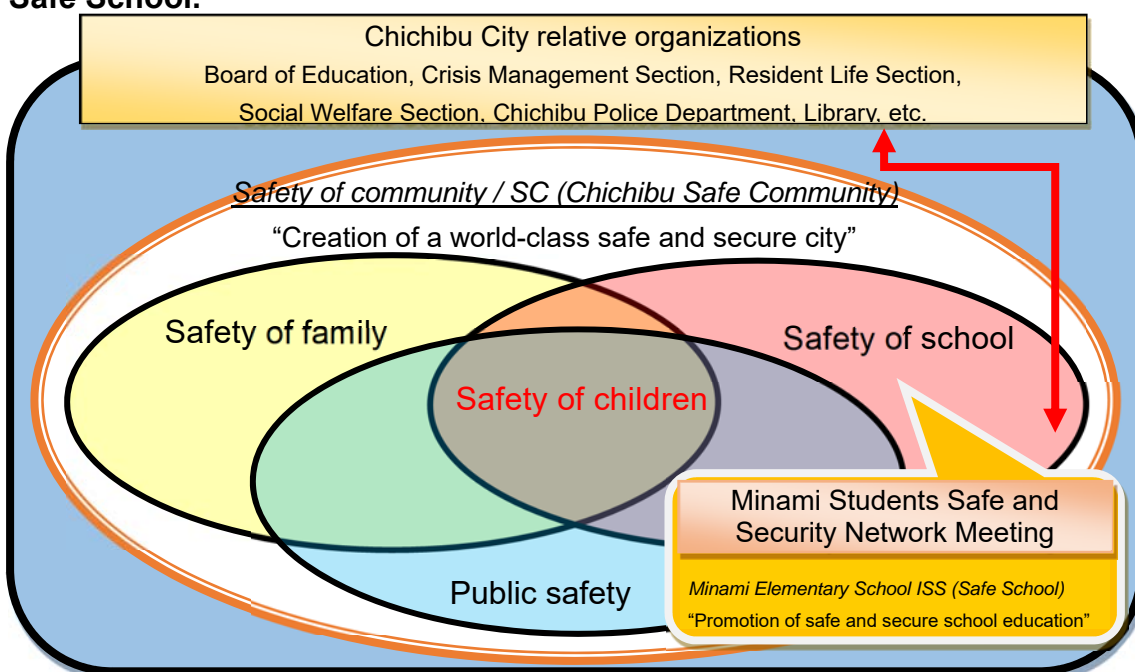
[Supervision by school guards]

## 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 and received the designation in November 2015. 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. The schools were able to receive the designation in December 2015. To continue with the programs, activities were conducted while aligning the common understandings for the four points below.

#### (1) The first point is to determine the association of Safety Community with Safe School.



#### (2) 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 designates schools that are confirmed to have an established and functioning system to create a safe school.”

#### (3) To make children understand the program of Safe School.

Create awareness that students, teachers and community all play a main role.

#### (4) To seek cooperation with various community organizations and activities.

Strengthen cooperation with government, police, fire department, PTA and school.

## 2. Situation of programs

Year	Programs related to ISS	
2012	September	Chichibu City Declaration of start of safe community program
2013	July	Declaration of start of ISS program Installed outdoor light in the parking lot at back of the school
2014	April	Fully launched the program (Strengthened research promotion system) Started to position "time for Safe School" as a daily schedule Reorganized committee activities Established ISS Representative Committee
Minami Elementary School runs on a trimester system, with a school year starting in April and ending in March.	May	ISS auditor visited the school 1st ISS Representative Meeting started (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)
	June	Started Minami Students Safe and Security questionnaire
	July	Started Minami Students Safe and Security Network Meeting (community, school, parents) Installed outdoor lighting in the parking lot in front of the entrance
	August	ISS auditor visited the school
	September	Issued the first ISS Committee Newsletter (report on activities of each committee, etc.) Publicly solicited ISS poster child
	October	Submitted request for subsidies for purchasing helmets/met with Mayor 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)
	November	ISS auditor visited the school (preliminary audit) 2nd ISS Representative Meeting 3rd ISS Representative Meeting Helmets were donated to be used in traffic safety class, field trip, etc. (50 pieces from Saitama Branch of Japan Construction Occupational Safety and Health Association) Started the internet-based crime prevention class (for 5th and 6th graders) and the wearing helmet campaign (for 3rd and 4th graders and their parents) in Saturday parents' day
	February	Held the 2nd Minami Students Safe and Security Network Meeting 4th ISS Representative Meeting
	March	Held the 3rd Minami Students Safe and Security Network Meeting Presented the Safe School program to the entire school (time for Safe School)
	April	ISS Committee activities were restarted 1st ISS Representative Meeting Started cleaning in vertical groups
2015	May	ISS auditor visited the school
	June	2nd ISS Representative Meeting Started ISS Briefing Meeting
	July	The 1st Minami Students Safe and Security Network Meeting
	September	Students watch-over demonstration experiment using smart phones by a collaboration with Recruit Sumai Company (September/October) Traffic safety excellent school award Submitted the application
	October	Helmets were donated to be used in traffic safety class, field trip, etc. (30 pieces from Saitama Branch of Japan Construction Occupational Safety and Health Association) 3rd ISS Representative Meeting Chichibu City SC designation ceremony
	November	ISS designation on-site audit Conducted the internet-based crime prevention class (for 5th and 6th graders) and the wearing helmet class (for 3rd and 4th graders) in Saturday parents' day ISS designation ceremony 4th ISS Representative Meeting

2016	December	ISS Briefing Meeting (mainly by 5th grade)
	February	Participated in ISS summit (Toshima Ward)
	March	Repaired the basketball goal, removed broadcasting, etc.
	April	Made wearing helmet while riding bicycle mandatory (3rd, 4th and 5th graders) Started support for purchasing helmets by PTA accounting (300 Yen)
		1st ISS Representative Meeting
		Establishment of PTA Minamigaoka Fund (Minamigaoka repair cost savings)
	June	2nd ISS Representative Meeting ISS Briefing Meeting Started Minami Students Safe and Security questionnaire (Reconsidered the content of Minami Students Safe and Security questionnaire and conducted it with a new name)
	July	Installed a curve mirror near the main entrance 1st Minami Students Safe and Security Network Meeting
	August	Installed signs on the school routes for traffic safety education (support from Nosaka neighborhood association) Started students watch-over 2nd demonstration experiment using smart phones by a collaboration with Recruit Sumai Company (August ~ April)
		ISS Representative Meeting
	November	On the Day of ISS (Saturday parents' day), Briefing Meeting (all school), internet-based crime prevention class (for 5th and 6th grades) and 2nd Minami Students Safe and Security Network Meeting were held
2017		Installed collision prevention mirror (8 mirrors on each staircase)
	January	4th ISS Representative Meeting (handover to 5th grade)
	February	ISS Briefing Meeting (mainly by 5th grade) Conducted the wearing helmet class (for 2nd grade and their parents) Held 3rd Minami Students Safe and Security Network Meeting
	March	Visit related to ISS annual activity report Made wearing helmet while riding bicycle mandatory (above 3rd grade)
	April	Started Chichibu City wearing bicycle helmet promotion subsidy delivery business Pavement of the road near main entrance Minamigaoka safety inspection and repair by Tajima Tekko
		1st ISS Representative Meeting
	June	2nd ISS Representative Meeting ISS Briefing Meeting
	July	1st Minami Students Safe and Security Network Meeting (change of name from this fiscal year) ISS Representative Committee accident prevention public relations movie development (wearing helmet/walking on hallways) Construction (pavement of road inside the premise, pavement of gym path, wiring)
	August	Installed signs on the school routes for traffic safety education (support from Hinoda neighborhood association and Kumaki neighborhood association)
	October	3rd ISS Representative Meeting
	November	Renewal of security camera On the Day of ISS (Saturday parents' day), Briefing Meeting (all school), on-site class regarding safety by National Institute of Advanced Industrial Science and Technology were held
2018		Held 2nd Minami Students Safe and Security Network Meeting
	February	4th ISS Representative Meeting (handover to 5th grade) ISS Briefing Meeting (mainly by 5th grade) Visit related to ISS annual activity report
	March	Held 3rd Minami Students Safe and Security Network Meeting
	April	Installed Minami Elementary School Operation Committee
	April	1st ISS Representative Meeting
	June	National flag hoisting tower repair work 2nd ISS Representative Meeting ISS Briefing Meeting
	July	1st Minami Students Safe and Security Network Meeting
	August	Visit to the school by Japan Safe Community Promotion Organization



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

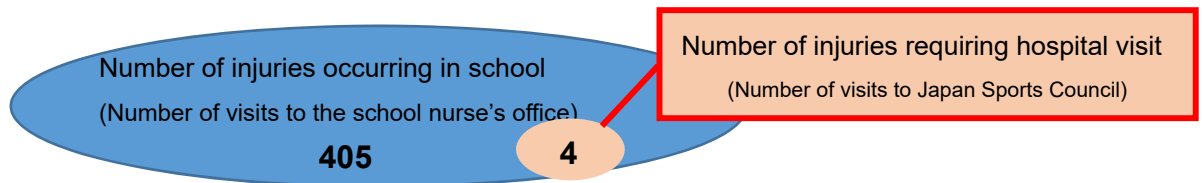
With the slogan “Safe, Fun and Healthy Minami Students” came up with by ISS Representative Meeting (see page 28), Minami Elementary School conducted a survey and analysis/research in the following three areas.

**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)”

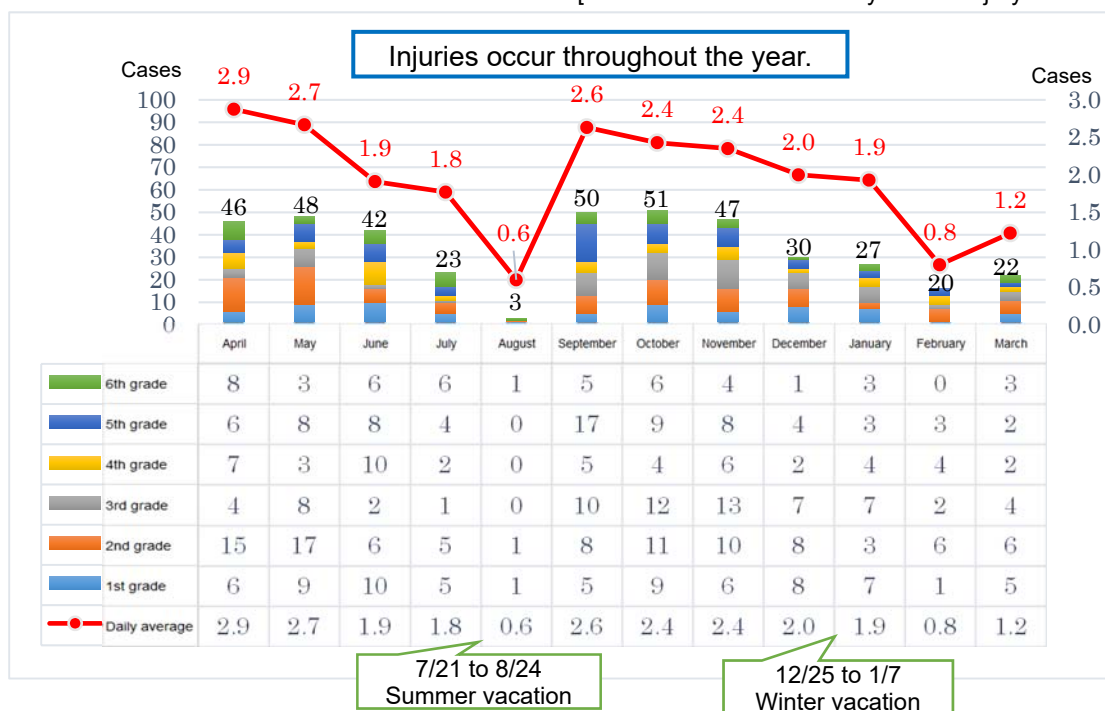
[Figure 3-1] Number of injuries occurring in school (in fiscal 2015, total number of students 193)  
 [Source: Minami Elementary School injury records]



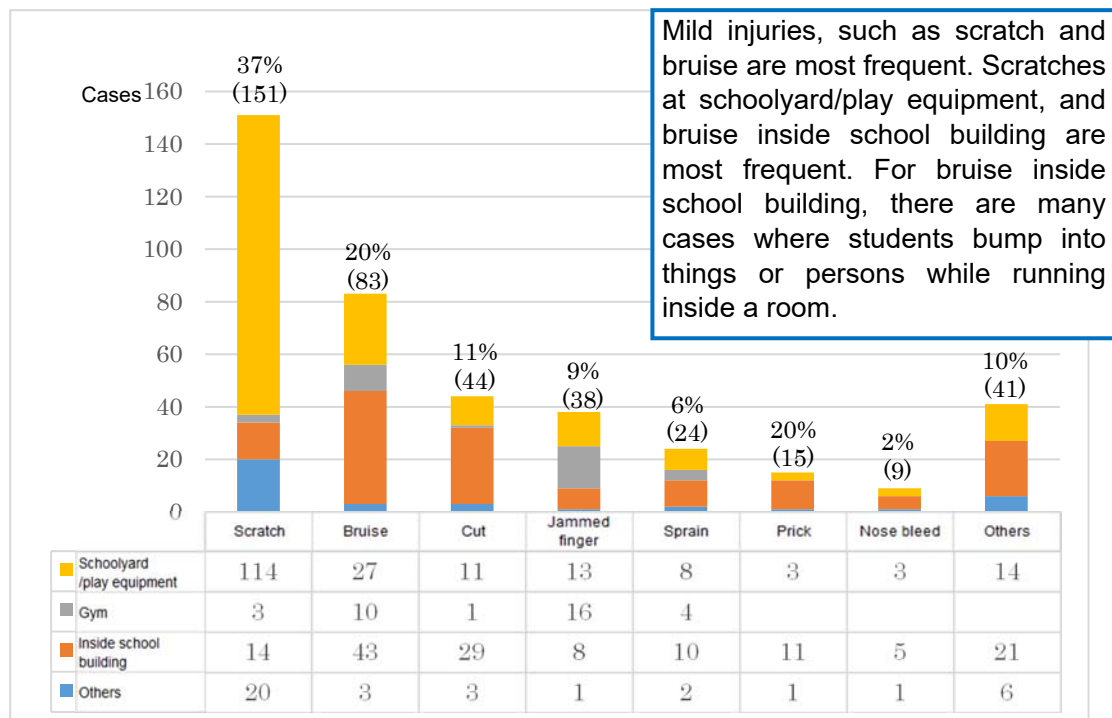
#### (1) Visit to the school nurse's office (all injuries occurring in school including mild ones)

The aggregated injury data recorded in the school nurse's office during the year from April 1, 2015 to March 31, 2016 showed a trend as shown below.

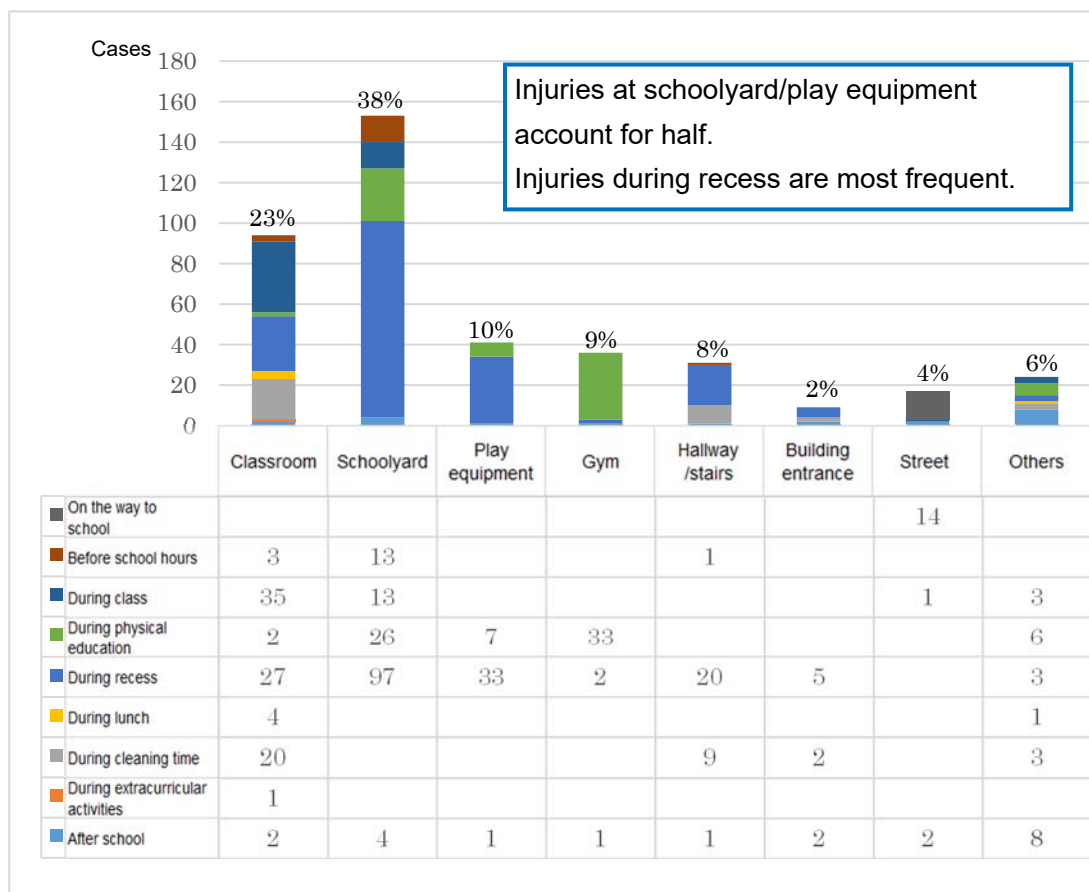
[Figure 3-2] Number of injuries by month (Visits to the school nurse's office in fiscal 2015)  
 [Source: Minami Elementary School injury records]



[Figure 3-3] Type of injury by place of injury occurrence (**Visits to the school nurse's office in fiscal 2015; including cases of multiple injuries**) [Source: Minami Elementary School injury records]



[Figure 3-4] Time of injury occurrence by place of occurrence (**Visits to the school nurse's office in fiscal 2015**) [Source: Minami Elementary School injury records]

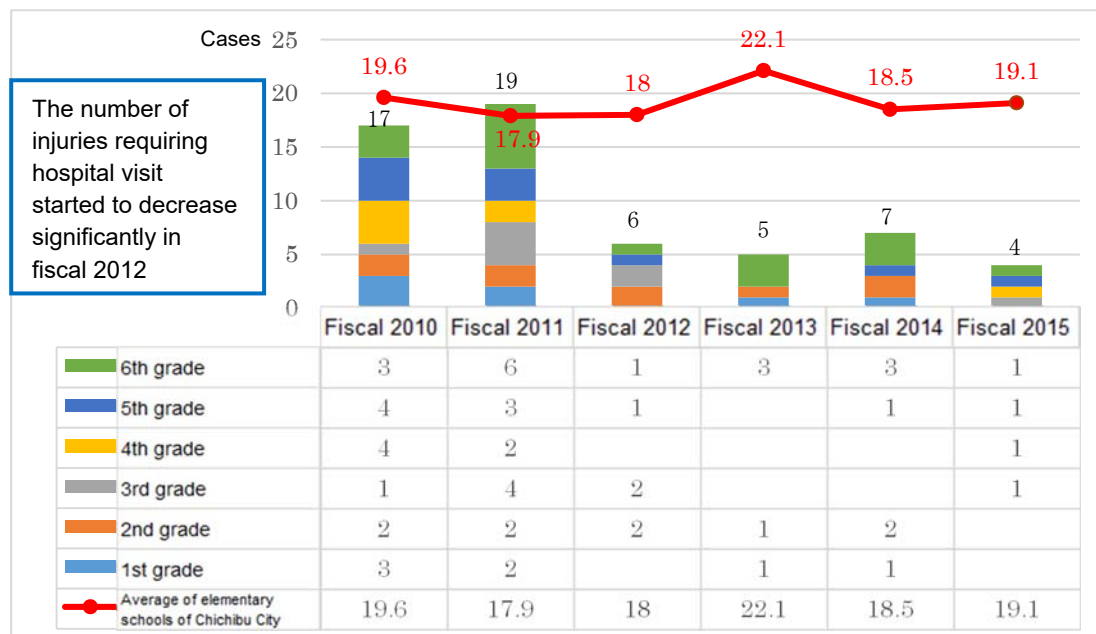




## (2) Injuries requiring treatment at hospital

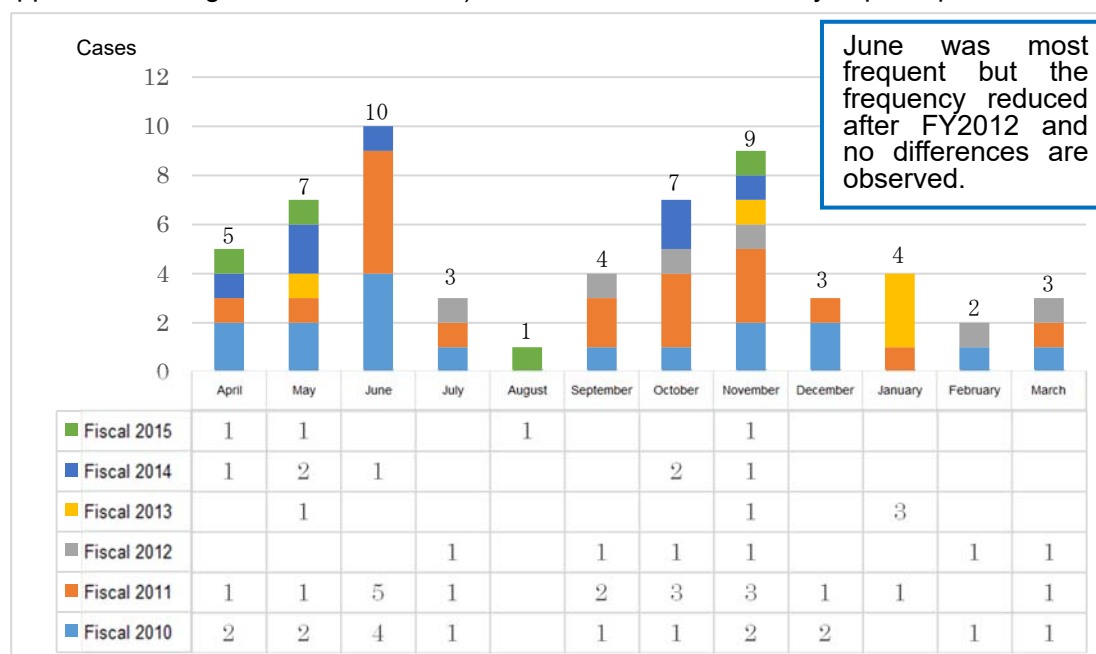
Below is the aggregated data of injuries requiring hospital visit recorded in the nurse's office of Minami Elementary School during 6 years from April 1, 2010 to March 31, 2016 (filed by Japan Sports Council).

