

# September Calendar

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Opening Ceremony School Lunch Begins Committee	3 Safety Instruction Measurements	4 Kanji Club Measurements	5 Keisan Summer Project Display (~10 <sup>th</sup> ) Measurements	6 Intercity Swim Meet	7 Evacuation Drill (Pick-Up Drill)
8	9 Parent-Teacher Conference Wednesday Schedule Tatewari Greeting 1	10 Social Studies Field Trip (G6) Summer Project Display Ends	11 Kanji Tatewari Greeting 2 Research Class	12 Tatewari Greeting 3 Keisan	13 Tatewari Greeting 4 Clothed Swimming Pool Closing	14
15	16 Respect for the Aged Day	17 Tatewari Assembly	18 Tatewari Greeting 5 Kanji Research Class	19 Tatewari Greeting 6 Keisan	20 Tatewari Greeting 7 School Trip Checkup	21
22	23 Autumnal Equinox	24 Hakone School Trip	25 Hakone School Trip	26 Hakone School Trip	27 Hakone School Trip Parent-Child Lunch Meeting (G1) Teeth Brushing Instruction	28
29	30 Teeth Brushing Instruction Social Studies Field Trip					

## September Goal

## 「Keep Proper Posture」

- Write your letters large and neatly.
- Hold your pencil properly and sit up straight.



南山小学校

School Newsletter

September Edition

September 2, 2019  
Minato City Nanzan ES  
Principal Akio Nanba

Aiming to Create Even More Fulfilling Academics and a Better School Life

Principal Akio Nanba

The energetic voices of the students once again fill the school. I believe that over the long break they have had a wide range of different experiences. It can also be surmised from their smiling expressions when arriving at school that they all had a productive summer break. I would like to once again express my gratitude to each household for their continued cooperation.

Once again it was a very hot summer this year. I love watching the All-Japan High School Baseball Tournament games. From the way the players dash and leap for the ball with all their might when making offensive and defensive plays on the wide-open Koshien grounds, to the cheers and applause of support from the spectators at the stadium, the atmosphere is very different from that of a professional baseball game. All of the conduct and actions of the high school baseball players are carried out with the utmost care and maximum amount of energy, and I believe that the relatively short duration of the games are due to the players putting their all into every play. As for the participating players who are aiming to win the All-Japan Tournament at Koshien, I imagine that, no matter how hard the practices were, the hopes and dreams of the individuals and their teams have been fulfilled.

In the 2<sup>nd</sup> term as well, we will promote academics that purposeful, systematic, and continuous in order to realize the hopes and dreams of the students at our school, just the same as the high school baseball players. Our school's slogan is "Nanzan Elementary School Where Every Student Grows by Learning." Working together, the faculty will aim to create even more fulfilling academics and a better school life. Thank you for your support.

### 【Students Who Are Healthy and Cheerful】

A professional baseball coach once spoke of the following common points that growing players share.

- 1 Cheerfulness . . . This is not only about that player's personality, but also relates to being encouraging when the team is struggling.
- 2 Honesty . . . This is about players who can listen frankly to what the coaches say and follow through with the advice given to them.
- 3 Modesty . . . This is about players who can respect the points of view of others, accept differences of opinions, and treat others with equanimity no matter who they are.

By cherishing the true meaning of these 3 words, we will nurture students to achieve balanced bodies and minds.

### 【Students Who Think Things Through and Do Not Give Up】

At a lecture that was given by an athlete, there was a question from an elementary school student at the end like this: "What should I do to become a soccer player?" For a moment I was uncertain as I thought about how I would answer if I was in their place. The athlete responded, "Never give up on soccer. Always keep going." Everyone present was unanimous in their agreement. Children have limitless untapped potential within them. As "Team Nanzan," we want to support the students on the path towards self-actualization through a commitment to cooperation between the school, the families, and the community, as well as encouraging the students to hold onto their hopes and dreams.

### 【Students Who Cooperate and Get Along with Others】

"Fuwafuwa kotoba" are words that make you feel good or that make you want to work hard. Some examples of fuwafuwa kotoba are, "Thank you," "That was helpful," "Don't worry about it," "Let me help you," and "Let's play together." There are many things we may want to say.

"Chikuchiku kotoba" are words that you do not want to be told, and might make you sad or angry. Some examples of chikuchiku kotoba are, "Stupid," "Can't you even do that?" and "Die." The word "Die" in particular should not be used under an circumstances. The word "Die" means to lose one's life. The idea of losing the one and only life that we have is very sad and heart-breaking. "Chikuchiku kotoba" must never be used. Please take some time at home to discuss about the proper use of language.

We want to make a school that is full of "fuwafuwa kotoba" and free from "chikuchiku kotoba."

