

National Health Development School Award Activities by Outstanding Award Schools.

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1. Origin and objective of school award activities

Since 2002, the National Health Development of Health Promotion at School Awards have been hosted by the Japan Society of School Health, with support from organizations that include the Ministry of Education, Culture, Sports, Science and Technology, the Ministry of Health, Labour and Welfare, the Japan Medical Association, the Japan Pharmaceutical Association, and the Japan Association of School Dentists.

Healthy life conduct, including such childhood factors as daily life habits and living environment, have a significant influence on the capacity to maintain and improve health throughout life, and as such, school health education and health management are important. From this viewpoint, the overarching objective of the Society's school award activities is to recognize schools that have achieved success in coordinating with households and local communities to actively promote health development, and to encourage even more enhanced and widespread efforts of this nature.

2. Award school recommendation

Every fiscal year, members of the Japan Society of School Health Federation at the prefectural level and government ordinance-designated city level submit recommendations to the Japan Society of School Health by the prescribed deadline (normally August 31), in the prescribed document format by type of school, and in accordance with the guidelines applicable to that fiscal year for implementing National Health Development of Health Promotion at School Award activities.

National, public, and private elementary, junior high, and senior high schools, combined elementary and junior high schools, secondary education schools, high schools and special support schools are eligible for recommendation.

3. Award school selection

A subcommittee of the Society's National Health Development of Health Promotion at School Award Committee carries out the initial stage of award school selection.

Subcommittee members review documents relating to recommended schools. Based on the results of the document review, selected schools are designated as Superior

Award School candidates, and subcommittee members visit these schools to conduct on-site reviews. Based on on-site review results, the National Health Development of Health Promotion at School Award Committee selects Best Superior Award Schools, Superior Award Schools, and recipients of Special Awards.

4. Award ceremony

At the end of each fiscal year, in January or February, the chairman of the Japan Society of School Health presents award certificates and commemorative plaques to selected schools at a ceremony held in the Japan Medical Association Auditorium. Beginning in 2010, cash awards of 200,000 yen for Best Superior Award Schools and 50,000 yen for Superior Award Schools have also been given. In addition, as a Special Award, from FY2010 to 2015 the Procter & Gamble Award was given to one school, and from FY2016, the Coca-Cola Japan Company Award has been given to one or two schools, initially with a cash award of 50,000 yen, increased to 100,000 yen in FY 2018.

Notably, the awards ceremony includes presentations by Best Superior Award Schools profiling their activities, and these presentations form the basis of an annual publication, “National Health Development of Health Promotion at School Award Activities by Best Superior Award Schools.”

<Introduction>

The Japan Society of School Health is dedicated to fostering the enhancement and development of school health-related administration and education aimed at cultivating the knowledge and capabilities necessary for healthy living. The National Health Development of Health Promotion at School Award is one of the Society's core activities. This booklet was created to benefit boards of education, schools and other interested parties nationwide, and presents the content of our activities relating to the Award as well as examples of best practice by schools that have been recognized with the award. We hope this publication will serve to further promote health-related activities by schools.

Principal Objectives of The National Health Development of Health Promotion at School Award



The Award recognizes schools throughout Japan that promote the physical and mental health of children in collaboration with households and the local community.

- Judging Committee members visit schools selected on the basis of document screening, and evaluate their individual characteristics.
- The evaluation covers all health-related activities at the schools, including the efforts of the medical, dental, and pharmaceutical professional providing specialized guidance, and the work of the School Health Committee.
- Awards are given to elementary schools, junior high schools, and senior high schools as well as special support schools.
- Almost all of the schools nationwide that are recommended by a health association receive the Remarkable Award.



The Society endeavors to publicize the efforts of award-winning schools nationwide.

- A list of Best Superior and Superior Award Schools and case studies of their efforts are published annually and delivered to boards of education nationwide. This information is also available from the Society's digital archives, which can be

accessed from its official portal site, School Health.