[Figure 3-5] Number of applications for accident benefits by fiscal year (total 58 cases of application during fiscal 2010 to 2015) [Source: Data submitted by Japan Sports Council]

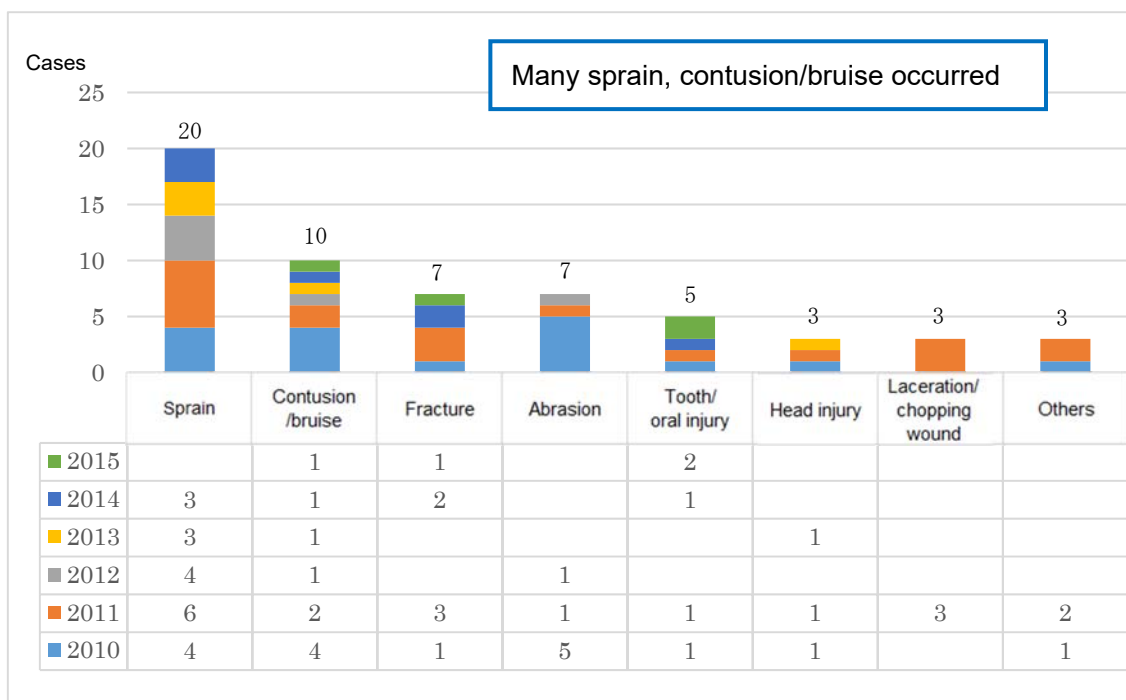


\* In fiscal 2012, the use of play equipment was limited because the gym was under renovation. Also from 2011 to date, dangerous play equipment has been repaired or removed.

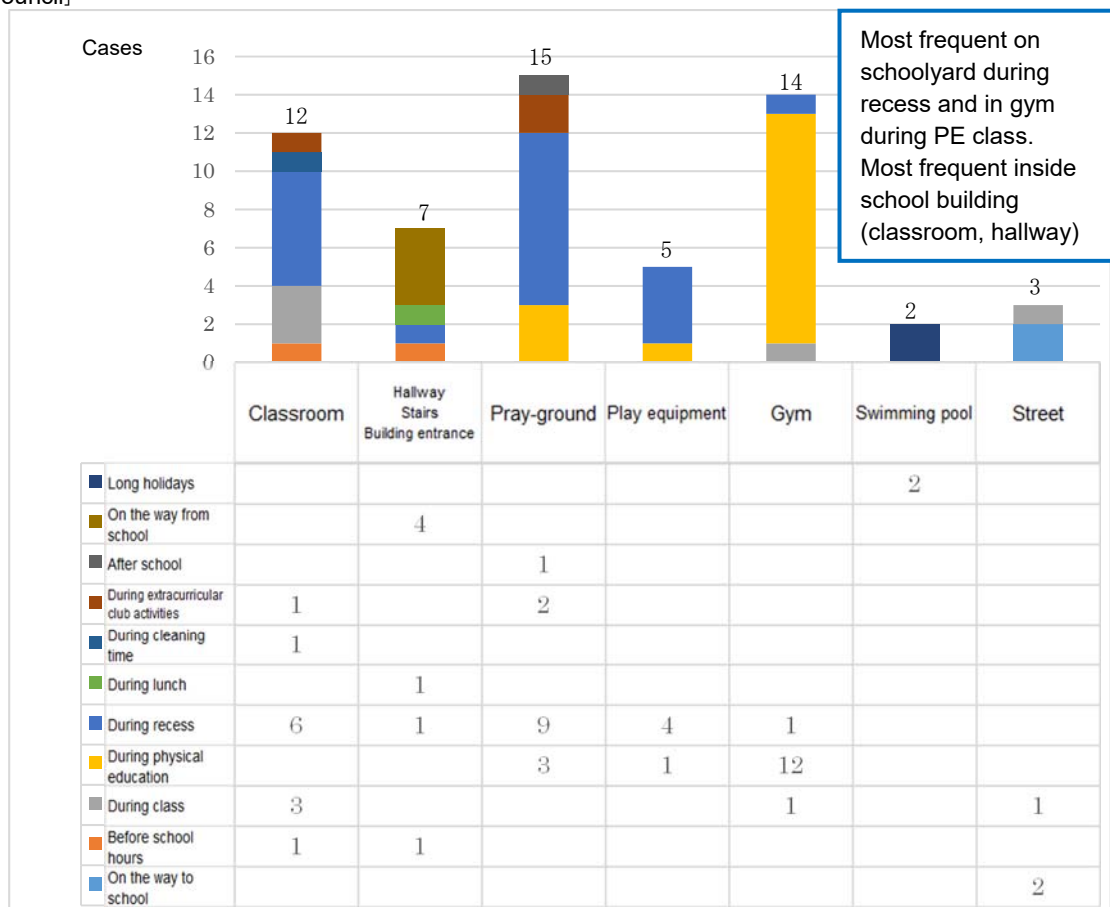
[Figure 3-6] Number of applications for accident benefits by month (total 58 cases of application during fiscal 2010 to 2015) [Source: Data submitted by Japan Sports Council]



[Figure 3-7] Number of applications for accident benefits by type of injury (total 58 cases of application during fiscal 2010 to 2015) [Source: Data submitted by Japan Sports Council]



[Figure 3-8] Number of applications for accident benefits by location of occurrence/cause (total 58 cases of application during fiscal 2010 to 2015) [Source: Data submitted by Japan Sports Council]



### (3) Traffic safety outside school

Following are summaries of Minami Elementary School district traffic accident occurrence status and Minami Elementary School students' involvement with traffic accidents.

[Table 3-1] Number of traffic accident occurrence inside Minami Elementary School district [source: Chichibu Police Department's investigation from January to December 2015]

Traffic accident within the school district	22 cases
Mild injury accident	19 cases (86.4%)
Severe injury accident	3 cases (13.6%)

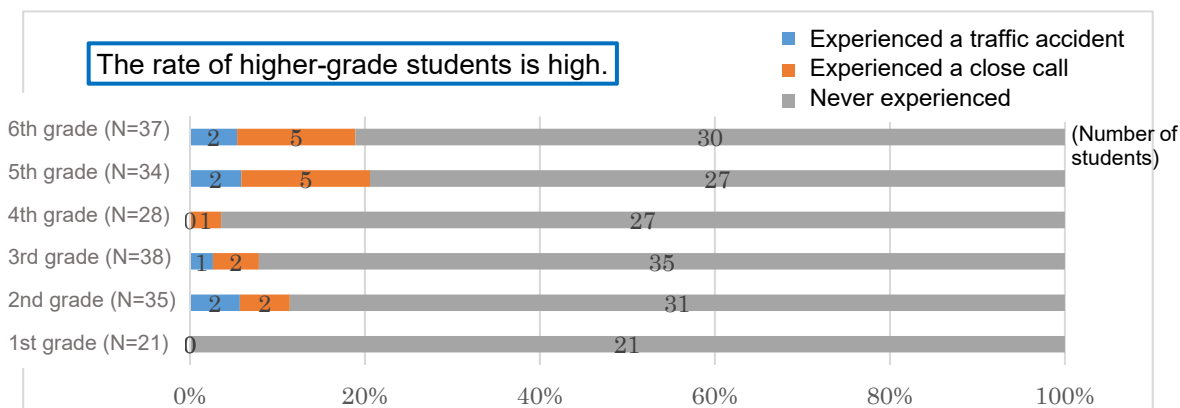
More accidents occur on the arterial roads National Route 140 and 299 (15 cases, 68.2%).

[Table 3-2] Number of traffic accident occurrence involving Minami Elementary School students [source: by hearing investigation to teachers]

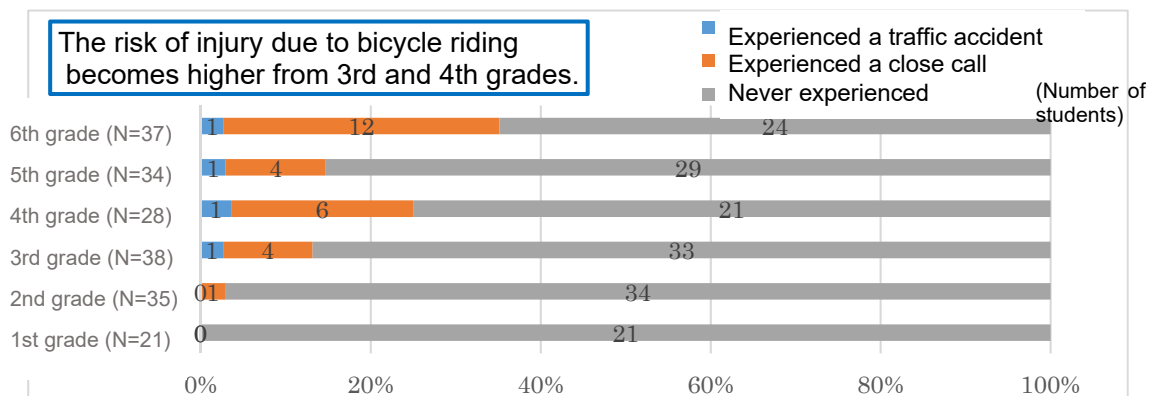
Fiscal 2011	Fiscal 2012	Fiscal 2013	Fiscal 2014	Fiscal 2015
April 2011 to March 2012	April 2012 to March 2013	April 2013 to March 2014	April 2014 to March 2015	April 2015 to March 2016
1 case	1 case	2 cases	3 cases	1 case

Of all of the 8 cases from FY 2011 to FY 2015, 5 occurred while riding a bicycle and 3 occurred while walking. They were all collisions at intersection corners, in which 4 cases occurred on an arterial road and 4 cases occurred on a narrow street.

[Figure 3-9] Number of students experienced traffic accidents/close-call accidents after becoming elementary school students (February 2016) [Source: Minami Students Safe and Security Questionnaire]



[Figure 3-10] Number of students experienced injuries while riding a bicycle/close-call accidents after becoming elementary school students (February 2016) [Source: Minami Students Safe and Security Questionnaire]

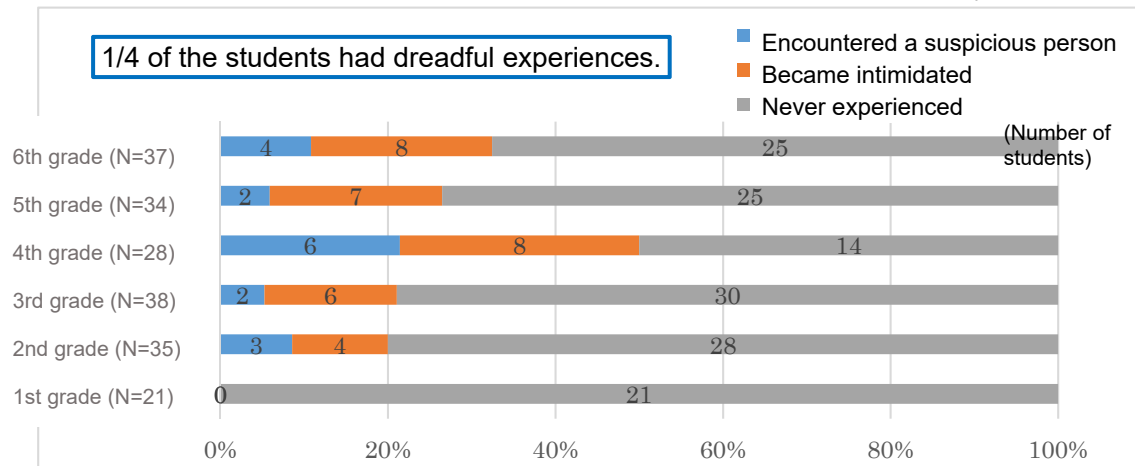


#### (4) Other safety issues (measures for suspicious people)

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.

[Figure 3-11] Encountering a suspicious person (February 2016)

[Source: Minami Students Safe and Security questionnaire]

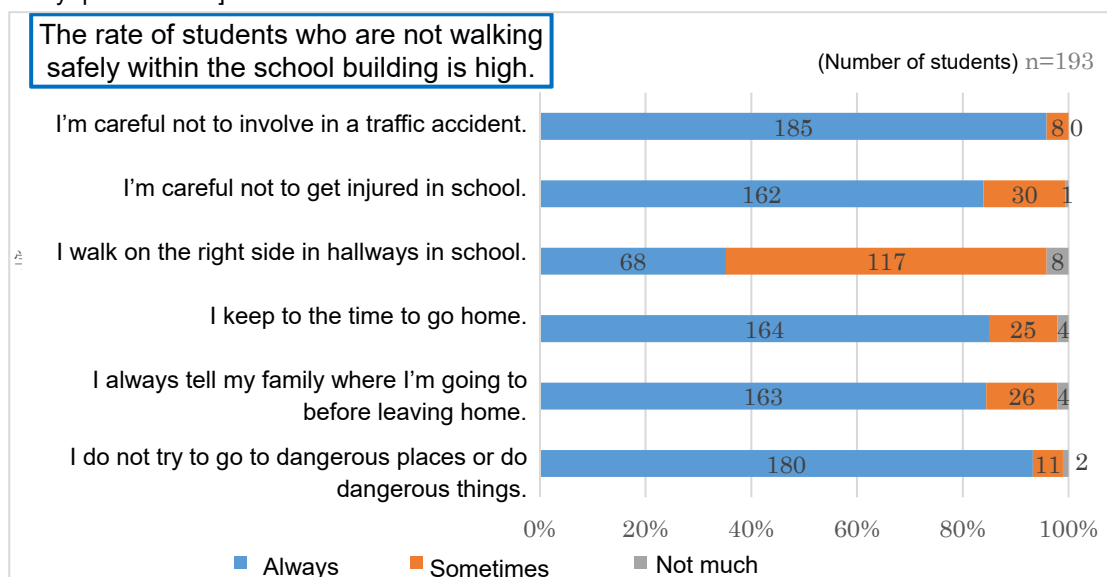


A questionnaire was conducted in students who have encountered a suspicious person. While some answered that a suspicious person “took a picture” of them or “stared” at them, some cases were not necessarily related to “a suspicious person,” such as “a person was walking in weird clothes.”

#### (5) Attitude survey for safety

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

[Figure 3-12] Students’ attitude survey for safety (February 2016) [Source: Minami Students Safe and Security questionnaire]

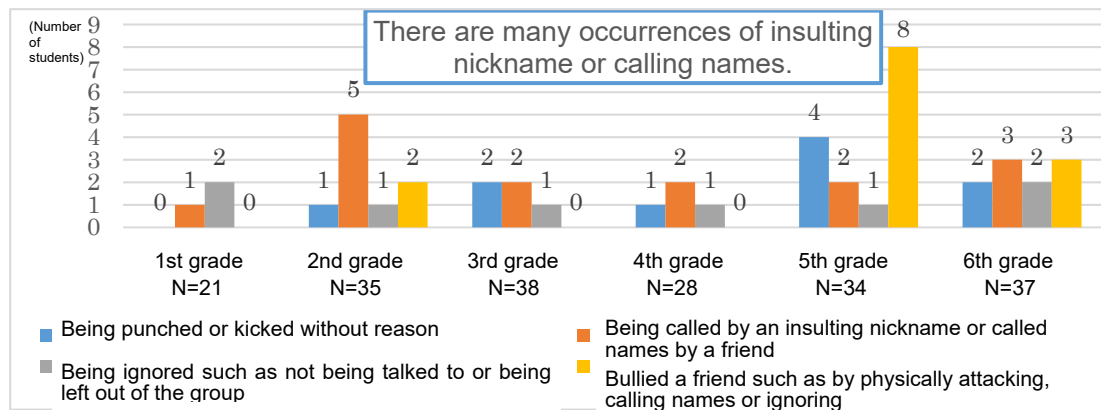


## 2 State of students who fall in the category of “Fun (Prevention of psychological injuries of students)”

### (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 2015 to March 2016, 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, “Life Questionnaire” is conducted in the parents once per year, which is helping to collect information.

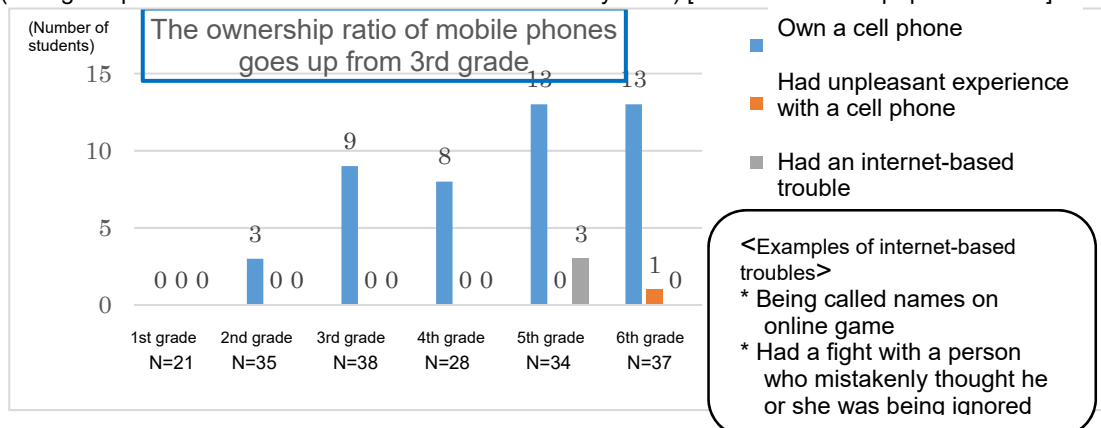
[Figure 3-13] State of bullying by grade (February 2016) (During the period of November 2015 to February 2016) [Source: Friendship questionnaire]



In overall, verbal violence occurs more frequently, such as calling insulting nickname or calling names. There are students who take a perpetrator role while knowing that they are “physically attacking, calling names or ignoring” a certain student. Problems that did not occur during the survey period are not captured in the values, but no long-term problem was found.

In recent years, troubles related to Internet are taken up. As lowering of age is progressing, status of usage and troubles were checked.