We are planning to announce the results of the school survey that was conducted at the end of the 1<sup>st</sup> term with the cooperation of the students and parents at the parent-teacher conference on September 9.

## Hakone Summer Trip

Grade 5

From August 5<sup>th</sup> through the 8<sup>th</sup> our class went on the Hakone Summer Trip. I witnessed each and every one of the students grow in many different ways during this 3-day and 2-night trip. On the bus ride there, the students took turns conducting fun activities, and everyone enjoyed the fun time together. The first stop was a stroll through the lava fields of the Kawaguchiko Field Center, where the students used ladders to descend into and explore the lava tubes. They were very excited as it was their first time to experience it. They had a barbecue at the Ashinoko Camp Village, at which they cooperated in their groups to prepare the food, and enjoyed eating it very much. After the meal, they enjoyed the scenery from a sightseeing cruise, and headed to the camp grounds. At night, they had a campfire together with students from Kogai ES, and had deepening exchanges.



On the 2<sup>nd</sup> day, they started on their climb up Mt. Asama. Everyone climbed until the very end without giving up, and all together they took a commemorative photo at the summit. The students were overflowing with a sense of accomplishment as they proclaimed, "It was tough but lots of fun!" Afterwards, at the *Mori no Fureaikan*, they had a crafts experience at which they made personalized keychains to their liking, which left them with a memory in the form of a trinket. On their way back to the camp grounds, they bought souvenirs for their families as well as themselves, and made their choices while thinking about things like, "My dad likes ○○ so I'll get him this." During the evening on this day, all of the students had a fantastic time as the recreation leaders did fun activities with the class.



At last, the 3<sup>rd</sup> and final day came. Together with Kogai ES at the camp closing ceremony, the principal from Kogai praised us with the words, "The greetings from Nanzan were splendid." As their teacher I felt very happy to hear that our emphasis on greetings had been recognized by others. We left the camp and head to Fuji Safari Park. At the safari park, the students were very excited to see the animals up close with exclamations of "Cute!" and "Cool!" And then finally, everyone returned to school, safe and healthy.

During these 3 days of cooperative living, the students put into practice their greetings and worked together, and learned the value of such things. Also, with every student having their own roles to play, they all fulfilled them without fail, which I think helped to boost their self-confidence. By freely making use of the experiences they had on this trip in their ongoing school life, I hope that the students will become 5<sup>th</sup> graders who can exemplify what it means to take concrete actions. Beginning with the parents, there were many people whose understand and cooperation made this summer school trip possible. For this I would like to express my deepest gratitude.



## From Social Studies and Integrated Studies Classes

Grade 3

There are several new classes that students begin upon becoming 3<sup>rd</sup> graders. One of those is social studies. In the 1<sup>st</sup> term, the students learned about "the town around the school" and "Minato City." They observed the town from the four points of view of buildings • transportation • historical sites • nature, and on their social studies field trip they learned of the characteristics and famous locations throughout Minato City by bus tour. The students researched about the town beforehand, and by visiting and experiencing those locations, little by little they began to deepen their understanding and interest in the place they live.

Later on, during integrated studies class, they made use of what they had learned in social studies to create a safety map, and thought on their own about how to live safely and securely. By sharing what they had learned and experienced through exchanges with their classmates, they endeavored to create newspapers and give presentations while working together.

Through these studies and experiences, the students have had the opportunity to act independently and learn together with their classmates. So that the students can make use of these experiences in the 2<sup>nd</sup> term as well, we will cherish the realizations and ideas of each and every one of them, and tie it together in enriched learning.



## Learning about "The Water that Supports Us" in Social Studies

Grade 4

In social studies, the 4<sup>th</sup> graders do a study where they think about "A Comfortable Life." During the 1<sup>st</sup> term in regards to "The Water that Supports Us," the students studied about what kinds of jobs are needed for providing the water that is necessary for our everyday lives. Projects such as preserving forests in order to secure sources of water as well as the building and maintaining of dams and water purification plants are carried out systematically through the cooperation of people in the area, and the students learned that these things are helpful for maintaining and improving a healthy lifestyle. Also, as part of their studies about learning the importance of water, the students participated in the class "Water Supply Caravan, Drainage System Caravan." They enjoyed learning about it by watching videos and carrying out experiments. After studying about water supplies and drainage systems, I often see the students taking more care with how they use water than before. I hope that they will continue to live their lives while being aware of the importance of water from now on.

In the 2<sup>nd</sup> term the students will study about "Waste Management and Recycling." And on September 30, we will be taking a social studies field trip to the Edogawa Incineration Plant and the Central Breakwater Site. I hope that the students will continue to deepen their thinking in regards to "A Comfortable Life."