- School Health, the official publication of the Society, publishes a list of award-winning schools and information regarding the activities of Best Superior Award Schools. This publication is distributed to schools nationwide.



The Society hosts an award ceremony and presentations by award-winning schools about their efforts of Best Superior Award Schools.

- Educators, administrators, and students from award-winning schools are invited to the awards ceremony, held at Japan Medical Association (JMA) Auditorium. In the presence of representatives of the Ministry of Education, Culture, Sports, Science and Technology (MEXT), the Chairman of the JSSH presents award certificates and commemorative items.
- Presentations profiling Best Superior Award School efforts follow the award presentations. With these presentations, the Society undertakes to publicize Best Superior Award Schools' activities nationwide through the audience of Superior Award Schools and Remarkable Award Schools as well as school health professionals.



The award ceremony is held each year around February in the Great Hall of JMA Auditorium.

● The National Health Development of Health Promotion at School Award activities through the years

2002 Inauguration of Activities to Recognize Health Education-promoting Schools in the New Era of the 21st Century

2012 Document screening system introduced for initial screening of potential award winners

Renewed Award Activities page on Society's website

☆ List of Awarded schools

☆Case studies added to website

☆New system introduced to search award-winning schools

Search and view schools applying for the award by fiscal year, prefecture, designated city, school category, and award type

2015 Name change from Activities to Recognize Health Education-promoting Schools in the New Era of the 21st Century to The National Health Development of Health Promotion at School Award



Vol. 15



Vol. 16



Vol. 17

●The National Health Development of Health Promotion at School Award application, review, and awards

April	Application acceptance opens
	Preparation of activity status questionnaire
August	Recommendations from prefectural and designated city school health associations
September	Document screening based on initial document award screening system
October to November	Secondary screening through onsite school visits
December	Announcement of award schools
Around February	Award ceremony —Case study presentation by Best Superior Award Schools —Publication of case studies of Superior and Superior Award Schools
March	Distribution of Society publication, School Health, with case studies

Health Education Aimed at Fostering a Spirit of Mutual Learning and Physical and Mental Health

—Health Education with Children—

● Sakura Municipal Ujiie Elementary School, Tochigi Prefecture ●

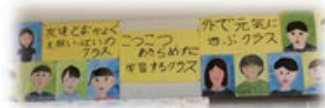
I. Introduction to Ujiie Elementary School

Ujiie Elementary School is a large school with 826 students divided into 27 classes. The Ujiie District, where the school is located, merged with neighboring Kitsuregawa Town in March 2005 to become Sakura City. The city aims to achieve a balanced mix of commercial, agricultural, industrial, and residential areas, and to be a beautiful, abundant, and exciting place to live. Culture, sports, and welfare are priorities, and major facilities include Comprehensive Park, Multi-purpose park Sakura Stadium, Kinugawa Sports Park, Kasen Park, and the Sakura Municipal Museum. The local PTA is very active, with guardians having a strong interest in education. Sports are also a focus of interest, and many students enjoy and are active in sports. The school leverages the power of its large student body, and under the leadership of its principal, it promotes mutually-reinforcing educational activities with detailed, coordinated student guidance by educators and administrators, and mutual student acceptance realized by group dynamics.



II. School Management Policy and Health Promotion

Health is a core element of overall educational activities, and mental and physical health is a school priority. In addition, the concept of health includes the strength to think and live independently, and the capacity to recognize one's own needs and those of others. Consequently, the school values thorough competence in simple and everyday tasks; promotes the education of students with the capacity to help others achieve happiness; and aims for all students to be active for their bright school life. In addition, each student sets personal



School Educational Goals

The cultivation of emotionally stable, compassionate, physically fit students with a thirst for learning.