[Figure 3-14] Number of students who own a cell phone/had experienced internet-based troubles (during the period between November 2015 and February 2016) [Source: Friendship questionnaire]



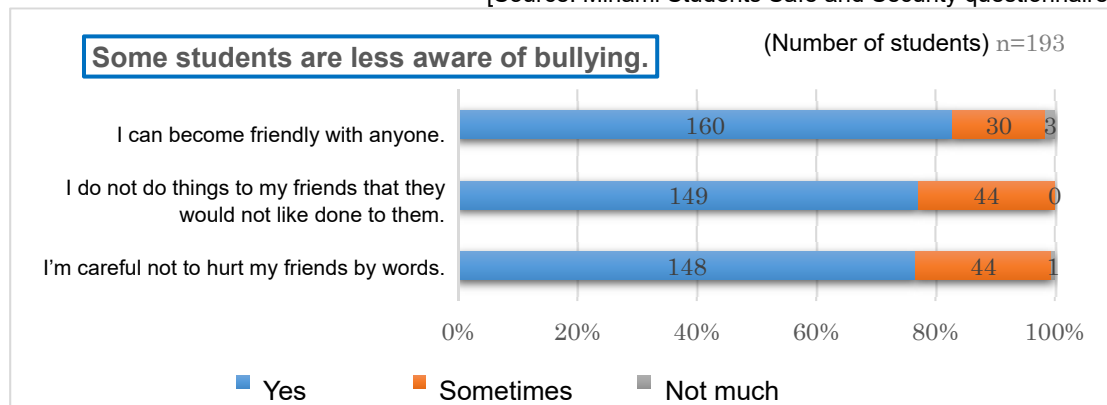
Although there are students who own mobile phones from lower-grades, the ownership ratio goes up from 3rd grade. Internet-based troubles are observed in the higher-grades, but has not become a big problem. Also, not only troubles with mobile phones, but Internet-based troubles with games having communication functionality were also observed.

## (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.

[Figure 3-15] Attitude survey for fighting against bullying (February 2016)

[Source: Minami Students Safe and Security questionnaire]



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

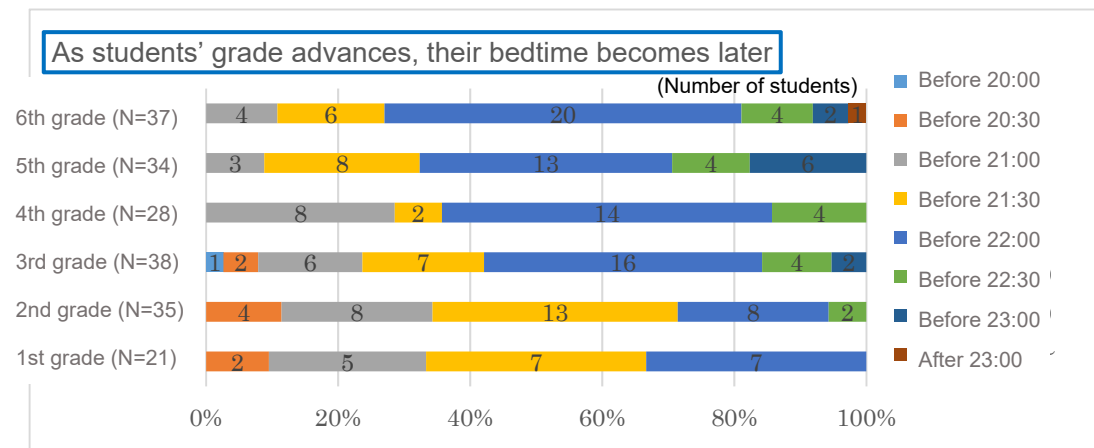
\* This is handled as an effort of ISS since “Healthy” is the basis of Safe School.

### (1) Bedtime/wake-up time

According to the data from survey materials in 2014 by the Ministry of Education, Culture, Sports, Science and Technology (see page 51), “children who stay up late are more likely to be in bad shape in the morning.” Therefore, a questionnaire was conducted in students of Minami Elementary School on “bedtime” and “wake-up time.”

[Figure 3-16] Bedtime of students (February 2016)

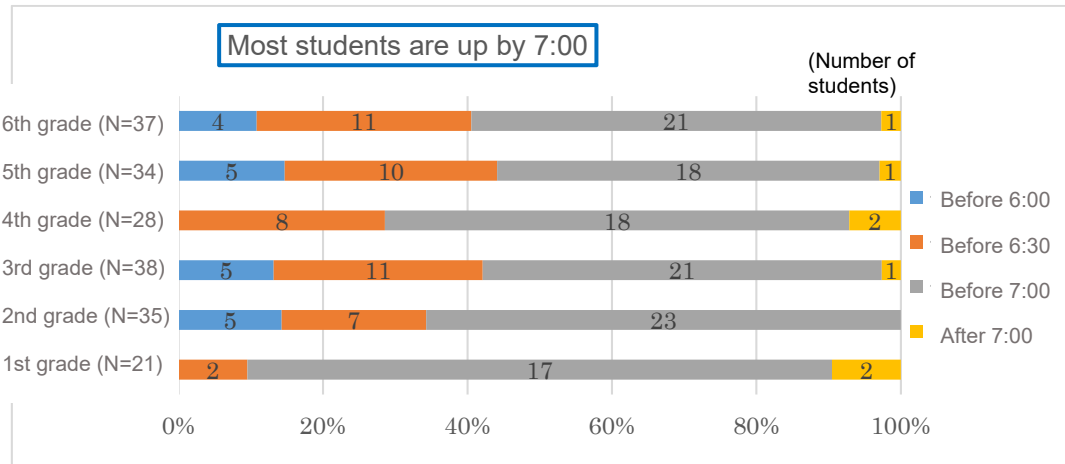
[Source: Wake-up time, bedtime and breakfast questionnaire]





[Figure 3-17] Wake-up time of students (February 2016)

[Source: Wake-up time, bedtime and breakfast questionnaire]



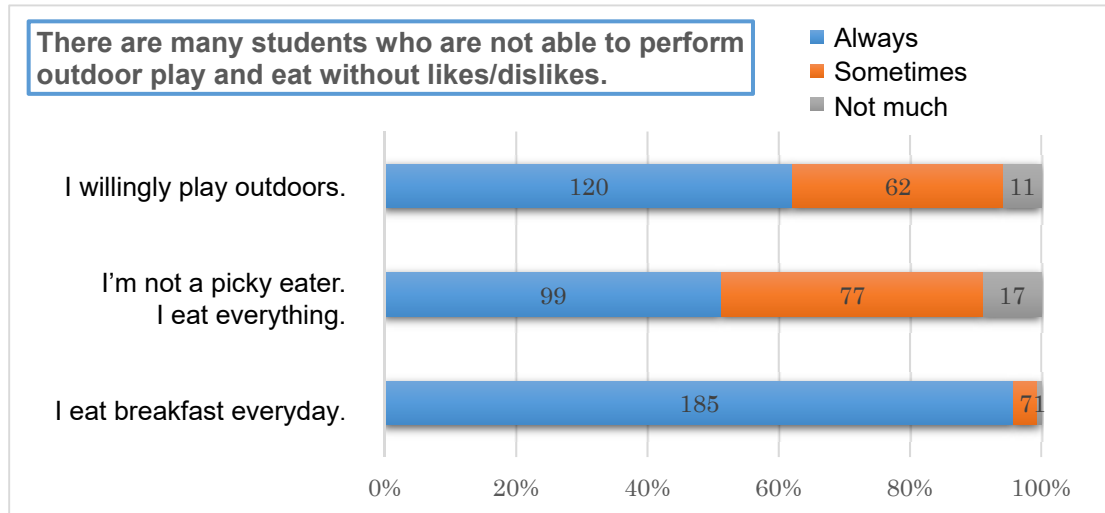
As students' grade advances, their bedtime becomes later. For the wake-up time, most students are up by 7:00 in the morning. Therefore, higher-grade students have less sleep.

## (2) Attitude survey of students for health

Survey was conducted regarding exercise and meals necessary to build up a healthy body.

[Figure 3-18] About one's own life (February 2016)

[Source: Minami Students Safe and Security questionnaire]



## Chapter 4 Challenges and Goals

### Long-term goal

- (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.

#### Future development described in the ISS application

- (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.

To achieve the long term goal, while following the future developments noted in the ISS application, challenges were identified from FY 2015 injury data and questionnaire (at the time of ISS designation), and mid to short-term goals were set.

### 1 Challenges and goals derived from "Safety (Prevention of physical injuries in and outside of school)"

#### (1) Safety inside school

##### Challenges

- a. Injuries are occurring throughout the year. [Figure 3-2]
- b. Mild injuries, such as scratch and bruise are most frequent. [Figure 3-3]
- c. Injuries during recess and injuries at schoolyard/play equipment are most frequent. [Figure 3-4, 3-8]
- d. Although the number of applications for accident benefits is small, major injuries requiring hospital visit occur every year. [Figure 3-1, 3-5]
- e. The rate of students who are not walking safely within the school building is high. [Figure 3-3, 3-8, 3-12]

##### Goals

- Reduce injuries during recess and injuries at schoolyard/play equipment.
- Reduce major injuries requiring hospital visit.
- Reduce number of students who runs inside the school building.

## (2) Safety outside school

### Challenge

- f. Traffic accidents involving students is occurring. [Table 3-2]
- g. 20% of the students experienced close-call (traffic accidents/injuries while riding bicycle). [Figure 3-9, 3-10]
- h. The risk of injury due to bicycle riding becomes higher from 3rd and 4th grades. [Figure 3-10]
- i. 1/4 of students have encountered a suspicious person. [Figure 3-11]

### Goals

- ☐ Reduce the number of traffic accidents involving students.
- ☐ Reduce close-call (traffic accidents/injuries while riding bicycle).
- ☐ Increase the rate of owning and using of bicycle helmet.
- ☐ Teach students how to foresee and avoid danger.

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

### Challenge

- j. There are many occurrences of verbal violence. [Figure 3-13]
- k. Troubles between classmates increase in higher-grade students. [Figure 3-13]
- l. Some students are less aware of bullying. [Figure 3-15]

### Goals

- ☐ Reduce verbal and violent troubles.
- ☐ Foster students to have skills to develop personal relationships.

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

### Challenge

- m. Some students go to bed late. [Figure 3-16]
- n. Some students don't play outdoors willingly. [Figure 3-18]
- o. Some students are picky eaters. [Figure 3-18]

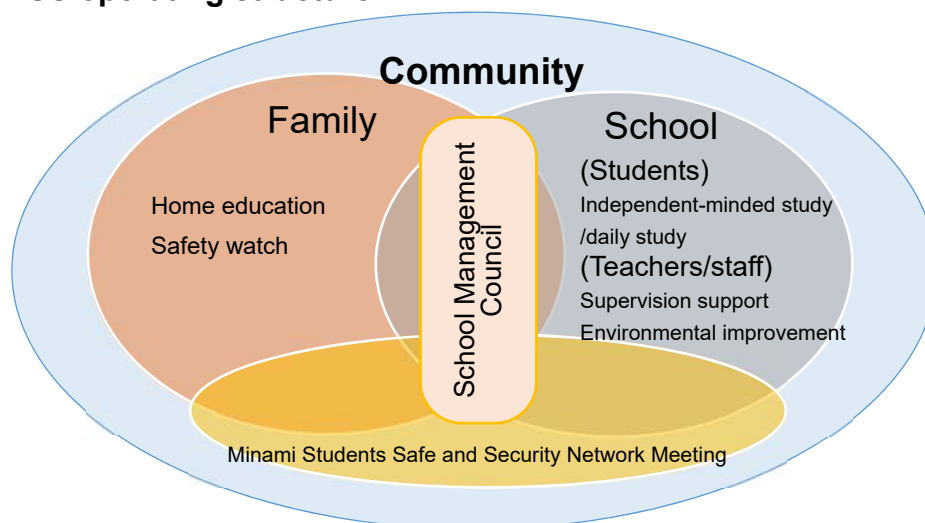
### Goals

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

## Chapter 5 Programs based on the Eight Indicators

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

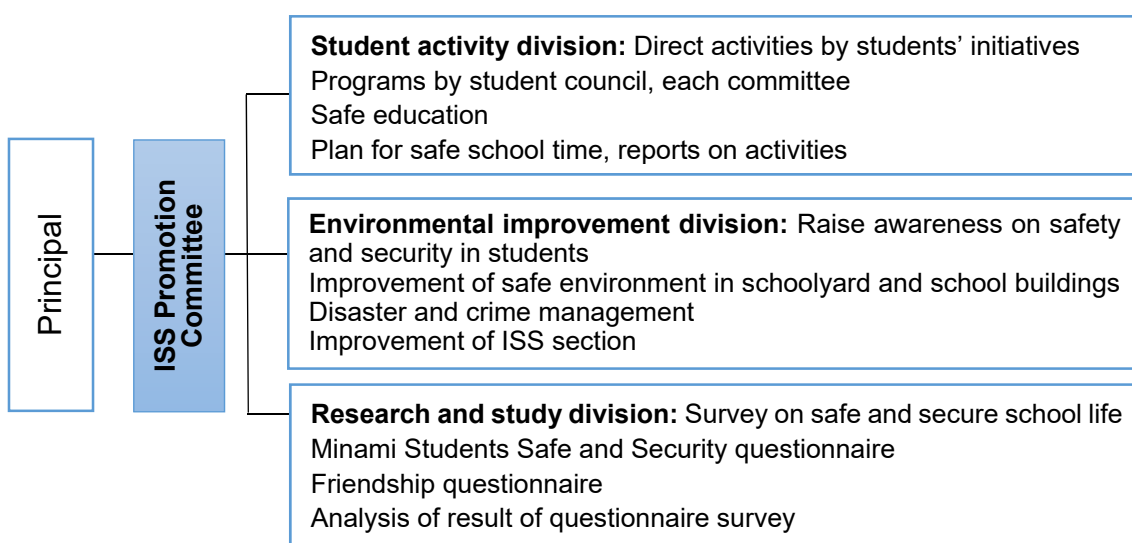
### 1 Image of ISS operating structure



### 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.

**Goals as ISS school**  
**Bright Minami Students, Safe and Security School**  
 Minami Elementary School ISS slogan "Safe, Fun and Healthy Minami Students"

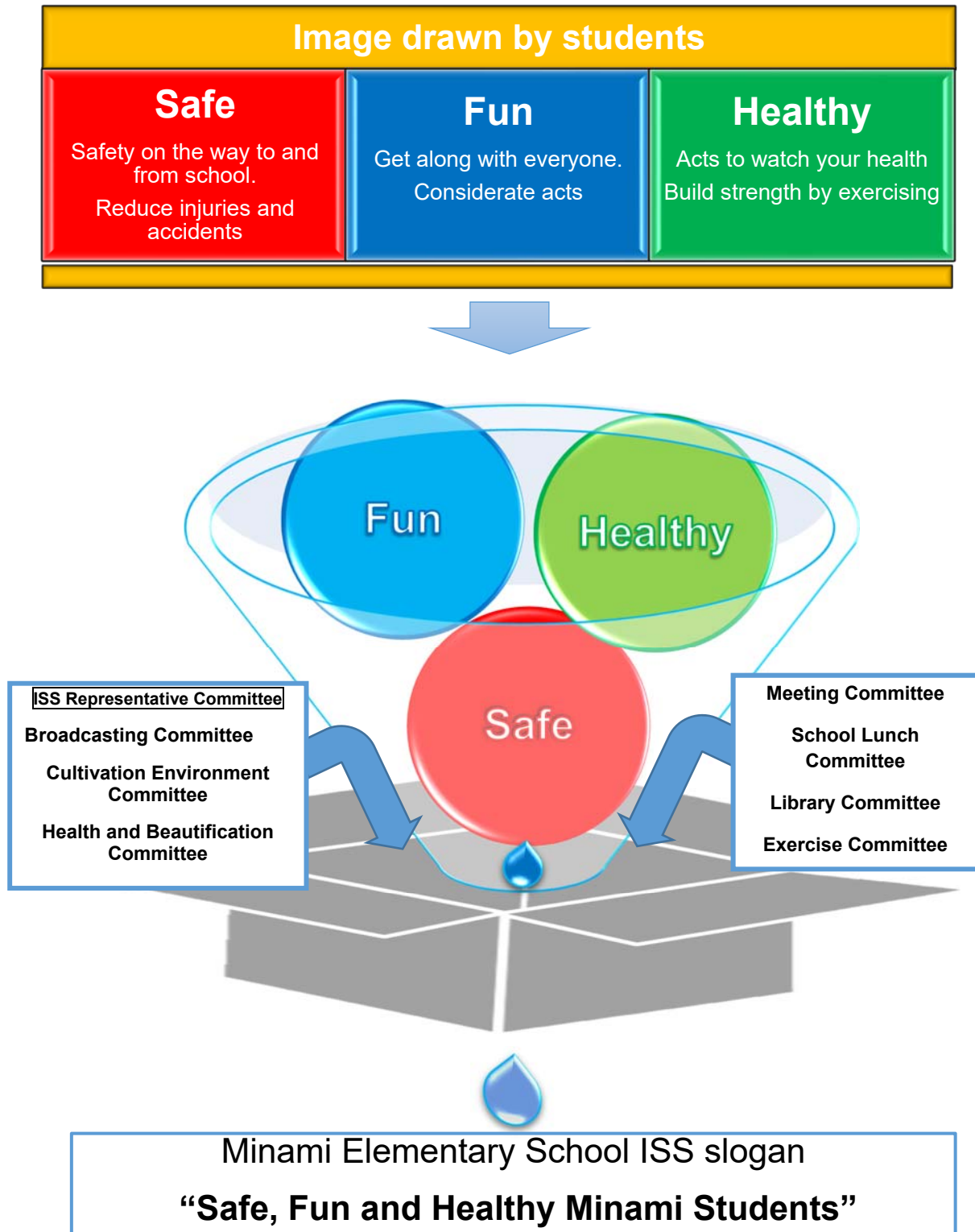


\*ISS Promotion Committee: Examines basic policies related to ISS and manages progress under the principal

### 3 Student organization

#### (1) Overall picture of committee organizations for the promotion of ISS

With ISS Representative Committee as the main organization, based on the slogan “Safe, Fun and Healthy Minami Students,” each committee work its own programs by intermingling with each other in line with the three factors “safe,” “fun” and “healthy.”



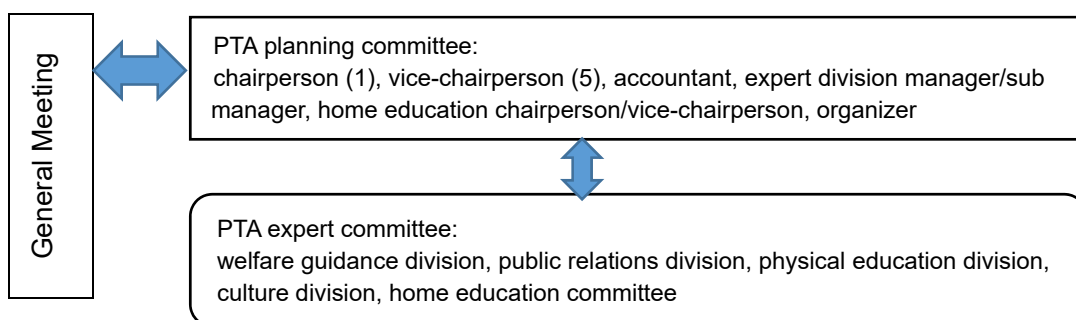
## (2) Overview of Representative Meeting for ISS Promotion

Each committee consists of all students in 5th and 6th grade. Each student takes proactive and planned actions for 1 year, by taking the advice from teaching staffs in charge into account. Also, ISS representative committee acts as the leader for the entire group. Representatives from each committee report to all the students after having discussions in the ISS representative committee.



## 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)
- 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)
- Improvement work of safe environment inside/outside school buildings (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 purpose of Network Meeting is as follows.

- Increase awareness of Minami Elementary School’s educational activities based on principle of 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.

