

南山だより



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What I Learned From My Home Garden this Summer ~Thinking About the Work of Education~

The rainy season ended on August 1st of this summer. At the closing ceremony the day before, I spoke to the students about "Thinking for yourself on how to act and have an enjoyable Summer Break amongst the chaos created by the Novel Coronavirus." So, how was your 24 days of Summer Break?

In order to avoid nonessential and non-urgent outings, and to maintain a productive lifestyle, in February I began raising a home garden (cultivating cucumbers, tomatoes, and *moroheiya*). First, before planting the seeds, I began from mixing the soil. Good soil is very important for raising vegetables. The planting season and maturation period, as well as the harvest season and amount that can be harvested are all different depending on the type of vegetable. Also, it is vital to water them morning and evening every day. On top of that, they must be fertilized at the right times, and measures must be taken to protect them from pests. Through raising these vegetables, within me the trouble of these toils soon turned to anticipation and joy, and no matter the shapes taken by the vegetables that I raised, their flavors were exceptional. Furthermore, what made me happier than anything were the kind words from my family, such as "Thank you," and "It's delicious." Hearing those words made me feel like "I should do this again." I think that if I were to compare raising a home garden to children's education, I would replace the words as following below.

Vegetables... Children	Planting seeds... April	Mixing soil... Source of nutrients for children (home, community, school)	Maturation period... Interest, motivation, and attitude of children
Pest control... Safety and security of children	Water and fertilizer... Establishing necessary knowledge and skills for children, improving thinking, judgment, and expression	Harvest time and amount... Achievement of goals (results), joy of home (family) and school (faculty)	

What do you think? Harvesting vegetables from a home garden is not possible without foresight (planting and harvesting at the right times) and the various efforts along the way (mixing soil, watering, fertilizing, and thinning the buds and branches). Through my efforts in raising this home garden, what I felt was that raising vegetables is similar to the work of raising children through education (purposefully, systematically, and continuously moving forward). Children mature in various ways. For children, the type of involvement from the people around them plays an important role in the process of growing up. This type of involvement is the same as the example of the home garden written above. For families and faculty (those who raised the vegetables) there is no greater joy than when the children (our vegetables) are praised, just as I received words of gratitude and praise for the vegetables that I harvested.

Going forward, the school will continue to proceed with our academic activities with certainty amongst the various constraints in place. Similar to the care required for growing a home garden, the school is planning the following events listed below while placing importance on "what we can do for the children (our vegetables)" and "how do we help the children (our vegetables) grow" while also securing the understanding and cooperation of families and community members.

<Music Recital Substitute Event> ※Grades will be divided by lower, middle and upper, and activities for them to become familiar with music are being planned.

October 2 (Fri) Music assembly with Ms. Yuko Ebara (appearing in such things as a singer on the NHK program *Uttate* • Go-, and as a vocalist in the Japan Philharmonic Orchestra Summer Concert)

<Sports Day Substitute Event> ※Each grade will have a short race and do an expressive exercise. Parents and guardians will be able to attend.

October 31 (Sat) Sports Presentation (G1, 3, 5) 8:45 ~ 11:10

November 7 (Sat) Sports Presentation (G2, 4, 6) 8:45 ~ 11:10

<Art Exhibition> ※We will conduct it while finding ways to avoid the 3C's.

December 4 (Fri), 5 (Sat)

Safety Education, Evacuation Drills

Head of Evacuation Drills

As with previous years, the school continues to instruct the students with the goal of raising their awareness of "protecting their own life on their own" by raising their disaster awareness through evacuation drills conducted every month and safety instruction. In June, we had an evacuation drill for an earthquake, and in July we had another drill for a fire. Each and every student involved in the drills engaged in them while thinking about how to deal with the situation and how to best protect their own lives. At school, the evacuation drills are always conducted in repetition the same way. By carrying out thorough instruction both before and after the drills in each class, students can make use of what they have already learned during the drills, and once finished they can reflect on what they have just learned in order to make use of it in the next one. So that we can increase coordination between school and home regarding student awareness of how to "protect their own life on their own," please take some time to discuss with your children about what to do in the event of an earthquake or a fire. Thank you for your understanding and cooperation.



Tatewari Group Activities, Interacting Across Grades

Head of Special Activities

At Nanzan, all of the students from grade 1 to 6 are organized into 14 different groups, and these group that cross the usual boundaries of grade are called the *Tatewari* Groups.

As part of their activities, once a month the Assembly Committee plans and conducts a game or quiz for the *Tatewari* Groups to engage in. Also, 3 times a year the groups carry out the *Tatewari* Greetings. However, we were unable to conduct these activities in the 1st term. So the 6th graders, with their desire to make Nanzan a school brimming with friendly greetings, came up with a plan on their own to engage in a greeting activity with a smaller number of people. It was a good opportunity for the other students to observe and learn from the 6th graders' wonderful greetings.

During this school year, it will be necessary to come up with new solutions of cross-grade interactions while maintaining social distancing.

Through cross-grade interactions, upper-grade students can learn to care for lower-grade students, lower-grade students can learn from observing the good qualities of the upper-grade students, and these experiences foster mutual feelings of respect and communication skills.



August • September Calendar of Events

August 25 (Tue)	Opening Ceremony	16 (Wed)	Parent-Teacher Conference
26 (Wed)	School lunch begins, Committee	23 (Wed)	Club
31 (Mon)	<i>Tatewari</i> Group Introduction Class 1	28 (Mon)	Music Assembly Class 1
September 1 (Tue)	<i>Tatewari</i> Group Introduction Class 2	29 (Tue)	Music Assembly Class 2
5 (Sat)	Evacuation Drill Pick-up Drill		
14 (Mon)	<i>Tatewari</i> Assembly Class 1		
15 (Tue)	<i>Tatewari</i> Assembly Class 2		

September Goal

Sit Up Properly when Writing