(Knowledge) Students who can think deeply (insightful)
(Morals) Students who can get along with others (kind)
(Fitness) Students who work to strengthen their bodies (robust)

Instructors and administrators working sincerely as one to achieve these goals

A school where all students can be active for their bright school life

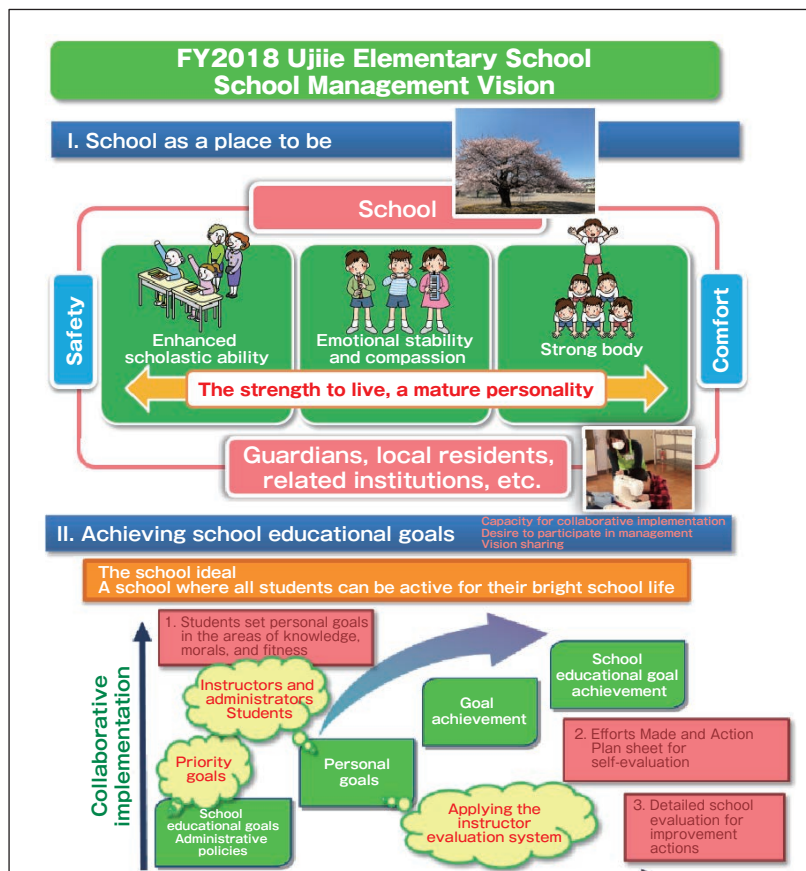
Educating students for the capacity to help others achieve happiness

goals in three areas—knowledge, morals, and fitness—and instructors, administrators, and students work together to achieve educational goals.

III. Health Promotion Framework

Health development activities are largely the responsibility of the Health Education Department, but it performs its function while undertaking to coordinate with related individuals, including educators, administrators, and organizations within and external to the school.

- Organizations of instructors and administrators include: the Steering Committee, School Health Committee, Bullying and Absenteeism Countermeasures Committee, Food Allergy Countermeasures Group, Health Education Department, Student Guidance Department, Academic Guidance Department, administrative task allocation by school year (health education, safety education, and dietary guidance) and medical, dental, and pharmaceutical professionals.
- PTA and local promotional organizations: PTA Activity Committee, local support groups, Sakura Municipal Board of Education, etc.
- Student committees: School Life Committee, Health Committee, School Meal Committee and Exercise Committee



Health development structure

Health development plans

1. School health plan (dental and oral health, gender, smoking and alcohol consumption, drug abuse prevention, posture)
2. School Safety Plan (safety inspections, creation of crisis response manual, evacuation drills)
3. Meal Guidance Plan (mini-lectures by nutrition teacher, requested school lunch, food allergy countermeasures)

Priorities for Promoting a Healthy Mind and Body

1. Cultivate feelings of self-affirmation and enhanced self-esteem → promote helping others achieve happiness: Coordination with all instructors and administrators
2. Enhanced fitness: Coordination with physical education supervisor
3. Safety: Coordination with student guidance supervisor
4. Good posture: Coordination with academic and student guidance supervisors