### The history of Minami Students Safe and Security Network Meeting

2014



[Established and started Network Meeting]

2015



[Introduce ISS activities by students]

2016



[Opinion-exchange session based on ISS daily activity report]

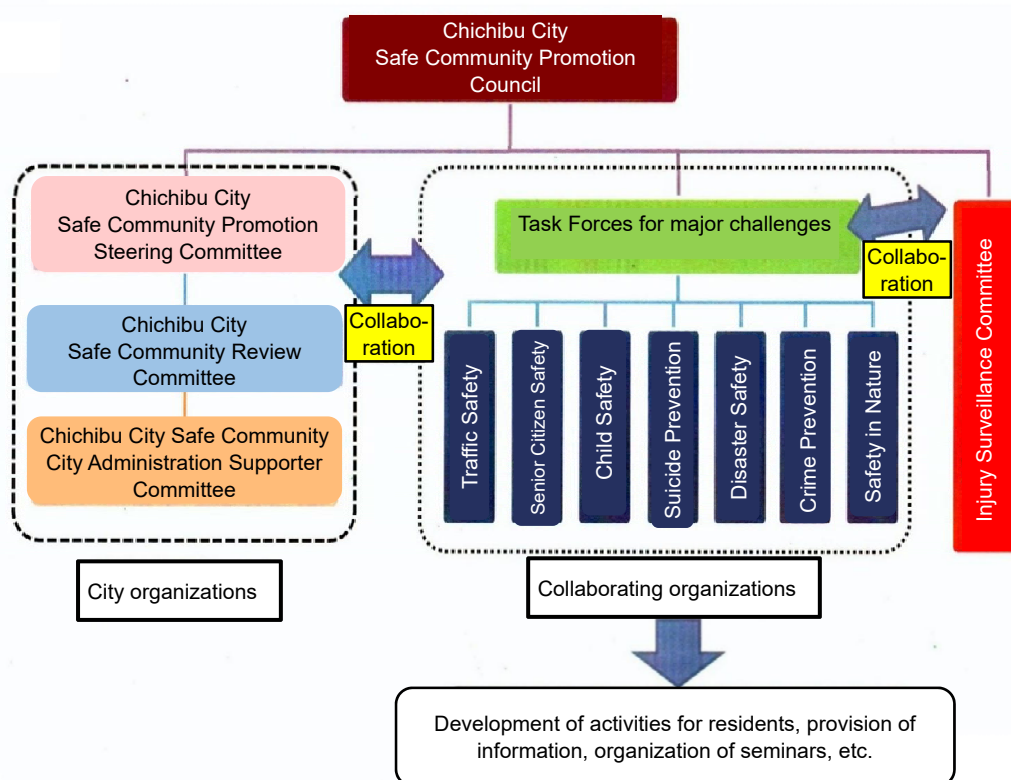
2017



[Safety check of school routes]

## 1 Measures of Chichibu City as a whole

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



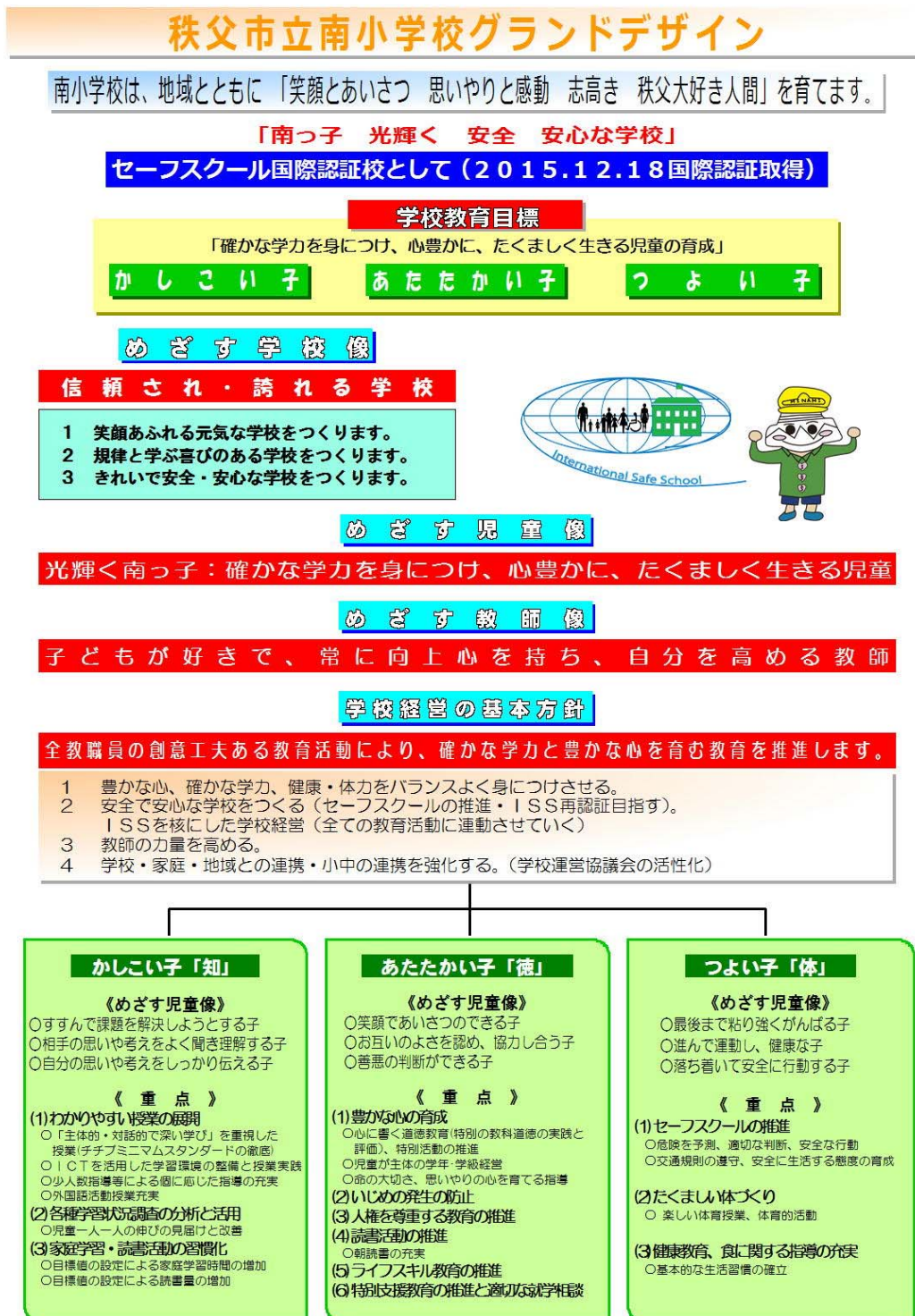
Chichibu City has established the Chichibu Safe Community Promotion Council and organized a promotional structure. In this council, “Measures of the safety of children” is also considered as one of the important themes.

Following the program of Chichibu City, on July 22, 2013, the Chichibu Board of Education declared the start of program toward designation as an ISS, in November 2015, formally obtained ISS designation as 11th safe community in Japan and 363th in the world 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.



**Indicator 3 School carries out long-term/ongoing preventive activities covering all genders, ages, environments and conditions.**

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

Activities that relate to all area... ☐ High risk group/environment... ☐

Safety (prevention of physical injuries)... ☐ Fun (prevention of emotional injuries)... ☐ Healthy (building up a healthy body)... ☐

	Students	Teacher/staff	Parents/community
Inside school	Inside school building	P.35- (2) Music meeting	
		P.35- (3) Morning reading/reading aloud to students	
		P.35- (7) Promotion of life skill education	
		P.35- (8) Bullying prevention campaign	
		P.36- (10) Ethical education	
		P.36- (11) Human rights education	
		P.40- (8) Education guidance looking towards the future	
		P.40- (9) Implementation of social skill training	
		P.41- (13) Greeting meeting	
		P.25- 1 Raising awareness of ISS	
	Outside school building	P.27- 2 Committee activities	
		P.31- 4 Improvement of facilities	
		P.32- (6) Classroom activities (safe and secure school life)	
		P.33- (7) Safety check in school	
		P.34- (1) Vertical group activity	
		P.39- (3) Evacuation drill	
		P.39- (4) Distribution of disaster prevention hoods/crime prevention alarms for new students	
		P.40- (7) Detailed safety guidance	
		P.41- (11) Exchange studies between different grades	
		P.33- (9) Swimming first aid training/ swimming with clothes on	
		P.34- (16) Watch over by parents during swimming	
		P.35- (4) Fun time	
		P.36- (1) Morning time	
		P.37- (3) Morning marathon	



Outside school	School routes	P.33- (10) Carrying of bear bells	
		P.34- (14) Wearing a helmet when commuting to and from school in winter	
		P.38- (1) Manuals for school and home when typhoon, snow, earthquake occur	
		P.39- (2) Drills of handing over students to parents	
		P.41- (12) Going to and from school in commuting groups	
		P.41- (15) Watch over by school guards during commuting to and from school	
		P.41- (16) Watch over new students during returning home by parents	
	School district	P.32- (1) Creation of community safety map	
		P.32- (2) Traffic safety class by wearing a helmet	
		P.34- (13) Children's 110 house	
		P.32- (3) Bicycle license course	
		P.32- (4) Bicycle helmet wearing guidance	
		P.32- (5) Mandatory helmet wearing when riding a bicycle	
		P.35- (5) Intergenerational exchange	
		P.36- (9) PTA lecture meeting	
		P.36- (2) Shibazakura Hill marathon	
		P.37- (4) Lunch tasting	
		P.37- (5) Dental lecture/brushing lesson	
		P.37- (6) School health committee	
		P.37- (7) Advices on body measurements	
		P.37- (9) Keeping early hours and eating breakfast/campaign week	
		P.30- 3 Information provision	
		P.35- (6) Internet-based trouble prevention class	
		P.36- (12) Delinquency prevention class	
		P.37- (8) Drug abuse prevention class	
		P.41- (14) Watch over during field trip	
		Outside School	P.33- (8) Wearing a helmet during field trip
	P.39- (5) Tour of fire department		
	P.39- (6) Tour of Saitama Prefectural disaster-prevention education center		
	All area/others	P.33- (11) Implementation of safety education program	
		P.33- (12) Quick safety guidance	
		P.34- (15) Stock helmets to lend	
		P.40- (10) Cooperation with kindergarten, nursery school, and related organizations	

## 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.



[Creating ISS chronological table  
(Broadcasting committee)]



[Survey on serving table  
(School lunch 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)

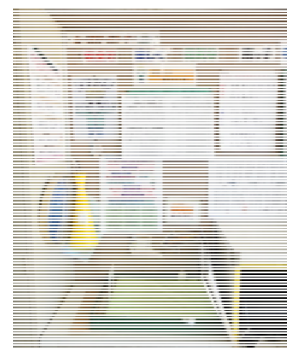
Details of the activities and information related to Safe School are displayed in the hallway through the hall of the 1st floor to give students clear idea of the school’s programs.



### (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 ISS slogan, Minamin Newspaper, and 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:

ISS slogan awareness, Operate ISS Representative Meeting, Create athletic event slogan, Fund raising when disaster occurs, Create rules for long vacation and raise awareness, Greeting campaign, Happy Project (post tree), Video to publicize accident prevention, Raise Minamin flag, Publicize Minamin picture-drawing and singing

### Health and beautification committee:

Take attendance, Summarize and publicize status of injuries (display and broadcast), Red feather fund raising, Sanitary inspection, Create and display a schoolyard map (a proper way of using play equipment, injuries), Tooth brush inspection

### Exercise committee:

Safety inspection of play equipment, Clean/organize the gym's storeroom, Organize class for play, Inspect/manage air in unicycles and balls, Marathon week, Organize marathon race, 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, Green feather fund raising, Raise awareness to use collision prevention mirror

### School lunch committee:

Zero leftover vegetable campaign (investigate leftover vegetables), Organize party to express gratitude for school lunch, Sanitation of serving table/investigation of serving table, Help person who serves meals, Pay attention to transportation of lunch food cans and plates

### Broadcasting committee:

Appeal for walking in hallways, prevention of heat stroke, playing outdoors and morning marathon

Music for brushing teeth, cleaning, English Day and morning marathon

Appeal for safe ways to spend rainy days, Associative keywords challenge

### Library committee:

Operate the book week, Recite picture-story show related to Safe School, Set up Safe School Corners, UNICEF fund raising

### Meeting committee:

Operate Minami Students' Meeting, Operate orienteering meeting, Conduct questionnaire survey on play

### **(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 (once a semester) 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) Minamin Week**

As reinforcement week of the activities, “Minamin Week” is established twice per year to penetrate ISS activities. The first time was set at one week in middle of May, to make everyone aware of the restart of one year activity, as well as for the purpose of having the new 1st grades know about ISS activities. The 2nd time was set in one week of November which includes holiday parents’ day as the last day, to build consciousness of the Day of ISS (see next item).

### **(4) Day of ISS**

#### **(1) “Day of ISS” Briefing Meeting**

Taking the international designation as an opportunity, the holiday parents’ day in November was set as “Day of ISS.” Parents and members of the community are invited to hold a Briefing Meeting.

#### **(2) Program by each committee**

With conscious on the Day of ISS, programs are pursued for safety and security with the awareness on ISS, by making “Minamin Week” in November as a reinforcement week of the activities.

- Make sure students walk in hallways
- Investigate leftover vegetables
- Minamin keyword challenge
- Greeting campaign

### **(5) 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** (see page 28)

**2. 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.

**3. Morning greeting campaign three times a year**

Nice greeting is the basic communication. Greeting campaign was carried out in June, November and February.

**4. Minamin picture-drawing and singing**

Minamin picture-drawing and singing was introduced to make students feel familiar with “Minamin” the mascot of ISS. Singing/drawing pictures of Minamin was introduced to 1st grade students and sung at Music Meeting at “Minamin Week” in May. (see page 53)

**5. Minamin flag-raising**

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

**6. Creating promotion video to prevent accidents**

Created and screened promotion video for “wearing a helmet”, “walking hallways” and “collision prevention mirror” for safe to lead improvement of safety awareness. (see page 44)

**7. Happy project**

To prevent psychological injuries, heart-warming episodes are introduced. (see page 49)



**(6) Activities of health and beautification committee**

**1. Summary of state of injuries in school**

“Injury Log” in the school nurse’s office was summarized monthly to show graphically.

**2. Create and display the schoolyard safety map**

Based on the “Injury Log,” created and displayed the injury map in the graph to show when, where and what kind of injuries occurred. Created a poster describing how to use play equipment in the schoolyard. (see page 43)

**3. Create and display a promotion poster for safe walking in hallways**

Called for safe walking by posting photos of hazardous walking at stairs and in hallways.



**(7) Activities of exercise committee**

**1. 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. Carry out inspection and management of inflator for balls and unicycles.

**2. 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 52).

**3. Plan and carry out class for play (see page 52)**





## (8) 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 waking in hallways, and a check card for waking in hallways was created to make sure students walk in hallways. Improved awareness to use mirror installed to prevent collision.

### 2. School lunch committee: serving table inspection/call for safely carrying lunch

For students to eat lunch safely and enjoyably, sanitary inspection for serving tables are executed. Call for cleaning to the classes when tables are not clean. Improve awareness to carry food containers and plates for school lunch safely by posters, and call for safe cleaning in front of service room.

### 3. Broadcasting committee: Appealing to students

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

### 4. Library committee: Picture-story show related to safety

Set up a corner to introduce books on safety.

Recite picture-story show related to safety to appeal for safe and secure action to lower grade students on ISS road during recess hours when it rains.

### 5. Meeting committee: Conduct Minami Student Meeting,

#### Orienteering Meeting

Come up with play with which all students can enjoy, and hold a meeting once a month. Host all students Orienteering Meeting in vertical group in Hitsujiyama Park near by the school once a year.



## 3 Provide information

### (1) Issue "Safe School Minami"

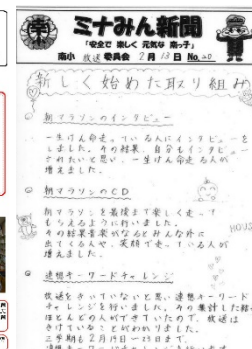
It is issued to inform community residents of details of Safe School activities.

### (2) Issue "Minamin Newspaper"

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

### (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 Measures from hardware side

Children, teaching staff, parents, community residents are collaborating and working on various activities as injury prevention activities. If we regard these as software side, maintenance of facilities/equipment can be regarded as hardware side. With the rise of awareness towards injury prevention, hardware side also needs to be focused. To work towards making the school environment safer, various environmental maintenance are being worked on by considering the opinions/requests provided, such as school safety inspections to start with, questionnaire to the parents, Safe and Security Network Meetings, etc. (see page 20)

Examples of representative maintenances (for details, see page 4 “Situation of programs” as reference)

##### (1) From main entrance towards backyard



The area from main entrance to the backyard was unpaved and was in a hazardous condition after rain etc. Also, this area was used by the students as commuting path, and there were times where they encountered passing of cars. Therefore, at the same time of paving the road, signs that draw caution to cars, curve mirrors and lines for students' walking zone were installed.

##### (2) Path to gym

The path for moving from school building to gym had puddles when rain blew in, and there were students falling. Also, in winter time, snow piled and sometimes it was frozen.

Therefore, sheets with materials that prevent slipping, which are used at pools etc., were installed.



##### (3) Security camera

Conventional ones that were used had low resolution, and faces were unrecognizable when it was played afterwards. Therefore, as part of suspicious person measure, all crime prevention cameras were renewed.



##### (4) Collision prevention safety mirror

Eight mirrors were installed near the stairs, where it is regarded especially hazardous when students are waking in hallways and they bump into each when others jump out from a dead angle. (see page 44)

## 5 Preventive activities by theme (Safe, Fun, Healthy)

Numbers correspond with table in page 23 and 24

**(Continue)** ... Performed continuously since before August 2015

**(Improved)** ... Continued since before August 2015 and performed with improvement from September onwards. \* Underlined part is the point of improvement

**(New)** ... Performed newly since after September 2015

"Environment" ... Environment covered by the programs inside the frame. Corresponds to left column inside the table of page 23 and 24.

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

#### 1. Create a community safety map **(Continue)**

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 their community by performing 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.



\*Conducted by: Teacher/staff

Main target: 5th grade students

Frequency: Once a year (May)

Environment: School route/school district

#### 2. Traffic safety class by wearing a helmet **(Continue)**

Objective : Understanding traffic rules and manners and learn safe behavior

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 (May) Environment : School route/school district



#### 3. Bicycle license course **(Continue)**

Objective : Understanding traffic rules and manners and how to ride a bicycle safely

Contents : Cautions when riding a bicycle, guidance on signs and signboards, skill guidance, practicing while wearing a helmet. Students who have passed driving test got bicycle drivers' license.

Conducted by : Chichibu Police Department's Community Safety Division

Main target : 4th grades Frequency : Once a year (May)

Environment : School district



#### 4. Wearing bicycle helmet guidance **(Improved)**

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

Contents : Acquiring knowledge of the usefulness of a helmet and mandatory to wear helmet

Conducted by : Teacher/staff Main target : 2nd grade students and their parents

Frequency : Once a year (February) Environment : School district



#### 5. Mandatory to wear helmet when riding a bicycle **(New)**

Objective : Protecting the head by wearing a helmet when riding a bicycle

Contents : Mandatory for 3rd grade students and above to wear helmets when riding bicycles

Conducted by : Teacher/staff, PTA

Main target : 3rd grade students and above

Frequency : Year-round Environment : School district





#### 6. Classroom activity (safe and secure school life) (Continue)

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 Environment : Inside school building



#### 7. Safety Check in School (Continue)

Objective : Improvement of hazardous environment in school

Contents : Safety check for whole school facility conducted by teachers and staff around 10th every month. Safety check for play equipment conducted by exercise committee once a semester. Hazardous places that are found by safety check are improved immediately for students safety.

Conducted by : Teacher/staff, Exercise Committee members

Main target : All students, teacher/staff

Frequency : Once a month, once a semester

Environment : Inside school building/outside of school building



#### 8. Wearing a helmet during field trip (Improved)

Objective : Securing students' safety

Contents : Wearing helmets to secure students' safety

Conducted by : Teacher/staff

Main target : 1st grade, 2nd grade, 4th grade, 6th grade students

Frequency : When going to field trip Environment : outside of school district



#### 9. Swimming first aid training, swimming with clothes on (Continue)

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, 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 (June) Environment : Outside of school building



#### 10. Carrying bear bell (New)

Objective : Securing students' safety when going to and from school

Contents : Putting bear bells on students school bag

Conducted by : Teacher/staff, Chichibu City Board of Education

Main target : Students in Hinoda district

Frequency : As required Environment : School route



#### 11. Implementation of safety education program (New)

Objective : Developing an understanding of safe life

Contents : How to use play equipment safely (1st and 2nd grade students)  
How to ride a bicycle safely and wearing a helmet (3rd and 4th grade students)

Hazard prediction (5th and 6th grade students)

Conducted by : Staff of National Institute of Advanced Industrial Science and Technology, Teacher/staff

Main target : All students and parents of 5th and 6th grade students

Frequency : Once every two years (November) Environment : All area



#### 12. Advices on safety (New)

Objective : Improvement of students' awareness of safety, Accident prevention

Contents : Conducting guidance altogether for traffic safety, countermeasure for suspicious person, and safe life in morning meeting, etc.

Conducted by : Teacher/staff Main target : All students

Frequency : As required Environment : All area



### 13. Children's 110 house (Continue)

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 Environment : School route/school district



### 14. Wearing a helmet when going to and from school in winter (New)

Objective : Securing students' safety when going to and from school  
Contents : Wearing helmets to protect students' heads from falling due to snow falling and road surface freezing when going to and from school in winter. The school lends helmets to students who don't have helmets.  
Conducted by : Teacher/staff Main target : All students  
Frequency : January to March Environment : School route



### 15. Stock helmets to lend (Improved)

Objective : Securing students' safety  
Contents : Lending helmets to students who don't have helmets when going to and from school in winter and when school events are held.  
Conducted by : Teacher/staff, PTA Main target : All students  
Frequency : Year-round Environment : All area



### 16. Watch over by parents during swimming (Continue)

Objective : Securing students' safety during swimming  
Contents : Watch over during swimming  
Conducted by : Teacher/staff, PTA volunteers  
Main target : All students Frequency : During swimming (all days)  
Environment : Outside of school building



## (2) Fun (prevention of psychological injuries)

### 1. Vertical group activities (Continue)

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 26 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.



\*Conducted by: Teacher/staff Main target: All students  
Frequency: Year-round Environment: Inside school building/ outside of school building

## 2. Music meeting (Continue)

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 Environment : Inside school building



## 3. Morning reading/Reading aloud to students (Continue)

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 : Reading 3 times a week, Reading aloud to students once a month

Environment : Inside school building



## 4. Fun time (Continue)

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)

Environment : Outside of school building



## 5. Intergenerational exchange (Improved)

Objective : Interaction with students' grandfathers and grandmothers lead to richness in students' minds

Contents : Interacting with seniors by enjoying old pastimes and eating school lunch together, etc. Writing invitation to seniors before athletic event.

