



南山小学校 School Newsletter

December Edition

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



World Tomodachi Project



Principal Terumi Aketagawa

There is less than 1000 days until the start of the 2020 Tokyo Olympics and Paralympics. Beginning in 2016, Tokyo has been implementing the "World Tomodachi Project," which links in with education about the Olympics and Paralympics. This initiative is not just about simply spreading knowledge, but rather it is meant to help students understand the importance of different values and the diversity of the world by learning about the many countries of the world, their peoples and languages, cultures, and histories. The different participating countries and regions have been divided up and assigned to schools across Tokyo in a balanced manner. At Nanzan, the following 5 countries have been given as our *tomodachi* (friend) countries in order to deepen our understanding, and they are being consciously included into daily life and studies at school.

Nanzan ES Tomodachi Countries

Americas . . . **Canada**

Europe **Austria**

Oceania **Micronesia**

Asia **Bangladesh**

Africa **Chad**



Austria

【Main Dish】

Chicken rice
(Austrian style)

【Side Dish】

Garlic cream soup
Tyrolean style cabbage salad

To learn about the food culture of these 5 countries, main and side dishes from the countries are being served at lunch as part of World Tomodachi Project school lunch, and the students have already experienced food from 4 of the countries. The handmade pancakes covered in maple syrup from Canada were a big hit with the students. The final country to have its food served at school lunch will be Chad. Please look forward to seeing the meal and how it has been prepared.

There are several ways in which the students are becoming more familiar with the 5 countries, such as singing Austrian folk songs at a music assembly, or the broadcast committee doing research on their own about composers, songs, and world heritage sites from these countries to share during the lunch broadcast. Also, using the many books relating to these countries supplied by the school library, grade 4 has summarized in their Olympic · Paralympic study notebooks about the culture, cuisine, and history of the 5 countries during their integrated studies class time. Grade 6 was able to do an exchange with the Austrian Embassy in our school district, and it is my hope that this connection can continue.

Through these studies and exchanges, it is my hope that we can raise people who can live by mutual support, accept other cultures and customs, and also nurture an attitude of respect for other cultures that does away with prejudice and discrimination.

As a part of "Fureai Month" each class has been carrying out various initiatives. At Nanzan, questionnaires regarding students' school life are done twice a month in an effort to catch any potential problems ahead of time and deal with them as soon as possible. Prevention, detection, and intervention of bullying in students' lives are top priorities. Not only is it important that students make friends from around the world, but first and foremost they should have good relationships with their schoolmates in order to have a fun and friendly school life. It is my hope that students will develop their own qualities as well as recognize the qualities of others. It is truly wonderful how the friendships of students at Nanzan can cross over the boundaries of grade.



December Calendar of Events

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Fureai Month Presentations	2 Club activities New G1 school experience
3	4 Morning assembly Committee Outreach (G4) School counselor	5 Safety guidance	6 Kanji Perfect test School counselor 4 periods only	7 Math Perfect test Evacuation drill	8 Japanese traditional instrument performance Hyakunin Isshu	9
10	11 Morning assembly Flower arrangement (G5) School counselor	12 Music assembly Parent-Teacher conference Unicef fund-raiser (until the 16 th)	13 Kanji re-test	14 Math re-test Art field trip (G5)	15 Hyakunin Isshu	16 Paralympic sports experience (G5, 6) Club activities
17	18 Morning assembly School counselor	19 Tatewari assembly	20 Neighborhood cleaning	21	22 Hyakunin Isshu School lunch ends	23 Emperor's Birthday
24	25 Closing ceremony Pick-up evacuation drill	26	27	28	29	30
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December Goal

"Wash and gargle after playing."

- Always wash and gargle after recess and cleaning time.
- Greet others in a friendly way.



Minna ni Tsutaeyo Project

Grade 3

During their integrated studies class time, grade 3 is engaged in a study to "Report about Our Neighborhood." To this end, the students have been hard at work in their discussions, as they were tasked with choosing things to relate to the new grade 1 students and their families that will make them feel safe and at ease about joining Nanzan elementary school.

The students are currently considering the following two points as what they would like to relate. First, they want everyone to know about the Azabujuban Shopping Arcade near Nanzan ES. They believe that, as a member of the community, everyone can get to know other members in our community and make many friends. The students gathered information about Azabujuban events and place names (names of the hills), long standing shops and art objects by listening to talks by community members as well as walking through the shopping arcade and searching by themselves. Second, they want to talk about neighborhood safety so that the new grade 1 students can come to school safely. With their sights set on aspects of safety, the students embarked on an expedition around the neighborhood. Using their experiences as well as new discoveries they will relate what they have found to the new students and families with a summary of their findings.

By means of this study, I hope that all 23 grade 3 students can experience seeing a given task through to the very end through discussion and cooperation. I look forward to seeing how the students will approach and solve the next task given to them with their ideas.

To solve the task, the students walked through the neighborhood to gather information.



Students listened to talks about Azabujuban from community members.



Traditional Japanese Instrument Experience ~Ohayashi · Odori · Koto · Shakuhachi~

Music

For this year's promotion of traditional culture education, grades 2 and 3 experienced *ohayashi* and *odori* (accompaniment and dance), while grades 5 and 6 played the *koto* and the *shakuhachi* (Japanese zither and bamboo flute).

Grades 2 and 3, along with children from Nanzan kindergarten, watched the *shishimai* (lion dance) along with *ohayashi* (accompaniment). Many students enjoyed the performance as they saw both the intensity and strength of the lion along with its more adorable and tender movements. They also experienced playing the "Ninba" rhythm on *taiko* drums, which is the root of the word "Tentekomai" (bustling activity). At first there were some grade 2 students that were bewildered by the unfamiliar rhythm, but little by little they grew accustomed to it as they performed. The grade 3 students learned a hand-dance that matches with the "Ninba," and being similarly bewildered about the angles and hand movements, they mimicked and danced eagerly.

Grade 5 listened to the song "Haru no umi" performed on *koto* and *shakuhachi*, while grade 6 listened to a duet of *koto* performing a medley. When trying out the *shakuhachi*, every grade 5 student could be heard making sighs of frustration as they labored with the difficulty of it, but after many attempts they were able to produce a sound. On the *koto*, the students practiced the song "Sakura sakura." Remembering the correct position on the strings was a challenge, but even so the students practiced many times. Grade 6 experienced the song "Furusato," and they learned that the pitch of the sound can be changed by pushing on the strings with the left hand while playing with the right hand. More so than last year, the students practiced playing the difficult parts many times, and in the pursuit of a fair and resonant sound, the students' faces twisted with frustration as they tried time and again to apply the correct pressure with their left fingers.

A presentation of the traditional culture experiences will be held on December 8 (Fri). Please feel free to come to school and observe.



School Performance

Head of Special Activities

The School Performance was held on November 11 (Sat). For the School Performance, every student took responsibility for their role, and cooperating together the students created their plays, the purpose of which was for each and every student of Nanzan to mutually recognize the qualities of their peers.

All of the classes demonstrated the results of their practice, put on a fine performance, and learned the importance of everyone working together.

G1 「THE RICE
~Chikara wo awasete shokutaku e~」



G2 「Zo no tamago no tamagoyaki」



G3 「Manukemura monogatari」



G4 「Zero ga waratteru」



G5 「Kurarinakoku no inbo」



G6 「Zo no Hanako」

