

南山だより



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What You Can See and Understand by Taking a “Wait-and-See” Approach

When I was a 4th grade homeroom teacher, we had two-day and one-night overnight event. In the evening, we had the traditional campfire. After discussion among the committee members, it was decided that each group would put on a performance. One of the group's presentations was a “picture-story show.” I decided to wait and see what would happen. I was hoping the students would notice, “It is dark at night, so we can't see the picture-story show, so let's do something else.” However, the storytelling group continued to make preparations and the day of the campfire arrived. It was dark around the campfire, and only the flames were shining brightly. Everyone was around the fire, so they can't even see each other's faces on the opposite side.

Finally, the picture-story show began. In the dark, only the sound of the storyteller's voice could be heard. Then one of the students said, “I can't see the picture...” The others began to murmur. I took this as advice to the storytelling group. The picture-show story continued on. Finally, the story was over. The storytelling group was satisfied with the work they had done. However, when some of their classmates said they could not see the pictures, the students in the storytelling group started to make a fuss.

That evening, I did not call on the storytelling group. I thought it would be good if they can make use of their experience for next year's campfire. After the campfire was over, I looked at the remaining fire and reviewed the event with the students on the executive committee. The committee members said, “I'm glad everyone had a good time. We made good memories.” They were immersed in a sense of accomplishment and satisfaction that their plan had gone so well. When it was time to end the review, one student said, “I couldn't see the picture-story show. I wanted to see the pictures they worked so hard on.” Then another student said, “Why don't we have the picture-story show again tomorrow during the morning assembly? Sensei, is there enough time?” I said, “It makes me happy to see how kind everyone is. We have time, so we can do the picture-story show.” Then one of the students said, “If the storytelling group says yes, we can do it.” I replied, “Of course.” The conversation ended here, as it was time for bed.

The next morning, a committee member came to me and said, “Sensei, we are going to do the picture-story show.” Once again, the students began their story. Everyone could see the pictures clearly in the daylight. Everyone listened well to the story. And when it was over, there was applause, which there had not been the previous night. The storytelling group looked satisfied. The next moment, one of the students in the storytelling group said, “This was our first campfire, so we thought of something fun we wanted to do, but we won't do picture-storytelling at next year's campfire.” Everyone listened quietly without laughing.

When the students were deciding what kind of performance to do, if I had said, “You won't be able to see the picture-story show because it's dark at night,” there might not have been a picture-story show and the campfire might have been more exciting. Sometimes as teachers, we think we are doing the right thing and responding to the students' ideas ahead of time, but it may actually be preventing them from thinking and acting on their own. This is a very difficult topic. Throughout my time as a homeroom teacher, I would wait and trust the students, and there were many time I felt things like “This is what they were thinking,” “I'm glad I didn't tell them ahead of time,” and “They have exceeded my expectations.” From them I learned many things.

Although there are difficulties in teaching and life guidance, we sometimes learn about students' good qualities and unexpected aspects and potentials by taking a “wait-and-see” approach. In the second term, we will continue to anticipate students' reactions in various instructional situations and apply them to our teaching and support.

Hakone Summer Camp ~To Treasure Nature~

Grade 5 Homeroom Teacher

On July 26th and 27th, the 5th graders went to Hakone for their Summer Camp. During the one night two days camp, we saw the students challenge themselves towards their individual goals. They all prepared eagerly towards their individual greetings and roles. The slogan that the 5th graders decided for themselves through discussions was "Let's learn by cooperating together, interacting with manners, and treasuring the nature in Hakone." They created this with the hopes to learn from the nature of Hakone and think about the future of the earth while making use of the study of environmental issues and SDGs that they researched during Integrated Studies. Unfortunately, it rained on the first day, but after enjoying activities on the bus, we arrived in Hakone, and learned about the nature of Hakone at the Hakone Visitor Center near the shore of Lake Ashi. We also enjoyed the delicious lunch prepared by the parents. Thank you very much for your cooperation.



At Hakone Nico Nico Kogen Gakuen, we held a candle fire in the evening. In a solemn mood, Principal Nanba appeared as the God of Fire and shared the fire with the students, accepting each of their resolutions. The students' resolutions were "The Fire of Kindness," "The Fire of Compassion," "The Fire of Courage," and "The Fire of Trust." After much merriment with nostalgic songs and dancing, everyone shared their thoughts and feelings with each other under the comforting flickering of gentle candlelight. At the evening meeting, each group leader



described their achievements and challenges, and we were able to resolve to make tomorrow a day of even deeper unity. On the second day, everyone's prayers were answered with sunshine, and we spent time at the dairy farm *Oracche*, where we harvested fresh summer vegetables such as eggplant and corn, visited the *Tanna* Milk Factory, fed animals, and experienced a giant maze in a corn field. Each group was able to strengthen their unity while breathing the crisp air surrounded by lush greenery.

During the two days and one night of living together, the students were able to practice respect and consideration for each other and learn the importance of cooperating with one another. The nature experience also deepened their interest in Japan's rich nature and industries, and allowed them to encounter new questions. We hope that this experience will be a source of confidence for each one of them and that they will make the most of it in their future school life. We would like to express our sincere gratitude to all the parents and guardians for their cooperation and support during the Summer Camp.

Term 3 Applications for the Special Support Classroom and Placement of Study Support Staff Special Support Coordinator

At our school, the Special Support Classroom (Step Room) was established in 2016 as a place to carry out instruction with the purpose of overcoming and improving difficult circumstances in students' school life and studies.

Also, within regular group instruction for classes in Minato City, Study Support Staff can be placed in the class for the purpose of individually supporting students who are having significant struggles.

Those wishing to apply for either the Special Support Classroom or for placement of a Study Support Teacher in the future should contact the homeroom teacher, the Special Support Coordinators (Nashizawa, Katano, Moribayashi) or the Vice Principal by **September 7 (Wed)**.

September Calendar

1 (Thu)	Opening Ceremony, School Lunch Begins	14 (Wed)	Club
3 (Sat)	Evacuation Pick-up Drill	26 (Mon)	Open School (Even Numbers)
6 (Mon)	Committee	27 (Tue)	Open School (Odd Numbers)
12 (Wed)	Parent-Teacher Conference		School Explanatory Meeting

September Goal

Put Your Heart into Your Greetings