Conducted by : Teacher/staff, elders in the school district

Main target : All students

Frequency : Frequency: 2 times a year (September, January)

Environment : School district



## 6. Internet-based trouble prevention class (Continue)

Objective : Deepen understanding of internet-based troubles

Contents : Understanding of the dangers of internet and information ethics

Conducted by : Saitama Police Department's Cybercrime Division, teacher/staff

Main target : 5th and 6th grades and their parents

Frequency : Once every two years (November)

Environment : School district, outside of school district



## 7. Promotion of life skill education (Continue)

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 : More than 5 times a year Environment : Inside school building



## 8. Bullying prevention campaign (Continue)

Objective : Be conscious that bullying is never be forgiven

Contents : Watching NHK's "Knock out bullying" and exchanging opinions

Posting Knock out bullying declaration

Friendship questionnaire

Conducted by : Teacher/staff Main target : All students

Frequency : Opinion exchange ... 5 times a year

Knock out declaration ... April

Friendship questionnaire ... Once a semester

Environment : Inside school building





### 9. PTA lecture meeting (Continue)

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, Teacher/staff  
Frequency : Once a year (September)  
\*Conducted during PTA board meeting in the 2nd semester  
Environment : School district



### 10. Ethical education (Continue)

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 Environment : Inside school building



### 11. Human rights education (Continue)

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 (November)  
Environment : Inside school building



### 12. Delinquency prevention class (Improved)

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 : 5th grade, and 6th grade students (implemented separately for graders)  
Frequency : Once a year (November)  
Environment : School district, outside of school district



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

### 1. Morning Time (Improved)

To build up a healthy body to prevent injuries is the basis of ISS. Therefore, to make exercise a habit is important for students. All students exercise on schoolyard every Friday morning as a trigger for habituation of exercise. Students run a marathon to music about 5 minutes from April to November and jump rope to music from December to March as a program. To make students be aware of active participation to the exercise, Morning Time is conducted under students' initiative, such as Exercise Committee performing the MC, and Broadcasting Committee playing the music, etc.



\*Conducted by: Teacher/staff Main target: All students  
Frequency: Once a week Environment: Outside of school building

### 2. Shibazakura Hill marathon (Continue)

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 (November)  
Environment : School district



### 3. Morning Marathon (Improved)

Objective : Build up physical strength which is the basis of Safe School  
Contents : To create "Marathon long-distance running trial round-the-world card," and proactively run towards the target of 700 laps of 200 m track a year, and 200 laps a semester.

Conducted by : Teacher/staff Main target : All students  
Frequency : Year-round Environment : Outside of school building



### 4. Lunch tasting (Continue)

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 (June)  
Environment : School district



### 5. Dental lecture/brushing lesson (Continue)

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, parents  
Frequency : Once a year (December) Environment : School district



### 6. School health committee (Continue)

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 (August, February)  
Environment : School district



### 7. Advices on body measurements (Continue)

Objective : Become aware of own growth and health  
Contents : At the time of body measurements, provide students a 10-minute health guidance.  
Conducted by : Special education instructor  
Main target : All students  
Frequency : Once a semester Environment : School district



### 8. Drug abuse prevention class (Continue)

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 (November)  
Environment : School district, outside of school district



### 9. Keep early hours, eat breakfast/ campaign week (Improved)

Objective : Making a habit of keeping early hours and eating breakfast.  
Contents : Check sheet is distributed for keeping early hours and eating breakfast to record the results for a week and the result of grade average is displayed in the hallway.  
Conducted by : Teacher/staff Main target : All students/parents  
Frequency : Once a semester Environment : School district







## 2. Drill of handing over students to parents (Continue)

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 : All students, parents, teacher/staff

Frequency : Once a year (May) Environment : School route



## 3. Evacuation drill (Improved)

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

1st semester : In the event of fire

- Evacuation drill using escape chute: for 4th grade students
- Evacuation drill using fire door: for 2nd grade students

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

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

- Use of Earthquake Early Warning

Conducted by : Teacher/staff, Chichibu Fire Department

Main target : All students, Teacher/staff Frequency : Once a semester

Environment : Inside school building/ outside of school building



## 4. Distribution of disaster prevention hoods/crime prevention alarms for new students (Continue)

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, Teacher/staff

Frequency : At enrollment to school, at school transfer

Environment : Inside school building/ outside of school building

\*Disaster prevention hoods from second set onwards are sold as necessary.



## 5. Tour of fire department (walk to and from school wearing a helmet) (Continue)

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, Teacher/staff

Main target : 4th grade Frequency : Once a year (April)

Environment : Outside of school district

\*Conducted as a social studies field trip for 4th grade



## 6. Tour of disaster-prevention education center (Continue)

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 (October)

Environment : Outside of school district

\*Conducted as a social studies field trip for 4th grade



## 2 Measures for students in special support class

### 7. Detailed safety guidance (Continue)

Minami Elementary School has two special support class (Himawari). (FY 2017) One of Himawari Classes which is called Himawari first group has students with mental disabilities, and the other Himawari Class which is called Himawari second group has autistic students and emotionally disturbed students. 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.



\*Conducted by: Teacher/staff      Main target: Students of special support class  
Frequency: Year-round      Environment: Inside school building/ outside of school building

### 8. Daily life guidance with outlook of the day (Continue)

Objective : To let students in special support class have safe school life  
Contents : Timetable of their whole day schedule is created each day for each student and displayed in front of classroom.

Conducted by : Teacher/staff  
Main target : Students of special support class  
Frequency : Year-round  
Environment : Inside of school building



### 9. Implementation of social skill training (Improved)

Objective : Acquiring skills that are necessary for carrying out life in society and for building a good relationship with others.

Contents : Learning skills that are necessary for daily life through social skill training card and role-play.

Conducted by : Teacher/staff  
Main target : Students of special support class  
Frequency : Year-round  
Environment : Inside of school building



### 10. Cooperation with kindergarten, nursery school and related organizations (Continue)

Objective : Acquiring information early for students who will enter the school next year to lead early response.

Contents : By cooperation with Board of Education of Chichibu City and Health Center, information collection, visits, and information exchange meetings are conducted for students who need special care.

Conducted by : Teacher/staff  
Main target : Students planning to enter the school next year  
Frequency : Year-round      Environment : All area



### 3 Measures for lower-grade students

#### 11. Interactive study between students of different grades (Improved)

To allow the 1st grade and 2nd grade students to become used to events and studies at school, and to carry out various activities with safety, activities are carried out in pairs of 6th grade and 1st grade students, and 5th grade and 2nd grade students. Higher grade students carry out activities together with the lower grade students who they are paired with, while securing their safety, teaching and helping them about how to take part in the activities.



Main activity: The new physical fitness test, swimming, jumping a rope, etc.

\*Conducted by: Teacher/staff, 5th grade and 6th grade students

Main target: 1st grade and 2nd grade students      Frequency: Year-round

Environment: Inside school building/ outside of school building

#### 12. Going to and from school in commuting groups of lower-graders (Continue)

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 : All students      Frequency : Year-round

Environment : School route



#### 13. Greeting meeting (Continue)

Objective : Make 1st graders get used to the school

Contents : 2nd grade students teach 1st grade students safe school life.

Conducted by : 2nd graders, teacher/staff

Main target : 1st graders and 2nd graders

Frequency : Approximately twice a year (April/May)

Environment: Inside school building



#### 14. Watch over during off-campus learning (Continue)

Objective : Securing students' safety during off-campus learning

Contents : Accompanying students during off-campus learning, such as city exploration and field trip.

Conducted by : Teacher/staff, PTA volunteers

Main target : All students

Frequency : Field trips by lower-graders

Environment : School district/out of school district



#### 15. Watch over by school guards during commuting to and from school (Continue)

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      Environment : School route



#### 16. Watch over new students during returning home by parents (Continue)

Objective : Secure the safety of new students during returning home

Contents : 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

Environment : School route





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

### 1 Safety at school

#### (1) Challenges and goals

##### Challenges

- Injuries occur all year round. [Figure 3-2]
- The most frequent injuries are slight injuries, such as scratch, bruise, etc. [Figure 3-3]
- The time injuries frequently occur is during recess hours, the place injuries frequently occur is on schoolyard and at play equipment. [Figure 3-4, 3-8]
- Although the number of applications for accident benefits is small, major injuries requiring hospital visit occur every year. [Figure 3-1, 3-5]
- There are many students who don't walk safely at school. [Figure 3-3, 3-8, 3-12]

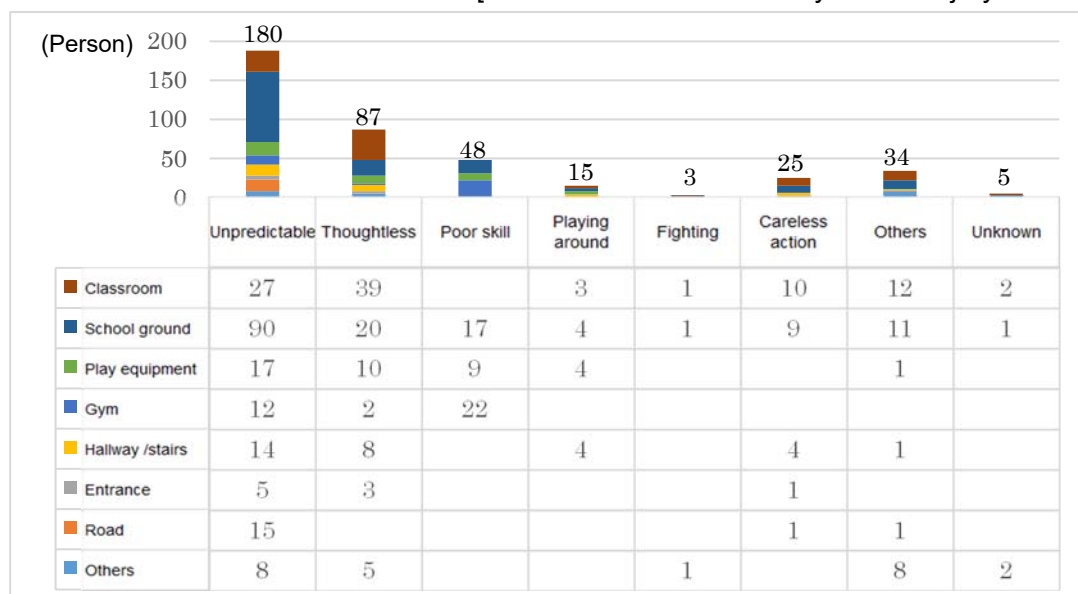
##### Goals

- Reduce injuries in schoolyard and at play equipment during recess hours.
- Reduce major injuries requiring hospital visit.
- Reduce students who run at school.

#### (2) Analysis of background data for setting the program

[Figure 5-1] Place of injury occurrence by cause (Visits to the school nurse's office in FY 2015)

[Source: Minami Elementary School injury records]

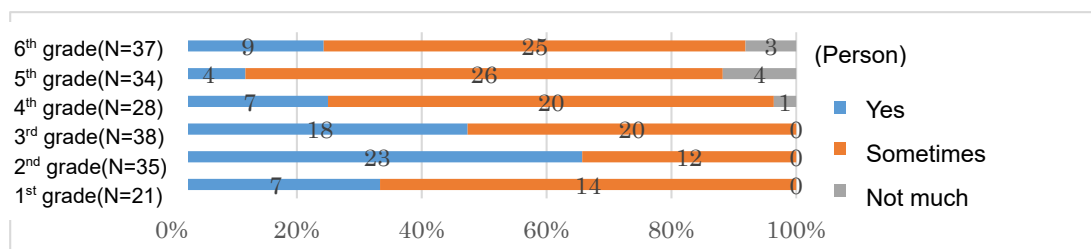


##### [Cause of injury]

- Unpredictable: Injury occurred due to inability to predict factors of the injury
- Thoughtless: Injury could have been prevented if a little more attention was paid
- Poor skill: Injury occurred due to inability to move as intended
- Playing around: Injury occurred unintentionally, while playing around
- Fighting: e.g., trouble between students
- Careless action: Injury occurred due to action without thinking about another person
- Others: Injury not related to own action
- Unknown: Injury without cause

From Visits to the school nurse's office (see page 6), 405 cases of injuries occurred in FY 2015. By categorizing them by injury causes, [Figure 5-1] can be created. From the figure, we can observe that there are many unpredictable and thoughtless injuries. Therefore, to work towards injury prevention, programs to call for attention and development of ability to predict injuries were regarded as effective approach.

[Figure 5-2] Rate of students who feel they are walking on the hallway safely (February 2016)  
[Source: Minami Students Safe and Security questionnaire]



As show in [Figure 3-3] (see page 7), there are many bruise injuries inside school building, where in many cases students bump into things or persons while running inside a room. So, to reduce the number of students running inside the school building, a measure was decided to be implemented which focuses on hallway walking which can be easy for the students to be aware of.

From [Figure 3-12] of Students' attitude survey for safety (see page 11), even under safe action, the number of children who answered that they are walking on the hallway safely is low compared to other items. Further, as we can see from [Figure 5-2], rate of students who feel they are not walking on the hallway safely rises as the school grade increases. As the impact of collision by running in the hallway becomes higher as the students' body becomes larger, there are measures implemented.

(3) Programs toward resolution of the challenges Explanation for programs with \* are as follows.

Program	Relation with indicator 3 and 4	Challenges to be dealt with (P.42)
Create and display Minami Elementary School schoolyard safety map *1	P.29 Health and beautification committee	a.b.c.d
Improve environment of hallway/check how to walk in hallway	P.30 Cultivation environment committee	a.e
Attention calling by broadcasting on rainy days	P.30 Broadcasting committee	a.e
Safety inspection in school	P.33-7	a.b.c.d
Install collision prevention mirrors *2	P.31-4 Measures for hardware side	a.d.e
Class activities/ implementation of safety study program	P.33-7,11	a.b.c.d.e
Advice on safety guidance *2	P.33-12	a.b.c.d.e

#### \*1 Create Minami Elementary School schoolyard safety map (improved)

As injuries frequently occur in the playground throughout the year, the situation is displayed. By reminding the students, we are working on the program to reduce injury occurrence. Based on the inside school injury occurrence data summarized by the health and beautification committee, graphs showing time period of injury occurrence/place/types of injuries were created. For schoolyard injuries, graphs showing when/what type of injury/which grade has high number of injuries were created.



[Minami Elementary School schoolyard safety map]



[Presentation at activity Briefing Meeting]

Also, an "Minami Elementary School schoolyard map" which describes how to use the play equipment safely was created by posting pictures of how to play with play equipment, etc. on a schoolyard's 2D diagram. Also, in the ISS Briefing Meeting, "months," "time," "locations" and "causes," etc. of when there was high number of injuries was presented and reminded students to pay further attention.

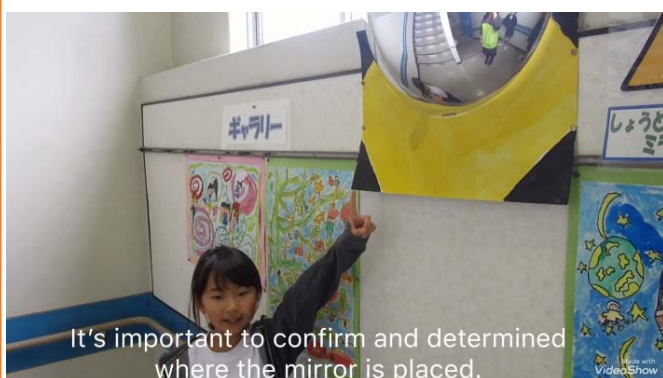
## \*2 Utilizing the collision prevention mirror (New)

To spend safe school life in elementary schools, it is important for the students from their developing stages to receive guidance on walking in hallways. However, as we found from the questionnaire investigation that there are many students who feel they are not walking in the hallways safely, we have decided to install a collision prevention mirror.

Eight mirrors were installed near the stairs, where it is regarded especially hazardous when they bump into each other when others jump out from a dead angle. Also, for the students to avoid danger by utilizing the collision prevention mirror, how to use the mirror was made known to all. Specifically, to emphasize the existence of the mirror and to call for attention, cultivation environment committee had put in the effort by displaying it.



[Installation of collision prevention mirrors by cultivation environment committee]



Also, at ISS Representative Committee, PR movies for “walking on right side of hallways” and “how to use collision prevention mirror” were created and broadcasted. Further, in the one-point safety guidance, guidance for walking in hallways safely and how to use the mirror were conducted from the teachers’ side.

[Utilization of collision prevention mirrors video to promote]  
\*Streaming now on YouTube

## Implementation of Safety Study Program (cooperation with National Institute of Advanced Industrial Science and Technology) (New)

From the summary result which shows that injuries are occurring throughout the year, there are possibilities for injury occurrence everywhere and how to avoid them is important.

To develop the understanding for safe living, on the Day of ISS in November (holiday parents’ day), Ms. Mikiko Ohno from National Institute of Advanced Industrial Science and Technology, Artificial Intelligence Research Center has been invited as a teacher, and held a class by Safety Study Program.

As for the contents, “safe use of play equipment” for 1st/2nd grades, “safe way of riding bicycles and wearing helmets” for 3rd/4th grades and “danger prediction inside school” for 5th/6th grades were provided. For the 5th/6th grade, the parents were also invited to join.



[Class scene of 1st and 2nd grade students]



[Class scene of 5th and 6th grade students and parents]



## 2 Prevention of traffic accidents, etc.

### (1) Challenges and goals

#### Challenge

- f. There are traffic accidents involving students. [Table 3-2]
- g. About 20% of students experienced close-call (traffic accidents and bicycle accidents) [Figure 3-9, 3-10]
- h. Risks to get injured by bicycle riding increase in 3rd and 4th grades [Figure 3-10]
- i. One fourth of students have encountered a suspicious person. [Figure 3-11]

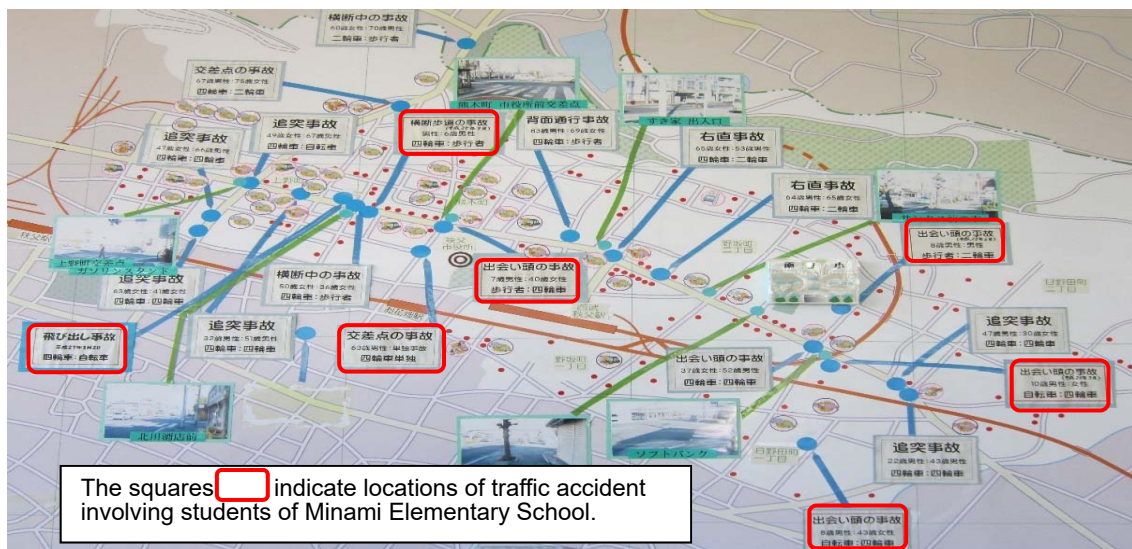
#### Goals

- Reduce the number of traffic accidents involving students.
- Reduce close-call (traffic accidents and bicycle accidents)
- Increase the ratio of owing and using of bicycle helmet.
- Teach students how to foresee and avoid danger.