Health development structure

1. **Steering Committee:** Plan management, promote administrators' general knowledge and shared understanding (consideration and planning for smooth implementation with input from academic year supervisors)
2. **Academic year health education supervisors** (health education, meal guidance, safety education): Administration
3. **Bullying and Absenteeism Countermeasures Committee:** Support for students facing mental and physical development issues
4. **School Health Committee:** Discuss school health challenges and response efforts (coordination with school doctor, dentist, and pharmacist, PTA, and local community)

IV. Characteristic Activities and Efforts

[1] Cultivating Feelings of Self-Affirmation and Enhanced Self-Esteem

1. Promoting and encouraging students to help others achieve happiness

Activities carried out to cultivate kindness and feelings of self-affirmation are profiled on the school website and school letters to guardians and local residents. Student learn to take the initiative to be of benefit to others.

The school ideal

A school where all students can be active for their bright school life

A school where learning is exciting and fun, students value self and others, full of enthusiasm and positive emotion, and smiling faces everywhere.



2. Efforts to foster lessons and classes with shared learning

- A. Noticing and discovery, deep learning: Promotion of paired and group learning during lessons
- B. Educational activities marked by mutual acceptance: Salutation campaigns, publicizing the good deeds of others
- C. Efforts to cultivate mind and body: long lunch breaks (valuing time to deepen ties with classmates by class activities or to foster relationship with students in different grades by group activities)



[Pair learning, group learning]



[Vertical Friendship Group activities]

[2] Strength Development (Exercise Time)

Exercise Time is a Friday morning exercise activity performed as appropriate for the season and in coordination with the physical education curriculum. Dodge ball, big rope jumping and other activities are practiced as a class during the breaks in preparation for tournaments and record-setting during Exercise Time. These activities foster relationships and feelings of belonging and unity with others.



[Exercise Time (big rope jump)]

[3] Principal Health Development Activities

The activities of the 12 school committees incorporate mutual acceptance activities. Of these, those that are particularly linked to health development are the School Life, Exercise, Health, and School Meal Committees. The committees work actively with supervising instructors and with each other, and continuously innovate to address challenges. Scholastic guidance enables students to leverage the listening, speaking, writing, and thinking skills they have acquired, and the committees engage in independent, self-initiated activities. These committee efforts and the content they have gathered are broadcast on the school PA system; they earn praise, raise class motivation, and produce results.



1. Exercise Committee: Physical Exercise Place

This autonomous, independent activity is planned and steered by the Exercise Committee. Approximately 100 students participate in each event. The goal is to encourage interest in exercise and health, and develop students who will take the initiative to enhance their physical strength, learn exercise methods and techniques and adopt a stance of making earnest efforts to engage in sports, and experience the fun of exercise while following rules.




The committee devises a menu of activities for the gymnasium and another for the schoolyard. Students collect stamps on a Physical Improvement Stamp Rally Sheet and complete tasks of varying difficulty levels.

2. Health Committee daily activities, group-based activities

Each class includes a Speaking Group, a Writing Group, and a Making Group, depending on member talents, which are active on a regular basis. The goal is to preserve and promote awareness of health throughout Ujiie Elementary School. Through a variety of activities, students of the Health Committee collaborate and attempt to complete tasks that are personally challenging, to achieve greater autonomy. Cheerful Health Broadcasts endeavor to explain health topics in a way younger students can understand. Students listen carefully to the broadcasts,

which are popular and extremely effective.






Enter personal viewpoint and school situation related to areas investigated, including heatstroke prevention, dental and oral health, colds prevention, good posture, ventilation awareness, etc., and propagate health awareness. "Communication is fun!"



Health Committee

Health development efforts (committees)

Collaborative activities


Mutual acceptance activities utilizing individual talents

3. School Health Committee

The School Health Committee holds an event twice yearly, with the second event of the year produced independently by the students. Students consider health challenges facing the school and give presentations on different topics. Furthermore, the content is subsequently provided to all students. By giving the students an objective and afterward having them retrospect, each student considers health as a topic, and gains the capacity to convey their viewpoint. Student participation increases participation by guardians, and discussion is stimulated.



