



南山小学校 School Newsletter

November Edition

November 1, 2017
Minato City, Nanzan ES
Principal Terumi Aketagawa

Learning from Japanese Traditions and Culture

Principal Terumi Aketagawa

The cherry trees of Nanzan, which were full of beautiful flowers in spring, have been losing their colorful leaves one by one as the fall season deepens. The students are enjoying the change of the seasons, and just as the fruit of the persimmon tree in the Nanzan Forest turns from green to red, the daily life and studies of the students are changing as well.

Our school promotes original academic activities, and aims to nurture "Students who can understand the qualities of Japanese traditions and culture, and who can express the qualities of Japan to other regions and countries," as well as "Students who can engage in cultural exchange with mutual respect."

The school faculty is always striving to find human resources and research materials in an effort to give the students the best possible hands-on learning experiences. To achieve this goal, the school enlists families and community members with specialized knowledge and abilities, and we are very grateful to them for the various hands-on experiences that they have conducted.

Grade 1 learned about the proper way to use chopsticks during October's Japanese Manners study. It was charming to see students from other countries doing their best to pick up beans one by one with their chopsticks and place them in bowls. It will be wonderful if they one day return home and can make use of what they have learned about Japanese traditions and culture.

In November's music classes, we will be inviting guest teachers to conduct hands-on experiences with traditional Japanese instruments such as *wadaiko*, *ohayashi*, *koto*, and *shakuhachi*. In December the students will do *hyakuninisshu*, and in the third term the students will be able to engage in traditional games.

It has been said that Japanese children have a low sense of self-worth. Through various experiences, we hope that they can develop self-awareness and pride for being Japanese, as well working towards proactively communicating without timidity and growing into adults who have an international sensibility and a desire for self-edification. At our school there are students of various nationalities, creating a rich environment for everyone to learn together and deepen connections. By knowing the diversity of the world and respecting the values of others, I hope that the students will play an important role in contributing to international society and realizing a united society for all.



Yukata Fitting



Flower Arrangement



Tea Ceremony



Incense



Rice Harvesting



School Lunch Using Japanese Dishware



Japanese Manners (using chopsticks)



Japanese Manners (using furoshiki)

November Calendar of Events

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Evacuation drill (dealing with stranger danger) School counselor	2	3 Culture Day	4
5	6 Morning assembly Committee School counselor	7 Safety guidance	8	9	10 School performance rehearsal	11 School performance School lunch will be served
12	13 Holiday in Lieu	14 Toothbrushing Week (through 17 th)	15 Imonikai (G3) School counselor	16 Japanese traditional instrument experience (G2, 3)	17 Japanese traditional instrument experience (G5, 6)	18
19	20 Morning assembly School counselor	21	22 Japanese tea ceremony (G4)	23 Labor Thanksgiving Day	24 Seeing eye dog caravan (G4)	25
26	27 Morning assembly School counselor	28 Tatewari assembly Metropolitan music appreciation class (G5) Art study field trip (G1-1) Health check-up for next year's 1 st graders	29 Art study field trip (G1-2)	30		

November Goal

"Use Proper Language"

- Do not say hurtful things.
- Finish what you want to say when talking to someone.



A Little Growth, Grade 2

G2 Teacher

On October 12, grades 1 and 2 departed on their field trip beneath a vast blue fall sky. Heading to "Rinshinomori Park," we took a straight course to *Musashikoyama*. The first surprise was the attitude of the students. They spent their time on the train cautioning each other while quietly minding their manners. Also, they moved skillfully towards their destination by thinking about how to walk, such as changing the formation of their lines to match with the available walking space, and waiting in closely packed groups for lights to change.

At the park, the students enjoyed searching for fall, playing on the equipment, and playing with their classmates in the morning. Especially when searching for fall, with the layering of their life studies classes, the study took on a different meaning for them than when they were in 1st grade. After appreciating the love of their families that went into preparing the lunches they brought with them, the students teamed up with 1st graders to do orienteering. Here as well, the 2nd graders demonstrated their leadership skills as they lead their group members. As expected, many were exhausted by the end of the trip, and some students even dozed off on the train ride home.

Through this activity, it is clear to see that the hearts and minds of the students have grown. They are more like bigger brothers and sisters now, compared to when they were showing the 1st graders through the school back in May. This has made me think that the 2nd graders have become a little bit more reliable.



Grade 5 Social Studies Factory Field Trip

G5 Teacher

On October 10, grade 5 took a social studies factory field trip to the "Nissan Motor Company Yokohama Plant" and the "Kao Corporation Kawasaki Plant." The students were very excited, as they have been learning about the manufacturing industry in social studies class, and now they had the opportunity to witness firsthand how the factory machines worked to manufacture goods, and to see the people working in the factories.

During their factory tour, the students took notes about what they saw, listened carefully to what the workers had to say, and asked many questions to satisfy their curiosity and interests. They watched unblinkingly as these things that are commonplace in our lives were assembled before their eyes, and understood the different roles that humans and machines play in their creation. Also, they learned about the thoughts and feelings that each company has towards the products they create, as well as experiencing how things are made in society, and the difficulties and interests the businesses have in delivering goods to consumers.

I think that the students can make use of this field trip and experience by broadening their outlook on society, and thinking more in-depth about the goods and products that are part of their everyday lives. Also, I think it will be good to connect this experience with their studies about how they engage with their environment.



Job Experience

G6 Teacher

On October 6 (Fri), grade 6 went on their Job Experience. Detailed below is a list of where they went and what they did.

<Azabu Library>

Lending and returning books, organizing the bookshelves, and checking the book drop.

<Nanzan Kindergarten>

Do activities with the youngest and middle group of children.

<Daiei>

Label vegetables; attach price tags, bag groceries.

<Kibundo>

Put senbei in bags, and packages. Place them on display. Serve customers.

<Sarashina Horii>

Experience soba making, grate wasabi, prepare the shop for opening, and serve customers.

<Tanuki Senbei>

Put senbei in bags, make boxes, and fill the boxes.

<Flower Mastuyama>

Water the flowers, wrap them, prepare the shop for opening.

<Hirano Bunguten>

Clean inside the shop, attach price tags, and check the incoming inventory.

During the experience, the students listened carefully to the people teaching them about the jobs, and earnestly engaged in the work. We are full of gratitude for the shops and facilities that willingly took the students in.

After the experience was finished, the students summarized their experiences with thoughts like "I understood how difficult work can be," and "It's amazing to continue doing the same thing every day." Only after having experienced working were they able to write things like these in their newspapers.

It is my hope that this experience will be useful in their everyday lives and for their future dreams.