### (2) Analysis of background data for setting the program

[Figure 5-3] Traffic fatality accident site of Minami Elementary School district

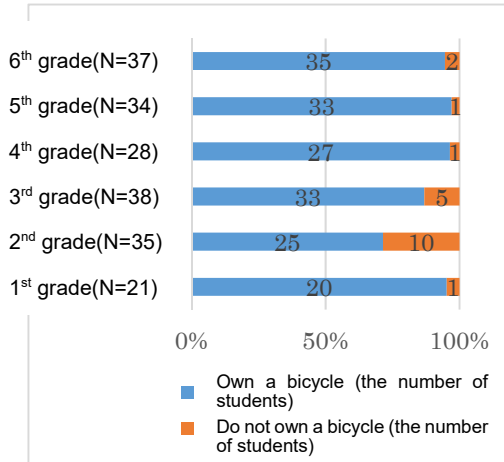
[Source: Traffic accident data by Chichibu Police Department]



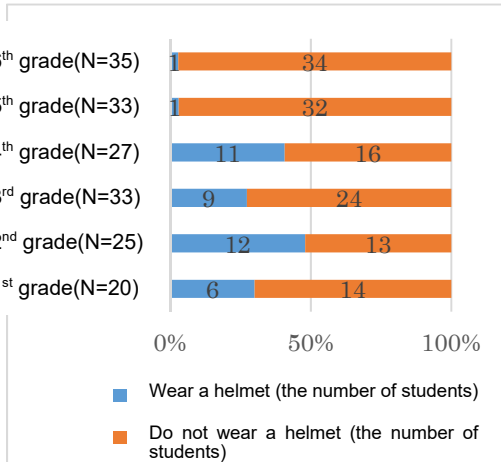
[Figure 5-3] is a poster showing traffic accident data by Chichibu Police Department and locations of traffic accidents involving school children. This poster is displayed on the wall of student's entrance and data is added every fiscal year. Accidents in Minami Elementary School district are frequently occurring on the arterial roads National Route 140 and 299. Also, as a bypass route during heavy traffic on the arterial roads, traffic volume on narrow streets are also high. Especially during students' commuting hours, as the traffic increases, and the possibility of traffic accidents also increases, measures are necessary.

From [Figure 5-4, 5-5] (next page), we can see that most of the students have their bicycles, but the students who wear helmet is 24% of total students. From [Figure 3-10] which shows the investigation of injury/close-call while riding bicycles, although injuries and close-calls are increasing from 3rd/4th grade, the helmet wearing rate of 3rd grade and above is low. In our school, we have defined that 1st/2nd grade are within peripheral of their home, 3rd/4th grade are inside neighborhood, 5th/6th grades are inside school district in the "Minami Students Everyday Life Rule." Therefore, from 3rd grades whose range of activities using bicycle start to expand, we need to strengthen the wearing of helmet while riding bicycles.

[Figure 5-4] Number of bicycles owned by students (February 2016) [Source: Minami Students Safe and Security questionnaire]



[Figure 5-5] Number of helmets worn by students who own bicycles (February 2016) [Source: Minami Students Safe and Security questionnaire]



### (3) Programs toward resolution of the challenges

Explanation for programs with \* are as follows.

Programs	Relation to indicator 3 and 4	Challenges to be dealt with (P.45)
Creation of school route safety inspection map *3	P.26 Safe School Time	f.g
Creation of community safety map	P. 32-1	f.g.i
Traffic safety class/ bicycle license lecture	P. 32-2,3	g.h
Wearing bicycle helmet guidance *4	P. 32-4	g.h
Obligation to wear a helmet while riding a bicycle *4	P. 32-5	f.g.h
One-point safety guidance	P. 33-12	f.g.h.i
Children's 110 house	P. 34-13	i
Going to and from school in commuting groups/ Watch over during returning home	P. 41-12,15,16	f.g.i
Installation of security cameras in site	P. 31-4 Measure from hardware side	i

#### \*3 Creation of school route safety inspection map

(Improved)

Although the number is small, and it has not become a major issue, traffic accidents involving students is occurring. Especially during the morning hours when students commute to school, as the volume of traffic is high, there are hidden possibilities of accident occurrence. As such, students got together by their commuting area, and re-confirmed "dangerous locations" and "surroundings" by commuting group, as an activity to allow them to have the awareness of commuting to school safely. 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 Security Network Meeting," 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 Minami Elementary School ISS Road for the safety of students during commuting to and from school.

Further, we had the neighborhood association chair to request the installation of signs for traffic safety education in the dangerous locations of the commuting route which were picked up in the program. Signs were installed in 4 locations in the 3 neighborhood associations.



[School route inspection by students]



[School route inspection in Network Meeting]

## \*4 Obligation to wear a helmet while riding a bicycle

(New)

### 2014 to 2015

- Traffic safety class, started to wear a helmet during field trip.
- Lecture by professor Nishida from National Institute of Advanced Industrial Science and Technology "Effectiveness of helmet during bicycle accidents."
- Bicycle helmet wearing education class targeted for 3rd and 4th grade students and their parents. (at parents' day)
- Started helmet wearing campaign for parents of new students from next fiscal year. (at one-day admission to school)



[Lecture by professor Nishida]



[Wearing a helmet campaign for new students]



[Helmet PR section]



[Helmet education class]

- Minami Elementary School PTA and chairman of each neighborhood association presented "the petition for subsidy to buy helmets" to Chichibu City through Safe and Security Network Meeting.

Dear Mayor of Chichibu City,

#### Petition

Title: Subsidies for purchasing bicycle helmets for Minami Elementary School students (request)

We would like to express our great appreciation for the special effort that you are providing us towards maintenance and improvement of living environment at Minami Elementary School. At Minami Elementary School, with the Safe Community program being conducted by Chichibu City, with the target of achieving international designation of Safe School in 2015, the school, the parents, and the community are working on educational activities as one team.

~ (snip) ~

After being commissioned from Chichibu City as a model school for Safe School, evaluating the wearing effect of a helmet at Minami Elementary School, which aims to gain international designation of 2015, will become a reference for planning measures to promote Safe School, and will also be a support to achieve the international designation.

Therefore, as a combined wish from the city residents, parents and students, we would like you to please consider responding to the subsidy for purchasing helmets for Minami Elementary School students.

Yours sincerely

July 23, 2014

Neighborhood association chair of Ueno-machi  
Neighborhood association chair of Kumaki-machi  
Neighborhood association chair of Hinoda-machi  
Neighborhood association chair of Nosaka-machi  
PTA president of Minami Elementary School

### 2016

- Due to icy road by snow, helmets were worn by 1st to 4th grades. (Rent by school.)
- At PTA General Meeting, "obligation to wear helmet while riding bicycles" by 3rd to 5th grades has been decided.
- \* As 6th grades will have less than 1 year of school life at Minami Elementary School, obligation was postponed, considering the purchase burden by the parents.
- Bicycle helmet wearing education class targeted for 2nd grade students and their parents. (at parents' day of 3rd semester)



[Going to school wearing a helmet]



[Traffic safety class]

- Helmet purchasing subsidy of 300 Yen from the profit of PTA bazaar started.

#### Contents to be conducted from 2016 (April 1, 2016 ~)

- 1 Item for obligation Helmet must be worn when riding a bicycle
- 2 Target grades 3rd, 4th, 5th grade students
- 3 For others not included in target grades
  - The range of bicycle riding for 1st and 2nd grades are defined as "safe place near the home," but please try to wear helmets when riding a bicycle.
  - The 6th grades should also try to wear helmets.
- 4 For purchasing
  - Helmets can be purchased at any store.
  - Subsidy of 300 Yen per set will be provided from PTA accounting.

### 2017

- Transition to "obligation of wearing helmet while riding bicycles" for 3rd grades and above.
- Helmet wearing PR movie created by ISS Representative Committee.

- Chichibu City started helmet purchase business (2,000 Yen).

\* PTA subsidy terminated at end of March 2018.

### 3 Prevention of psychological injuries

#### (1) Challenges and goals

##### Challenges

- j. There is many verbal violence. [Figure 3-13]
- k. Troubles between classmates increase in higher-grade students. [Figure 3-13]
- i. Some students are less aware of bullying [Figure 3-15]

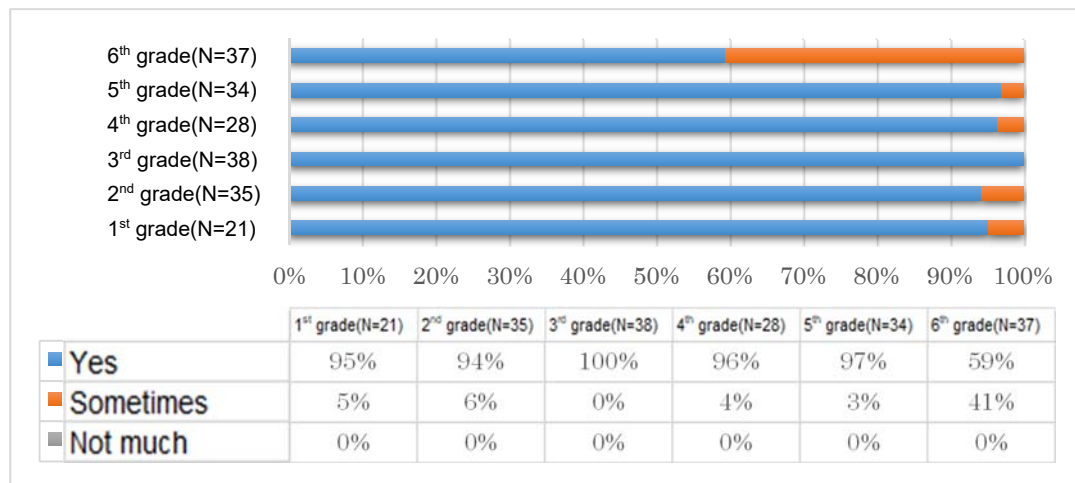
##### Goals

- Reduce verbal and violent troubles.
- Foster students to have skills to develop personal relationships

#### (2) Analysis of background data for setting the program

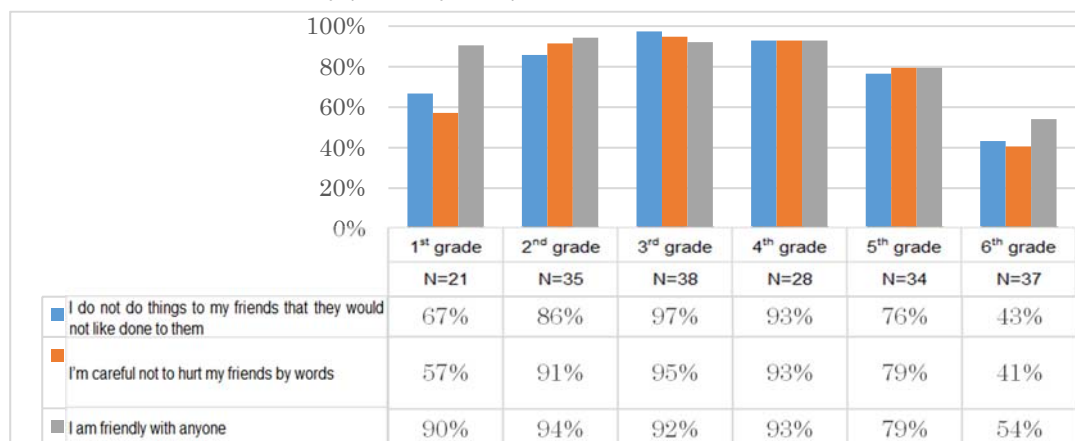
[Figure 5-6] Percentage of students who thinks bullying is a bad thing (February 2016)

[Source: Minami Students Safe and Security questionnaire]



From [Figure 5-6], we can see that most of the students acknowledge that bullying is a bad thing. However, according to [Figure 3-13] of Attitude survey for fighting against bullying (see page 12), there are students who answered, "Bullied a friend such as by physically attacking, calling names or ignoring." Also, there are students who answered "I received physical attack, calling names or ignoring."

[Figure 5-7] Students' attitude survey (February 2016) [Source: Minami Students Safe and Security questionnaire]





Also, as shown in [Figure 5-7], as students' grade advances, they tend to lack consideration for their words toward their friends. This trend was also observed in the lower-grade students. From the hearing investigations to students in person, reactions such as "mistakenly thought" or "half playing around," which shows that there are frequent troubles occurring from lack of consideration towards their friends.

Although students understand that bullying is a bad thing, there are example cases where it led to trouble by not being able to control or to express their feelings so well. As such, we believe a program to improve the communication skill is necessary.

(3) Programs toward resolution of the challenges Explanation for programs with \* are as follows.

Program	Relation to indicator 3 and 4	Measures to be dealt with
Psychological injury prevention campaign *5	P.28 ISS Representative Committee	j.k.l
Vertical group activity	P.34-1	j.k
Promotion of life skill education *6	P.35-7	j.k
Bullying prevention campaign *7	P.35-8	j.k.l
PTA lecture	P.36-9	l
Human right education class	P.36-11	l

### \*5 "Prevention of psychological injury" by ISS Representative Committee (Improved)

From the questionnaire investigation, we can confirm that there are many students who have experiences of trouble with classroom friends or receiving verbal violence. As such, we have come to believe that experiencing the benefit of a good human relationship with consideration would be an effective approach and conducted the following program.

(1) Greeting campaign

Greeting is the basic communication and very important for building desirable human relationship. Conducted 3 times a year in June, November, and February.

2015 ... ISS Representative Committee members will stand at the students entrance. When the student greets them, they get a stamp on the Greeting Calendar.

2016 ... In each semester, programs that allow to have fun while getting involved in the Greeting Campaign were performed, such as high-touch with Minamin, lottery, and omikuji (written oracle).

2017 ... We installed a place where students can paste stickers if they say their greetings at each floor in such a loud voice that it is heard by the entire school.



[Greeting campaign]

(2) Happy project

To prevent psychological injuries, heartwarming episodes are introduced at the school broadcasting program during lunch hours.

2016 ... Created Happy Post, where students were asked to send memories of happy event, or touching episodes of the teaching staffs.

2017 ... To make it easier for the lower-grade students to participate, happy tree was created and posted on the ISS Road. Heartwarming experiences by the students were written on a flower shaped paper, and pasted on to the Happy Tree.



[Happy Tree]

## \*6 Promotion of Life skill education (Improved)

As there are frequent troubles among the classroom friends in the higher-grade students, we came to understand that it is important to improve the interpersonal relationship skill which is essential for combining the strengths with others on activities or making smooth communication, and so we are conducting the Life Skill Education classes.

By utilizing the "LionsQuest Life Skill Education Program" promoted by Chichibu City, 5 classes a year is conducted by choosing the content and by fitting to each grade's situation.



[Class scene of 3rd grade students  
Detail: sharing roles]



[Class scene of 1st grade students  
Detail: greeting]

## \*7 Bullying Prevention Campaign (Continue)

We came to understand that since there are some students who are less aware of bullying, putting up the antenna high towards bullying would lead to prevention of bullying. Together with developing attitudes to actively prevent bullying, program is conducted to have the awareness that bullying is intolerable and to achieve to build the school and classes in which bullying can be resolved by everyone in case it occurs.

### (1) Friendship Questionnaire (see page 56)

Performed 3 times a year and investigating if there are troubles or concerns with their friends. After the investigation, even for a trivial thing, the homeroom teacher interviewed the students and utilizing it for early identification/early measure. Serious cases are handled together with the student guidance division and the management.

### (2) Class which utilizes NHK program "Knock out bullying"

Classes are conducted 5 times a year, where students watch the program "Knock out bullying." The content picked up in the program are discussed within each classes, and students write about their impressions.

### (3) Posting "Knock out bullying declaration"

Education for bullying prevention is conducted by having all school students write on the hand-shaped cards declaring their actions to abolish bullying, and posting them on the ISS Road as "Knock out bullying declaration."



[Class scene of  
6<sup>th</sup> grade students]



[2015]



[2016]



[2017]



## 4 Building up a healthy body free of injuries (building basis to prevent physical and psychological injuries)

### (1) Challenges and goals

#### Challenge

- m. Some students go to bed later. [Figure 3-16]
- n. Some students don't play outdoors willingly. [Figure 3-18]
- o. Some students are picky eaters. [Figure 3-18]

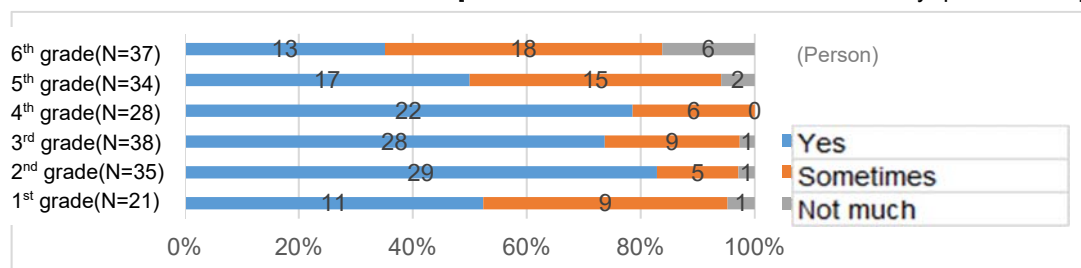
#### Goals

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

### (2) Background data for setting the program

[Figure 5-8] Percentage of students who play outdoors during recess time (February 2016)

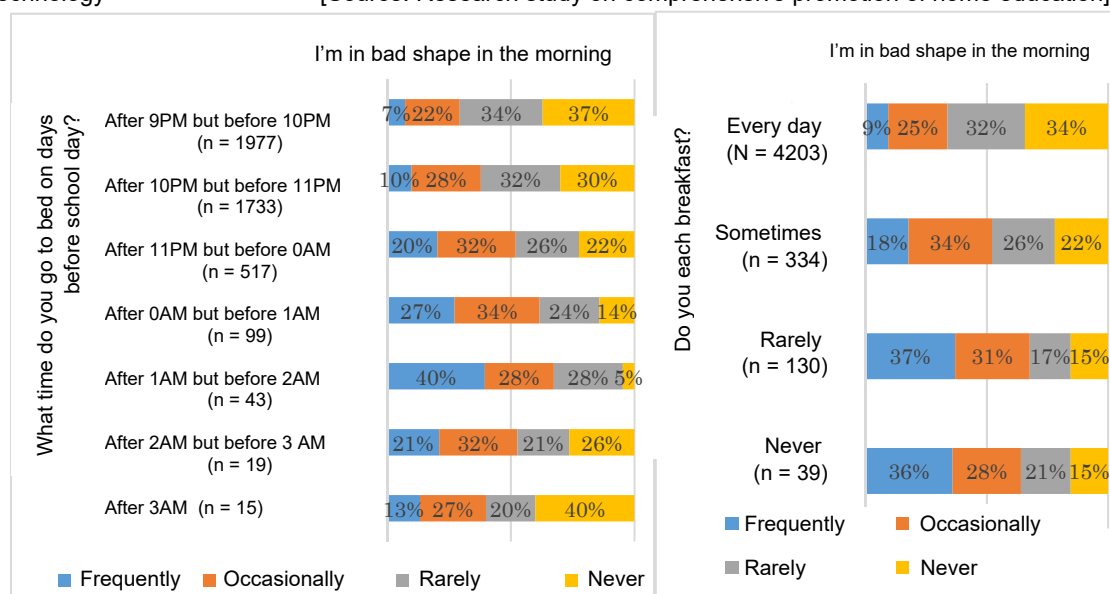
[Source: Minami Students Safe and Security questionnaire]



To build up a healthy body, playing outdoors and taking balanced diet is important. As seen from [Figure 5-8], some students don't play outdoors much as they get into higher-grade. Also, from [Figure 3-18] of Attitude survey for health (see page 14), close to half of the students have likes/dislikes of food, which is being pointed out by the School Lunch Committee that there is a lot of leftover lunch. Against these situations, we believe that challenge can be solved by purposely acting on outdoors exercise and Zero Leftovers.

[Figure 5-9] Fiscal 2014 survey commissioned by the Ministry of Education, Culture, Sports, Science and Technology

[Source: Research study on comprehensive promotion of home education]



From [Figure 5-9], there are results that show bedtime and disorder of breakfast intake would lead to bad health conditions in the morning. From [Figure 3-6, 17] of Bedtime/wake-up time survey (see page 14), we can see that although most students are up by 7:00 in the morning, bed time becomes later as they get to higher-grades, and their sleep time becomes shorter. Although in a small number, we also confirmed that there are students who do not eat breakfast.

As worked on the program with the understanding that it is important to involve the family to improve the situation for bedtime/wake-up time.

(3) Programs toward resolution of the challenges Explanation for programs with \* are as follows.

Program	Relation to indicator 3 and 4	Measures to be dealt with (P.51)
Making outside play a habit *8	P.29 Exercise committee/broadcasting committee	m
Zero leftover vegetable campaign *9	P.30 School Lunch Committee	o
Morning time	P.36-1	n
Morning marathon *8	P.37-3	n
Lunch tasting	P.37-4	o
School health committee	P.37-5	m.o
Keeping early hours, eating breakfast/campaign week *10	P.37-9	m

### **\*8 Making morning marathon and playing outdoors a habit (Improved)**

From the results showing some students don't play outdoors willingly, morning marathon and playing outdoors is recommended, with the purpose for the children to willingly become familiar with exercising and to build up a healthy body.

#### **(1) Morning marathon**

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. Target of 200 laps or more was set for each semester, and the students who have completed the target were awarded. Teachers and staff drew lines on the schoolyard 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). Also, the students who have completed the round-the-world are awarded by the school president in front of all students.



[Morning marathon]

#### **(2) Making outdoor playing a habit**

At Exercise committee, opportunities to become familiar with outdoor playing is provided, such as by posting posters that educate outdoor playing, and holding ball throwing contests, hula hoop contests, and unicycle contests. Also, Broadcasting committee encourages students to play outdoors through the school's broadcasting program during break between classes on nice days.



[Awarding students who completed 700 laps]

**\*9 Zero leftover vegetables campaign by School lunch committee (Improved)**

Taking balanced diet is important to build up healthy body. According to the results which showed that some students are picky eaters, as school lunch is a sample of balanced menu, School lunch committee is working on programs to let the students eat without leftovers.