▲Pre-discussion: FY2017 topics were selected (Dental and Oral Health and Injuries Occurring at School).



▲Presentation day: The Dental and Oral Health Group used a hand-crafted model of the teeth to demonstrate proper brushing techniques. The Injuries Group presented a skit.



▲Post - presentation posted notices: Information was posted and disseminated through broadcasts.

School Health Committee efforts

FY2014 "Let's eat breakfast"

Content: Student presentation
Health Committee: Breakfast Survey
School Meal Committee: School Meal Quiz
Lecture: About Breakfast (by school doctor)

FY2015 Let's Carry a Handkerchief

Content: Student presentation
Health Committee: Efforts to achieve 100% Handkerchiefs
School Meal Committee: School Meal Quiz
Lecture: Dental Braces (by school dentist)

Held twice-yearly

FY2016

1. Things You Can Do for a Better Posture
Content: School health challenges and response efforts
Discussion: How to strengthen trunk muscles
2. Preventing Infection
Content: Health Committee: Results of Hand-washing Experiment
School Meal Committee: School Meal Quiz
Lecture and discussion: How to Prevent Infection (by school doctor)

Students participate in discussion

School Health Committee efforts

FY2017

1. Visual Acuity and Posture
Lecture: Visual Acuity in Children
Discussion: Good Posture and Visual Acuity
2. Let's Talk about Health Development: Committee Efforts to Solve School Health Challenges
Content: Health Committee
Ha Ha Ha Happy Tooth Project: How to Brush Your Teeth
Preventing Injuries
School Meal Committee: The Importance of Proper Chewing
Group discussions: Teeth Brushing, Preventing Injuries, Meals

Produced independently by the students

School Health Committee efforts

FY2018

1. Dental and Oral Health Development

Content: Committee efforts
 Health Committee: 100% Handkerchiefs and Ha Ha Ha Happy Tooth Project (Ha means tooth in Japanese)
 School Meal Committee: Committee Activities
 Exercise Committee: Physical Exercise Place
 Lecture: When to Switch to a New Toothbrush (by school dentist)
 Group discussion: Good Posture and visual acuity

2. Exercise, Posture and Health

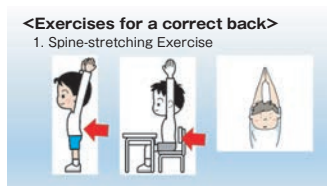
Content: Physical Exercise Place participation
 Lecture: Exercise, Posture and Health (by supervisor, Shioya & Minami-Nasu Education Office)
 Discussion: Exercise and Health Development

Exercise Committee participation



[4] Good Posture Development: Correct Back Guidance

These activities began after a FY2014 school health survey in which many instructors and administrators stated that students had poor or problematic posture, or were unable to maintain good posture. During the first year, all classes received materials displaying good posture, for guidance and awareness reinforcement. In the second year, academic and student advisors coordinated on evaluation, means of improvement, and guidance refinement, while providing continuous guidance.



[Spine-stretching Exercise]

	Main efforts
FY2014	Evaluation and identification of challenges Goal: Good posture maintenance
FY2015 (Year 1)	Survey awareness, identify status, provide guidance for all, reinforce awareness, utilize posted information, motto ("Pin pita guu paa good posture"), retrospective evaluation
FY2016 (Year 2)	Set specific school goals, implement Spine-stretching Exercise, guidance for all students in use of Retrospective Evaluation Sheet, guidance in posture during meals as etiquette, inclusion of guidance in academic guidance, review and evaluation
FY2017 (Year 3)	Motto change to "Pin Pita Correct Back, Good Posture" Sitting in chair with legs folded under buttocks, Stoop Correction Academic guidance: Correct Back, OK! Campaign, proper way to hold pencil, Feet Flat on Floor Student guidance: regular Daily Life Goal-setting, use of Life Retrospective Sheet Health education: Enter posture items on worksheet, make guardians aware Guidance for all, discussion with School Health Committee Exercise guidance: Exercise performance enhancement and posture (Sakura municipal track and field instructors)
FY2018 (Year 4)	Implement daily stretching exercise, joint activity with junior high school