**(1) Check leftover vegetables**

At clean-up time, leftover vegetables were investigated for 2 weeks in each grade and the results were announced 3 times a year. Once a year, for the classes who had zero leftover vegetables for 2 weeks, events are held where students are invited to a meal at the president's office, and education is conducted by posters to abolish leftover vegetables.

**(2) Broadcasting trivia of school lunch**

Together with checking leftover vegetable, to reduce likes/dislikes of food, columns related to the ingredients and dishes are introduced during the hour of lunch time.

**(3) Creating movie for zero leftover vegetables**

School lunch committee created a movie regarding some hints for not making school lunch leftovers, and broadcasted it on the School lunch appreciation meeting (January).

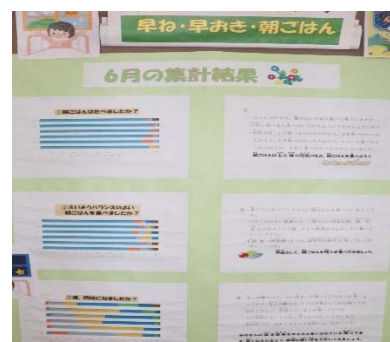


[Checking leftover vegetables]

**\*10 Campaign week for going to bed early, waking up early, and eating breakfast (Continue)**

For children's healthy growth, regular life habit starting with "going to bed early, waking up early, and eating breakfast" is known to be important. As such, improvement of life habit was conducted by investigating going to bed early, waking up early, and eating breakfast once a semester.

"Going to bed early, waking up early, and eating breakfast card" was created, and recorded the bedtime/wake-up time and breakfast intake situation for a week. By doing so, we are educating the students and their parents about going to bed early, waking up early, and eating breakfast. Also, by summarizing the investigation result and posting it in the hallway, we are utilizing the result even after the investigation.



[Display for education]

<<Column>>

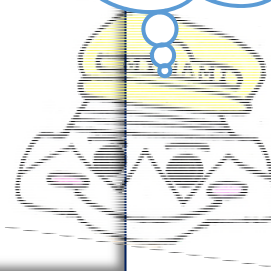
Minamin picture-drawing and singing

**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)

My face is created from the image of the Bukouzan Mountain



## Indicator 6 There are programs to record occurrences, causes, etc. of injuries

Safe (prevention of physical injuries that occur in and out of school)	[Table 6-1] Minami Elementary School injury record [Table 6-2] Minami Students Safe and Security questionnaire Data submitted by Japan Sports Council
Fun (prevention of students' psychological injuries)	[Table 6-2] Minami Students Safe and Security questionnaire [Table 6-3] Friendship questionnaire (for students) [Table 6-4] Living questionnaire (for parents)
Healthy (building up a healthy body free of injuries)	[Table 6-2] Minami Students Safe and Security questionnaire [Table 6-5] Wake-up time, bedtime and breakfast questionnaire

### 1 Collection of data from the school nurse's office

The "Injury Log" in the school nurse's office allows students to easily enter information of their injury such as "when the injury occurred," "where the injury occurred," "where got injured", "how the injury occurred," "type of the injury," "site of the injury" and "treatment."

[Table 6-1-(1)]

Record of injuries

南小学校・保健室

月 / 日	曜日 (ようび)	時間 (じかん)	クラス	名前 (なまえ)	性別 (せいべつ)	どんなけがですか？						いつ、そうだったのですか？					どうしてそうだったのですか？					どこを ？  あたま・ 歯 目・顔 ひじ・ひ ざう・足 手・ゆび  とかく	処置(しよち)							
						すりきず	ざりきず	さしきず	つきゆび	だばく	ねんざ	はなぢ	その ほり か ゆ う を か く	学 校 に 来 る 途 中	朝 会 ・ マ ラ ソ ン	勉 強 中 ※ 何 の 時 間	体 育 の 時 間	休 み 時 間	掃 除 の と き	ほ う か ご	どこで けがをしたのですか？			どうして、 けがをしたのです か？  ①やっていたこと ②原因	消 毒	湿 布 ・ 氷 ・ タ オ ル	ガ ー ゼ ・ ティ ン テ ー プ	カ ッ ト バ ン ・ テー プ	そ の ほ か	
																					ぎ よう し つ		ろ う か							かい だ ん
年 月	日	時:分	年		男 女																									
					男																									

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. Based on the "Record of injuries" [Table 6-1-(1)] completed while interviewing students, a special education instructor save the information as a database [Table 6-1-(2)].

[Table 6-1-(2)] Minami Elementary School injury record database (partial)

ID	月	日	曜日	学年	名前	性別	けがの種類	いつ	どこで	原因 (どうやってケガをしたか)	起因 (何をしていて)	受傷部位	処置
1	4	4/13	(水)	2年		男	擦過傷	休み時間	運動場	転倒	けいどろ	肘	消毒
2	4	4/13	(水)	2年		女	擦過傷	体育の時間	体育館	転倒	スキップ	膝	その他
3	4	4/13	(水)	2年		女	擦過傷	休み時間	運動場	転倒	けいどろ	膝	消毒・絆創膏
4	4	4/15	(金)	2年		女	打撲	清掃	昇降口	転倒		手・腕	湿布
5	4	4/15	(金)	2年		男	切傷	休み時間	運動場	その他	バックネットの針金で切った	手・腕	消毒・絆創膏
6	4	4/15	(金)	5年		男	捻挫	休み時間	運動場	捻った	サッカー	膝	湿布

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 Collection of data by [Minami Students Safe and Security questionnaire]

"Minami Students Safe and Security questionnaire" [Table 6-2] is conducted 2 times a year and analyzing the changes of awareness and behavior of the students. 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.

"Minami Students 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).

[Table 6-2] Minami Students Safe and Security questionnaire	
Question 1 Place a circle on the places where it best describes your thoughts	
1	Minami Elementary School is safe.
2	We are protected by our parents and people in the community.
3	It is important to think about how to react at the time of disaster.
4	Minami Elementary School is fun.
5	We have good relationship among friends in Minami Elementary School
6	Reason for getting involved in accidents or being injured is one's own fault.
Question 2 Place a circle on the places where it best describes your actions.	
Safety	1 I do not try to go to dangerous places or do dangerous things.
	2 I always tell my family where I'm going to before leaving home.
	3 I keep to the time to go home.
	4 I walk on the right side in hallways in school.
	5 I use the play equipment correctly.
	6 I'm careful not to involve in a traffic accident.
Fun	1 I'm careful not to hurt my friends by words.
	2 I do not do things to my friends that they would not like done to them
	3 I am friendly with anyone.
	4 I will stop bullying if I witness it.
Healthy	1 I wash my hands and gargle.
	2 I'm careful not to get a heat stroke. (water/hat)
	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.
Question 3 Questions are asked about your life. (When there is school.)	
1	1 At what time do you usually go to bed.
2	Do you eat breakfast.
3	At what time do you usually wake-up.
Question 4 Questions are asked about bicycles and helmets.	
1	I have my own bicycle.
2	I have my own bicycle helmet.
3	I wear my helmet when I ride my bicycle.
Question 5 Have you experienced the following since April of this year.	
1	I experienced an injury requiring hospital visit after school or on off-school day.
2	I experienced an injury requiring hospital visit during school or field trip.
3	I encountered a suspicious person and had a dreadful experience.
4	I experienced an injury requiring hospital visit while riding a bicycle.
5	I experienced a traffic accident.

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

To prevent psychological injuries in students, a Friendship questionnaire (for all students every semester, for parents once a year) [Table 6-3, 4] is conducted. The results of these questionnaires are utilized as materials to derive challenges for "Fun (prevention of psychological injuries of students)," specific guidance and verification results.



[Table 6-3] Question items for "Friendship Questionnaire" (for students)

- 1 Do you have a struggle or a trouble regarding friends?  
 (1) What type of things are you "struggling or being troubled"?  
 - I get ridiculed or teased, got nicknames, called names, or received unpleasant remarks.  
 - I get left out of a group or ignored.  
 - I get punched, hit or kicked.  
 - I get forced to buy something for someone.  
 - I get things hidden, stolen, broken or thrown away.  
 - I get forced to do unpleasant, shameful, or dangerous things.  
 - I get unpleasant remarks written by PC or mobile phones.  
 - Others
- (2) Who is making the trouble to you?  
 (3) Since when have you been in trouble?
- 2 Do you own your personal mobile phone?  
 (1) Have you had any unpleasant experience by using your cell phone?  
 - If "Yes," what was the unpleasant experience?
- 3 Have you had any unpleasant experience by using Internet (blogs, Twitter, Facebook, online games, etc.)?  
 - If "Yes," what was the unpleasant experience?
- 4 Let's write about anything that you are troubled or things you want to discuss, even other than about friends or Internet.
- 5 If there is anybody around you who is struggling or feeling troubled about friends, please let us know who is being troubled by what type of things.

[Table 6-4] 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 hardy
  - 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.

#### 4 Measures for desirable living habit

As part of building up a healthy body free of injuries, investigation [Table 6-5] is conducted by "Going to bed early, waking up early, and eating breakfast card" (see page 53) to develop regular living habit.

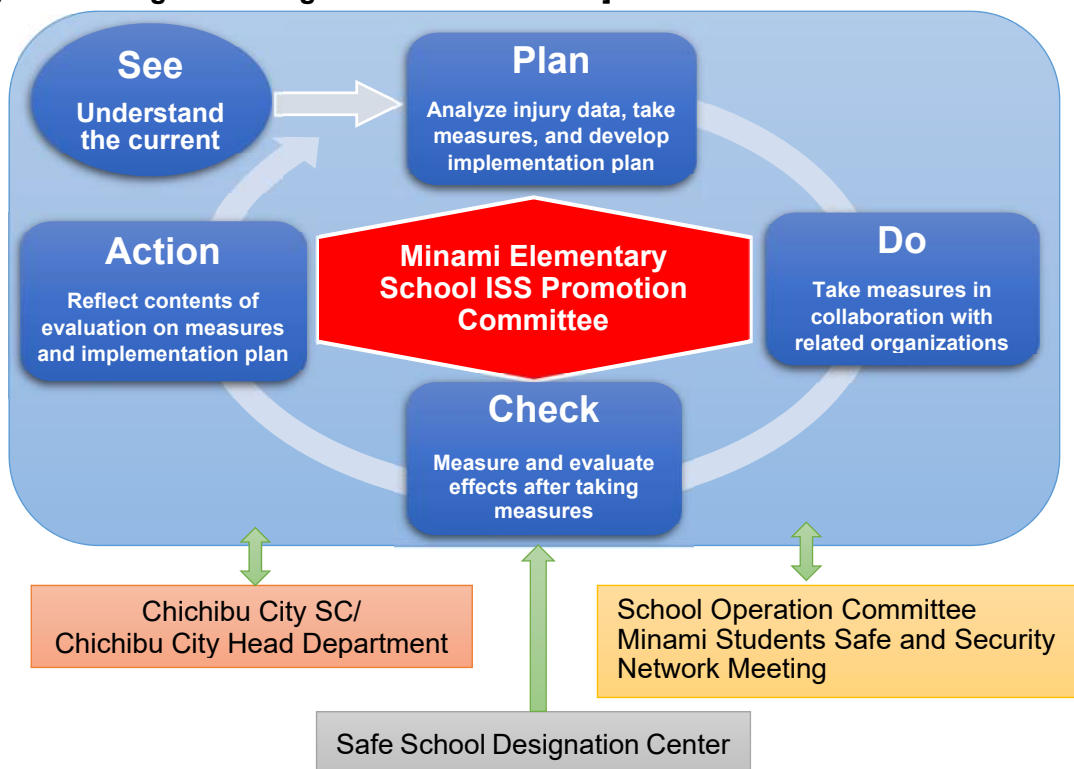
[Table 6-5] Question items of "Going to bed early, waking up early, and eating breakfast card"

Month	Contents to be checked	Day	Day	Day	Day	Day	Day	Day
		Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	(1) Did you eat breakfast?							
	(2) Did you eat breakfast having well balanced nutrient?							
	(3) What time did you sleep?							
	(4) What time did you wake up?							

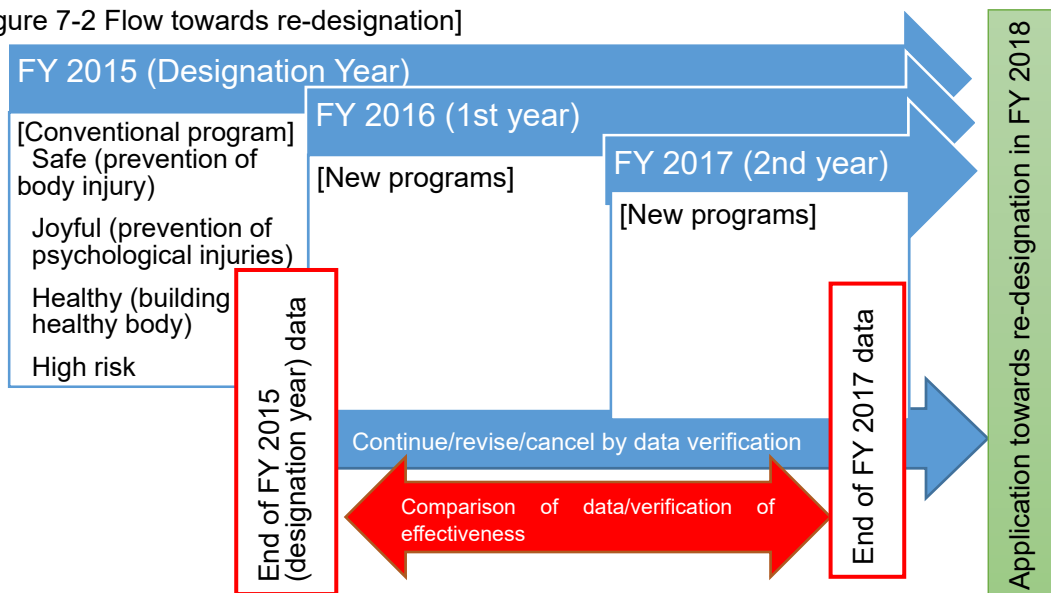
**Indicator 7 There are ways to measure/evaluate the effect/influence of preventive activities.**

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]**



**[Figure 7-2 Flow towards re-designation]**



## 1 Safety inside school

### (1) Evaluation of effect/influence of preventive activities

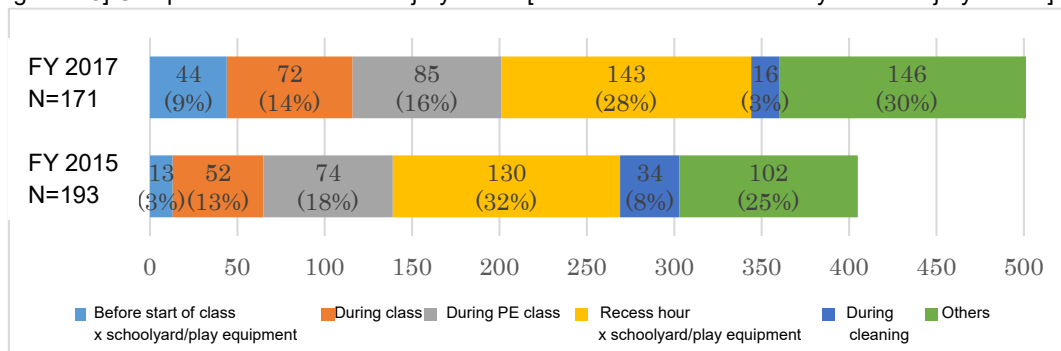
Target	Reduce injuries during recess and injuries at schoolyard/play equipment. Reduce major injuries requiring hospital visit. Reduce number of students who run inside the school building.		
Performance indicator		FY 2015	FY 2017
[Performance indicator 1] Occurrence of injuries inside school [Source: Minami Elementary School injury record]		N=193	N=171
• Number of injuries occurring in school (cases per 100 students)		210 cases	301 cases
• Rate of injury cases at schoolyard/play equipment during recess		32%	28%
[Performance indicator 2] Occurrence of injuries requiring hospital visit [Source: Data submitted by Japan Sports Council]		N=193	N=168
• Number of applications for accident benefits to Japan Sports Council		4 cases	11 cases
[Performance indicator 3] Attitude survey for walking on hallway [Source: Minami Students Safe and Security questionnaire]		N=193	N=168
• Percentage of students who try to walk safely on school hallways		35%	47%
* Percentage of students who answered "Yes."			

### (2) Examination by performance indicator

Among the 4 items in the performance indicator, positive results were seen in 2 items.

Increase in number of injury occurrence inside the school was observed. One of the reasons for this is because minor injuries were also counted as bruises. Also, the repeated use of nurse's office by the same students could also be regarded as one of the causes. Further, we have learned that repeating the exercise to build up the experience is effective to gain students' understanding.

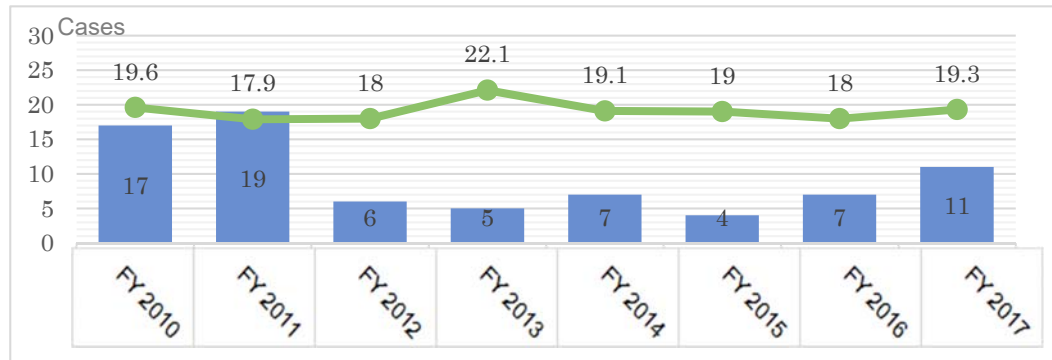
[Figure 7-3] Comparison of number of injury cases [Source: Minami Elementary School injury record]



From [Figure 7-3], although the number of injury cases has increased, the fact that percentage of injury by schoolyard/play equipment during recess hours has decreased, which was one of the challenges, can be regarded as a result of the program. Also, the increase in percentage of injuries in the schoolyard/play equipment before start of class can be regarded as a result of enforcement of "Morning Marathon" which is a program for "Healthy." As outside activities increase, in parallel, it has led to increase in injuries. On the other hand, as a reason for decrease in injuries during cleaning can be regarded as a result of "Vertical Group," which is a program for "Fun," where the senior years students conducted

the program while securing the safety of junior years students.

[Figure 7-4] Sports and Health Center accident benefits status [Source: Data submitted by Japan Sports Council]



According to [Figure 7-4], the occurrence of injuries requiring hospital visits has increased by 4 cases compared to FY 2015, however, in comparison with Chichibu City average value, low level is maintained.

For walking inside school building, due to various programs by each committee, the awareness that “walking on school hallways should be done safely” has increased as a whole. However, although the awareness has increased, students who are running in the hallways can still be seen. Therefore, the program will be continued by modifying the data analysis and methods.

## 2 Safety outside school

### (1) Evaluation of effect/influence of preventive activities

Target	Reduce the number of traffic accidents involving students. Reduce close-call (traffic accidents/injuries while riding bicycle). Increase the rate of owing and using of bicycle helmet. Teach students how to foresee and avoid danger.		
Performance indicator		FY 2015	FY 2017
[Performance indicator 4] Number of traffic accident occurrences [Source: Interview by homeroom teachers]			
• Number of traffic accidents involving students in Minami Elementary School		1 case	0 cases
[Performance indicator 5] Number of close-call traffic accidents/bicycle accidents [Source: Minami Students Safe and Security questionnaire]		N=193	N=168
• Number of students experienced traffic accidents/close-call		11%	4%
• Number of students experienced injuries/close-call while riding bicycles		16%	11%
* For FY 2015, number of experiences after entering the elementary school is used			
[Performance indicator 6] Rate of owing and using of bicycle helmet. [Source: Minami Students Safe and Security questionnaire]		N=128	N=97
• 3rd grade and above, rate of owing bicycle helmet		33%	86%
• 3rd grade and above, rate of wearing helmet while riding bicycles		17%	81%

## (2) Result of program

Among 5 items of performance indicators, 5 items showed positive changes

[Table 7-1] Number of traffic accident occurrence at Minami Elementary School [Source (hearing investigation to teachers)]

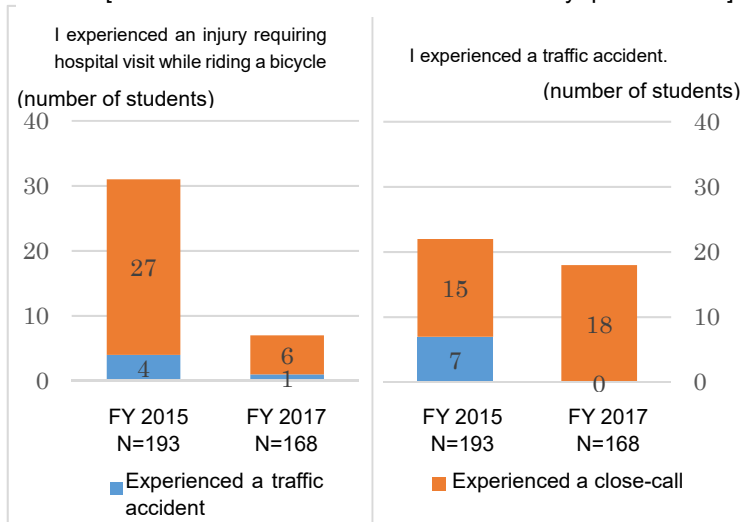
FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
1 case	1 case	2 cases	3 cases	1 case	0 cases	0 cases

According to [Table 7-1], traffic accident involving Minami Elementary School student has not happened after May of FY 2015. On the other hand, as seen in [Figure 7-5], close-calls are happening.