* Sitting in chair with legs folded under buttocks, Stoop Correction (with guidance from Dr. Takuma Usuda, Toranomon Chiropractic Clinic)



[Correct Back, OK! Campaign]



[6th-year students engaged in Feet Flat on the Floor]



[Exercise performance enhancement guidance]

歯と口の健康づくりカレンダー

健康チあるシート

足ぶみをした後

[First-hand experience poster]

健康バランスチェック結果表

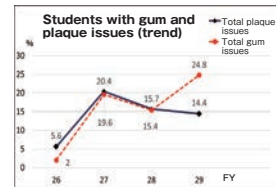
Students used a Cheerful Health Sheet with a radar chart to track the balance of daily life habits. Areas with unfavorable ratings became next-month daily life improvement goals.

Included posture-related items on all worksheets, have students retrospect to enhance and fix awareness.



Discussion: Good Posture and Visual Acuity

Performed Spine-correcting Exercise and Stoop Correction with student guardians. Guardians reported that the exercise was challenging but felt good. Discussion was held with advice from the school doctor.

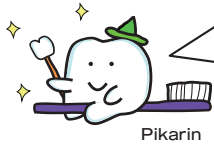


[5] Dental and Oral Health Development: Ha Ha Ha Happy Toothy Project (Ha means tooth in Japanese)

The proportion of students without cavities is trending upward and above 50%, but the number of Ujiie Elementary students with plaque and gum issues is increasing. In response, students on the Health Committee and instructors from the Health Education Department conferred, and launched the Ha Ha Ha Happy Toothy Project. First, to generate interest in dental and oral health development, they solicited ideas for dental and oral health-promoting characters, as well as names for the after-meal brushing period. They are also utilizing a motto (selected from those submitted) for Dental and Oral Health Week, to raise awareness.

- Ha Ha Ha Happy Toothy Project H29**
1. Select dental and oral health character (from solicitations)
 2. Select name for after-meal brushing period (from solicitations)
 3. Happy Tooth Brush condition and usage check (Health Committee students)
 4. Set Dental and Oral Health Day: Eighth and ninth of each month (notice on meal menu)
 5. Hold Dental and Oral Health Week event (Nursing teacher (YOGO teacher) visits students during after-meal brushing period)

	Specific efforts
FY2016	School health evaluation, status confirmation
FY2017	Solicitations and selection of Dental and Oral Health Week character by School Health Committee
FY2018	Health Committee activities (Happy Tooth Brush Survey) In coordination with school dentist, set Dental and Oral Health Day (Pika Pika [Bright and Shiny] Time)

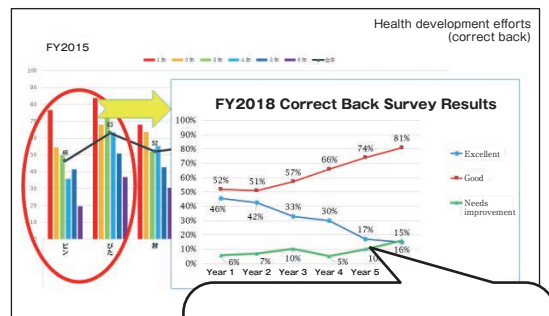


- "Pikarin" was proposed by students and selected by vote. The character is used on worksheets and other materials to encourage students to think about dental and oral health.
- Pika Pika (bright and shiny) Time is selected as name for after-meal brushing period.
- Dental and oral health slogan: "Daily brushing helps keep you healthy"
- The Happy Tooth Brush Survey has encouraged students to pay more attention to proper toothbrush care and regular replacement.

V. Achievements and Problems to Be Addressed

[1] Results

- Cultivate acceptance for oneself and others.
- Posture guidance carried out through overall educational activities is producing results with improved listening and study posture, and enhanced scholastic ability.
- Collaboration between instructors, administrators, and students promoted health development, and more students began taking the initiative to think about health development.