Investigation in FY 2015 was performed in the period of “after entering the elementary school,” whereas, FY 2017 was investigation for 1 whole year. As the time period differs, direct comparison cannot be made, however, the challenge remains for the number in close-call traffic accidents. One of the reasons for this could be the fact that Chichibu City’s tourist spots were introduced through TV etc., which increased the number of tourists as well as increasing the amount of car traffic.

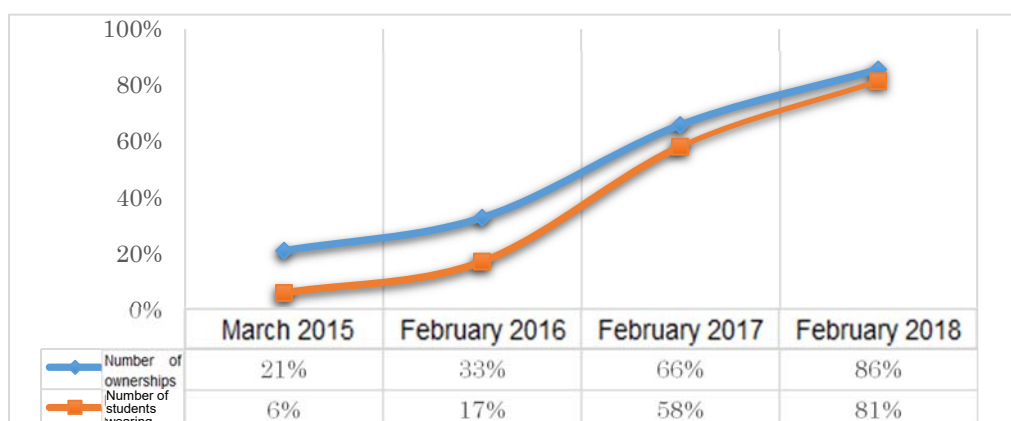
[Figure 7-5] Close-call for traffic accidents

[Source: Minami Students Safe and Security questionnaire]



[Figure 7-6] Ownership and wearing ratio of helmets by bicycle owners in 3rd grade and above, and wearing status

[Source: Minami Students Safe and Security questionnaire]



In our school, from 3rd grade students, whose range of activities start to expand, have the obligation to wear helmets. As seen in [Figure 7-6], since the start of obligation to wear helmets in April 2016, the helmet wearing ratio is increasing drastically. This can be regarded as a big result of ISS program. In the future, further effort will be made to increase the helmet wearing ratio while riding a bicycle.



### 3 Prevention of psychological injuries

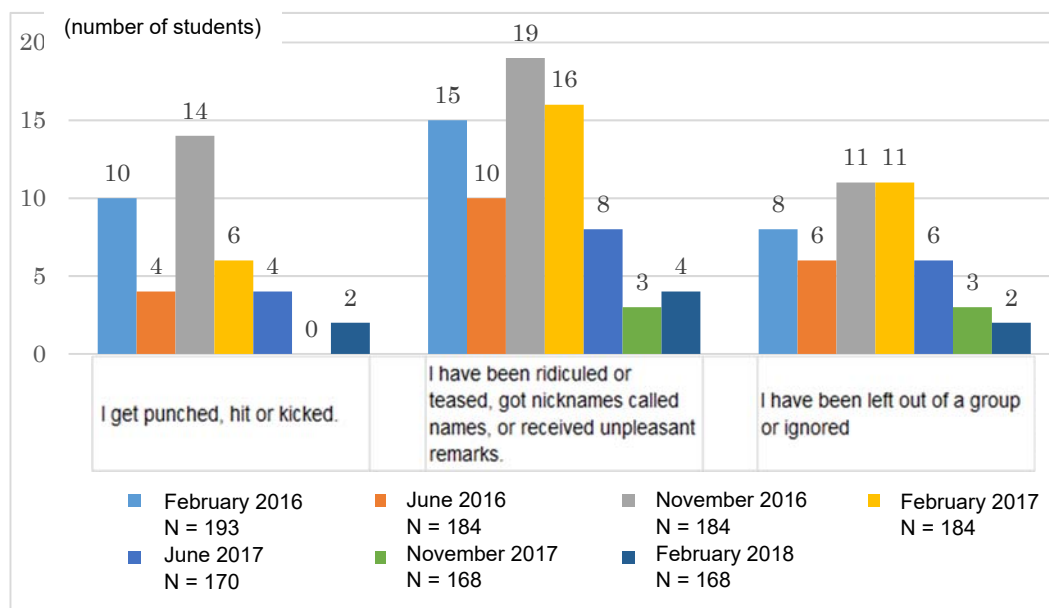
#### (1) Evaluation of effect/influence of preventive activities

Target	Reduce verbal and violent troubles. Foster students to have skills to develop personal relationships.	
Performance indicator	FY 2015	FY 2017
[Performance indicator 7] Claim of troubles on interpersonal relationship [Source: Friendship questionnaire] • Number of cases for physically attacking, calling names or ignoring (3rd semester investigation)	N=193 33 cases	N=168 8 cases
[Performance indicator 8] Attitude for fighting against bullying [Source: Minami Students Safe and Security questionnaire] • I am friendly with anyone • I do not do things to my friends that they would not like done to them. • I'm careful not to hurt my friends by words. * Percentage of students who answered "Yes."	N=193 83% 77% 77%	N=168 77% 85% 87%

#### (2) Result of program

Among the 4 items in the performance indicator, positive changes were seen in 3 items.

[Figure 7-7] Survey of the conditions of troubles on interpersonal relationship [Source: Friendship questionnaire]



From [Figure 7-7], although there are slight increases and decreases, we can see that number of cases for violence, calling names, or being ignored has been decreasing. Cases identified in the questionnaires are investigated by interviews and provided careful guidance every time. Further, questionnaire results are compiled into a database and students of concern are followed up closely. As a result, we see no long lasting, serious bullying problem. Also, to improve on personal relationship skills, "Life skill education" was conducted. The program was performed more than 5 times in 1 year for all grades. Study was conducted while students playing a role in a certain scene setting and discussed about preferable words. In the study, as shown in [Table 7-3], it led to students' wish to act by thinking about the feeling of others and increased their skills.

[Table 7-3] 4th grade Class 1 Life skill education class

Title	Let's practice thinking about how others feel and how to sympathize
Result	In the group practice, the students were able to take part in the activity by finding good part of others. Also, the students were able to feel that by being sympathized, "pleasure becomes double and sad feelings become half."
Comments by students	<ul style="list-style-type: none"> <li>• I feel happy by being sympathized.</li> <li>• I felt I wanted to say words that thinks about other's feeling.</li> <li>• I want to give kind advice by considering others' feeling and watching the others' behavior.</li> <li>• The role play practice was fun.</li> </ul>

## 4 Building healthy body free of injuries

### (1) Evaluation of effect/influence of preventive activities

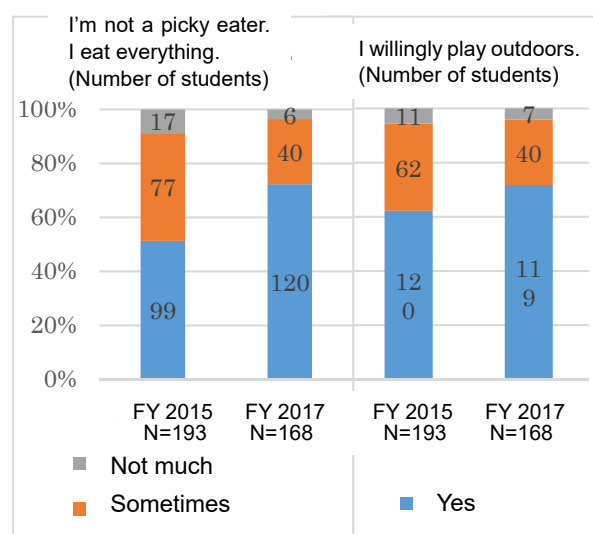
Target	Increase the number of students who work to build up a healthy body free of injuries.		
Performance indicator	FY 2015	FY 2017	
[Performance indicator 9] Bedtime by development stage [Source: Wake-up time, bedtime and breakfast questionnaire] • Rate of students who go to bed by desirable time * 1st/2nd grade 21:30 3rd/4th grade 22:00 5th/6th grade 22:30	N=193 81%	N=168 85%	
[Performance indicator 10] Healthy life [Source: Minami Students Safe and Security questionnaire] • I willingly play outdoors. • I'm not a picky eater. I eat everything. * Percentage of students who answered "Yes."	N=193 62% 51%	N=168 72% 72%	

### (2) Result of program

Among the 3 items in the performance indicator, positive changes were seen in 3 items.

The desirable bedtime was set based on the perspective of "the latest time to go to bed." As a result of education by "Wake-up time, bedtime and breakfast questionnaire," rate of students who go to bed by desirable time is increasing. Also, from healthy life perspective, positive changes were seen as shown in [Figure 7-8]. Also, with the Morning marathon program, the students who have completed the marathon card round-the-world (700 laps of 400 m track) has exceeded 80 percent.

[Figure 7-8] Healthy life attitude survey



## 5 Evaluation of long-term programs

(1) Take preventive measure proactively and reduce the incidence of injuries in school.					
Performance indicator		FY 2014	FY 2015	FY 2016	FY 2017
[Performance indicator 1] Occurrence of injuries inside school ・ Number of injuries occurring in school per 100 students (actual number)		N=214  192 cases (410)	N=193  210 cases (405)	N=184  191 cases (351)	N=168  279 cases (475)
[Performance indicator 2] Occurrence of injuries requiring hospital visit ・ Number of applications for accident benefits to Japan Sports Council		7 cases	4 cases	7 cases	11 cases
Evaluation	Ups and downs are seen in every fiscal, and school grade structures and the effect by injury summarizing criteria are also reflected in the numbers. By utilizing the data analysis, measures that seems effective must be selected every time.				
(2) Foster students' ability to predict and avoid dangers by themselves.					
Performance indicator		FY 2014	FY 2015	FY 2016	FY 2017
[Performance indicator 11] Self-evaluation of actions →Minami Students Safe and Security questionnaire ・ Looking back of actions (safety) *Safe and Security questionnaire question 2 - Safety 1 to 6 Percentage of students who answered "Yes."		N=214  74%	N=193  79%	N=184  85%	N=168  85%
		For question 5, the investigation was started since FY 2016.			
Evaluation	The rate of students who feel they were "able to take safe action" has increased, and the awareness to safety is increasing.				
(3) Promote education of the mind to reduce the incidence of bullying.					
Performance indicator		FY 2014	FY 2015	FY 2016	FY 2017
[Performance indicator 7] Claim of troubles on interpersonal relationship ・ Number of cases for physically attacking, calling names or ignoring (3rd semester)		57 cases	33 cases	33 cases	8 cases
Evaluation	Although there are increases and decreases within 1 year, in comparison with the questionnaire conducted in 3rd semester, troubles on interpersonal relationship is decreasing.				
(4) Raise awareness of traffic safety and reduce the incidence of traffic accidents.					
Performance indicator		FY 2014	FY 2015	FY 2016	FY 2017
[Performance indicator 4] Number of traffic accident occurrences ・ Number of traffic accidents involving students in Minami Elementary School		3 cases	1 case	0 cases	0 cases
Evaluation	Traffic accident involving Minami Elementary School has not happened. Traffic accident prevention measure will be continued.				
(5) We will continue to hold "Minami Students Safe and Security Network Meeting," and expand the network for watching over students in the community.					
Performance indicator		FY 2014	FY 2015	FY 2016	FY 2017
[Performance indicator 12] Number of Safe and Security Network Meeting held ・ Number of Safe and Security Network Meeting held		2 times	2 times	3 times	3 times
Evaluation	Holding the meeting 3 times a year has stabilized, and the understanding by the community towards ISS program is increasing.				

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

**1 Participate in Safe Schools networks – at community, national levels**

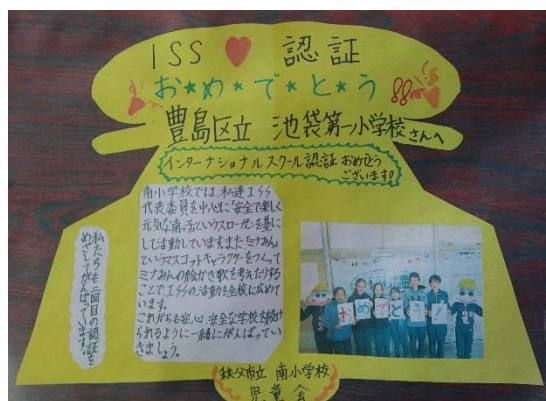
Date	Contents	Mihami Elementary School	Hananoki Elementary School	Chichibu Dai-ni Junior High School	Education Research Center	Crisis Management Section
May 31, 2016 (Tue)	"Research related to Safe School" Letter of appointment delivered	○	○	○	○	
May 31, 2016 (Tue)	1st Meeting of Persons in Charge of ISS Designated School	○	○	○	○	
June 12, 2016 (Sun)	Demonstration experiment of head injury in baseball National Research and Development Agency National Institute of Advanced Industrial Science and Technology Mr. Yoshifumi Nishida			○	○	
June 30, 2016 (Thu)	2nd Meeting of Persons in Charge of ISS On-site guidance by Japan Safe Community Promotion Organization Ms. Yoko Shiraishi	○	○	○	○	
July 2016	Recruit Suumo, Ltd. Demonstration experiment of watching over students using Beacon terminal	○				
August 3, 2016 (Wed)	Inspection of Dai-ni Junior High School by Toshima Ward Ikebukuro Junior High School staffs			○		
October 7, 2016 (Fri)	Inspection of ISS On-Site Audit for Atsugi City Shimizu Elementary School		○		○	
October 9, 2016 (Wed)	Chichibu Safe Community 1st anniversary ceremony event Results briefing by 3 ISS schools	○	○	○	○	
November 17, 2016 (Thu)	Inspection of On-Site Audit for Toshima Ward Gyoko Elementary School	○			○	
November 26, 2016 (Sat)	Lecture/class of Smart Phone Troubles Association of youth Media Study Chair Person Mr. Taichi Shimoda	○	○		○	
December 1, 2016 (Thu)	Safe Community Safety Measure Committee for Children National Institute of Advanced Industrial Science and Technology presentation, lecture by Mr. Nishida, Dai-ni Junior High School Baseball Team demonstration experiment results presentation	○	○	○	○	
February 7, 2017 (Tue)	Saitama Prefecture Junior High School Principals Meeting, ISS programs presentation, presentation by Chichibu Dai-ni Junior High School			○		
February 9, 2017 (Thu)	Inspection of Toshima Ward Gyoko Elementary School and Ikebukuro Honmachi Elementary School designation ceremony			○		
February 24, 2017 (Fri)	3rd Meeting of Persons in Charge of ISS Designated School	○	○	○	○	
March 16, 2017 (Thu) March 17, (Fri)	On-site guidance related to ISS annual activity report Japan Safe Community Promotion Organization Representative Director Ms. Yoko Shiraishi	○	○	○	○	
May 10, 2017 (Wed)	1st Meeting of Persons in Charge of ISS Designated School	○	○	○	○	
June 7, 2017 (Wed)	Let's Learn About Injury During Sports Class National Research and Development Agency, National Institute of Advanced Industrial Science and Technology, Ms. Mikiko Ohno			○	○	
June 27, 2017 (Wed) June 28, (Thu)	On-site guidance by Japan Safe Community Promotion Organization Representative Director Ms. Yoko Shiraishi	○	○	○	○	
July 8, 2017 (Sat)	"Injury Prevention by Batting Hitting Motion" Baseball Team Demonstration Experiment National Institute of Advanced Industrial Science and Technology Mr. Yoshifumi Nishida			○	○	



July 26, 2017 (Wed)	Inspection of Chichibu Dai-ni Junior High School and Minami Elementary School by school staffs from Toshima Ward Ikebukuro Junior High School, Ikebukuro Dai-ichi Elementary School, Ikebukuro Honmachi Elementary School	○		○	
September 29, 2017 (Fri)	1st Meeting Working-level Persons of ISS (venue: Minami Elementary School)	○	○	○	○
October 31, 2017 (Tue)	Inspection of Atsugi City Mutsuai Higashi Junior High School Pre-onsite Audit			○	○
November 13, 2017 (Mon) November 14 (Tue)	Inspection of Osaka Prefecture Matsubara City Matsubara Chuo Elementary School, Matsubara Dai-san Junior High School, Nunose Elementary School	○	○		
November 25, 2017 (Sat)	Japan Association of Community Based Civil Safety Sciences Chichibu Meeting, presentation by Chichibu Dai-ni Junior High School Vice-Principal, "How Do We Deliver the Form and Heart of 'Bullying Prevention'"			○	
November 25, 2017 (Sat)	National Institute of Advanced Industrial Science and Technology Ms. Ohno's class "Risk in Play Equipment, Prevention of Injuries"	○			
December 14, 2017 (Thu)	Inspection of On-site Audit for Toshima Ward Ikebukuro Junior High School, Ikebukuro Dai-ichi Elementary School	○	○	○	○
February 13, 2018 (Tue)	On-site guidance related to ISS annual activity report Japan Safe Community Promotion Organization Representative Director Ms. Yoko Shiraishi	○	○	○	○
March 19, 2018 (Mon)	2nd Meeting of Persons in Charge of ISS Designated School	○	○	○	○
End of April 2018	1st Meeting of Persons in Charge of ISS	○	○	○	○
May 2018	Visit to the school by Japan Safe Community Promotion Organization	○	○	○	○
August 2018	Visit to the school by Japan Safe Community Promotion Organization	○	○	○	○
Beginning of September 2018	2nd Meeting of Persons in Charge of ISS	○	○	○	○
October 23, 2018 (Tue) October 24 (Wed)	Hananoki Elementary School, Minami Elementary School, Chichibu Dai-ni Junior High School On-site Audit (Audit)	○	○	○	○
November 21, 2018 (Wed)	Hananoki Elementary School, Minami Elementary School, Chichibu Dai-ni Junior High School ISS Designation Ceremony (9:00, 10:30, 13:30)	○	○	○	○

## 2 Interactions with ISS Designated Schools

As part of the programs of ISS Representative Committee, ISS designated schools are shown on a map and displayed. Also, there are exchange of greeting messages to schools who are designated or re-designated by ISS. The message cards are displayed on ISS Road.



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

## 1 Major results of ISS

### (1) ISS activities becoming a part of daily life

The students have started to build confidence and pride for their school to be an international designated school of ISS. Looking at the 6th grade students, awareness that “next is their turn” is building mainly with the 5th grade students. The ISS activity has now become a tradition for Minami Elementary School.

### (2) Influence to the community by “Minami Students Safe and Security Network Meeting”

By holding “Minami Students Safe and Security Network Meeting” 3 times a year, ISS promotion was conducted by involving the school, the parents and the community. Many cooperations were given, especially with installation of traffic safety education signs for the community and snow removal cooperation at the time of snow, etc.

### (3) Increase of students who proactively work on ISS activities

An atmosphere for the students to proactively work on ISS activities has fostered. There are many programs that were created by flexible ideas by the students, such as PR movies and displays, which enabled the ISS activity promotion under the students’ initiative. Also, the slogan “Safe, Fun and Healthy Minami Students” has penetrated within the students, and active discussion activities regarding ISS activities are ongoing.

### (4) Increased consciousness for bullying

Quantified and qualified analysis by collecting data towards “psychological injury” (bullying) and by conducting classes to watch NHK program “Knock Out Bullying,” the teaching staff’s consciousness towards bullying problems has changed, which is leading to quick reactions for resolutions.

## 2 Mid- and long-term goals \*→Target for the next 3 years

(1) Take preventive measures proactively and reduce the incidence of injuries in school.

→By conducting effective programs to analyze injury data, we are targeting to reduce the injuries during recess hours.

(2) Foster students’ ability to predict and avoid dangers by themselves.

→By cooperating with relative organizations, indicators that measure the ability to detect danger will be set, and we aim to improve on the ability that we want to develop.

(3) Promote education of the mind to reduce the incidence of bullying.

→Together with ensuring the implementation of psychological injury prevention measures, we aim for early detection/early measures for bullying problems.

(4) Raise awareness of traffic safety and reduce the incidence of traffic accidents,

→Traffic accident prevention measures will continue to be conducted, and we aim to continue zero traffic accidents.

(5) Continue to hold “Minami Students Safe and Security Network Meeting” and expand the network for watching over students in the community.

→We aim to hold “Minami Students Safe and Security Network Meeting” 3 times a year, and make sure to hold Briefing Meetings to the community.

## 3 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 and relative organizations.

(7) Continue to participate in domestic and international networks and promote advance exchanges with ISS-designated schools.



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# **Saitama Prefecture Chichibu City Minami Elementary School**

August 27, 2018