In FY2015, 55% of students responded "Good." In FY2018 this rose to 96%.

[2] Future Challenges and Responses

- Correct back guidance continued, and writing posture guidance was initiated.
- In coordination with the school dentist, students promoted dental and oral health through study involving problem identification and problem solving.
- Innovation for collaboration with guardians and the local community; undertake to activate the School Health Committee.

Cultivating Life-Long Healthy Daily Life Habits

—Aiming for Healthy Tanaka Kids with Cooperation from Guardians
and the Local Community—

● Miki Municipal Tanaka Elementary School, Kagawa Prefecture ●

I. Introduction to Tanaka Elementary School

Tanaka Elementary School is surrounded by abundant paddy fields. However, the size of its student body has declined in recent years, and this fiscal year, the school had a total of 97 students. Nevertheless, the school is committed to working closely with the local community, and for the past 13 years it has strived to fulfill its role as the first Community School in Kagawa Prefecture. In addition, to cope with the decline in the child population, in FY2018 Tanaka Elementary became a school that can be attended by children from anywhere in the municipality. Consequently, the school



[Tanaka Elementary is blessed with natural surroundings]

set as a primary goal “Becoming a Special Designated School that is so attractive that students from other municipal school districts will want to attend,” and to achieve this goal, the school is promoting efforts from three standpoints: to enable students to maximize development of their personal capacities; to be a secure, safe school; and to be a school that households and the local community will support warmly.

II. School Management Policy and Health Promotion

The school takes a Team Tanaka Elementary approach, with all instructors and administrators coordinating and collaborating to promote student health development. At meetings of the School Consultative Steering Committee, which are held five times yearly, health education matters are a major focus of discussion. The principal, the nursing teacher (YOGO teacher), and others present the school's administrative policies with respect to



[Discussing health development in the School Consultative Steering Committee]

health education, as well as its health education plan, and efforts that can be made by guardians and local residents are also discussed. Guardians and local residents have a high level of interest in student health and safety, and express a wide range of opinion. The meetings foster shared understanding concerning the school's health education, and facilitate coordination and collaboration to further those efforts.

III. Health Development Framework

The school's health development structure is led by the principal, and centers on the Health Promotion Committee, with the nursing teacher (YOGO teacher) and others as members. The committee promotes student health development through cooperation and collaboration on the part of all instructors and administrators with respect to student health issues and measures to address them. In addition, three groups facilitate coordination and collaboration with guardians and local residents. The Healthy Body Group focuses on health development, and carries out its agenda with input from guardians and local residents.

IV. Characteristic Activities

[1] Medical Exams to Prevent Child Lifestyle-Related Disease

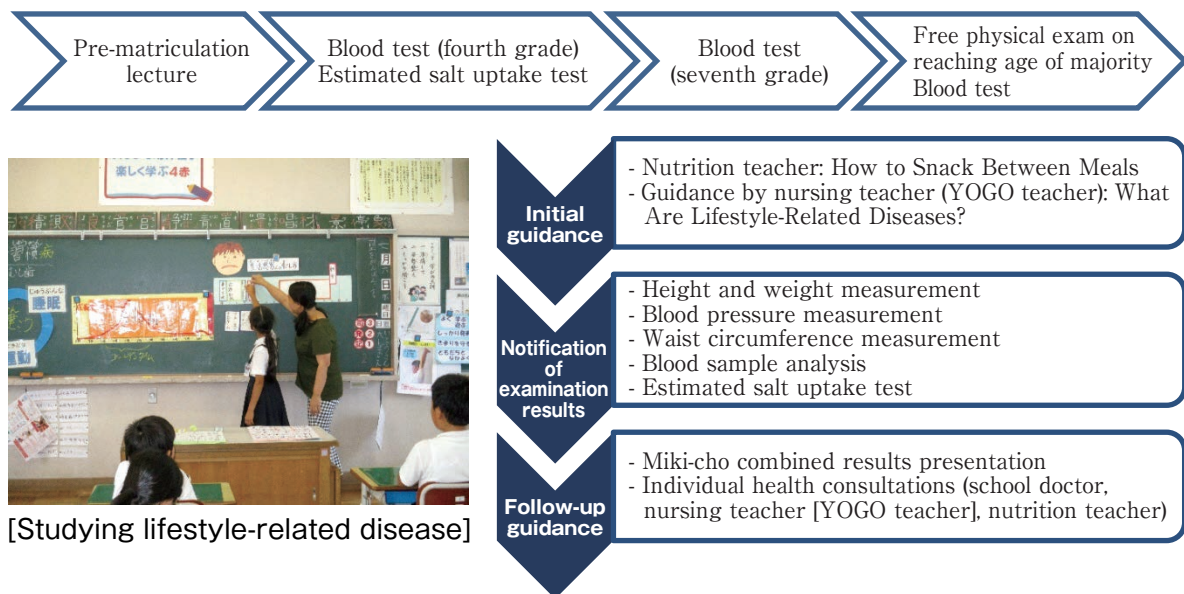
Miki-cho is a nationwide leader in the implementation of medical examinations to help prevent child lifestyle-related disease. The town aims to cultivate the capacity to maintain healthful lifestyles throughout residents' lives, and in coordination with administrative entities, pursues sustained efforts targeting residents from pre-school to the age of majority (20).



[School doctor: Lecture on recommended daily life habits]



[Drawing blood samples from fourth graders]



The school believes that a firm understanding of the importance of healthful lifestyle habits will lead children to form such habits independently.

Initial guidance content is carefully formulated to be easy for children to incorporate into their daily lives. Instructors develop easily-understood teaching tools based on extensive discussion before their use in class.

Starting four years ago, urine samples began to be taken to estimate salt uptake, along with the usual blood testing. Since the salt content of the previous day's evening meal is known, the salt uptake test is considered, along with blood testing, to be a useful indicator of possible future lifestyle-related disease. Even if blood tests and blood pressure are normal, some children have test results exceeding than the standard values.

For children whose examination results indicate potential problems, a personal medical chart is prepared and an opportunity for one-on-one health counseling is given. The school doctor, homeroom teacher, nursing teacher (YOGO teacher), nutrition teacher, guardian, and others coordinate to provide guidance. The student's lifestyle habits are reviewed according to the individual, and advice, such as how to improve the student's diet, or create opportunities for exercise, is provided, with the student creating his or her personal list of goals to strive for. Where ongoing guidance is needed, a Child Lifestyle-Related Disease Prevention Management Chart is handed off to the junior high school, so follow-up can continue uninterrupted.

平成 年度 小児生活習慣病予防検診個人カルテ

立田中 小 学 校

性別	年齢	氏名	計測月	身長(cm)	体重(kg)	肥満度(%)	血圧(mmHg)	家族歴
男	4	赤	9月	131.4	32.2	11.1	85 (85.7)	心筋梗塞・狭心症(祖父) 高血圧(祖父)
検査日		H28.9.13	5)	148	219	70	27.0	15
検査日		H28.9.13	5)	148	219	70	27.0	15
検査日		H28.9.13	5)	148	219	70	27.0	15

Test results

Family medical history

School doctor comment

Lifestyle profile

Nutrition teacher comment

Nursing teacher (YOGO teacher) comment

Student goals

Guardian comment

1日に万歩計を使って、2000歩する。
 目標をもって取り組んでいますね。万歩計の音がポカポカして気持ちよくなりますね。

体も動かす事(外で遊んだり、さんぽ、雨の日は家の階段を登り降り)を頑張りました。
 これからも元気を付けてながら元気に成長して行けるよう見守ります。

[Content of personal medical chart]

Starting last fiscal year, the school is making wearable sensors available to students with the help of the school doctor. The sensor is linked to a smartphone and can record lifestyle patterns in detail, giving student and guardian the motivation to achieve improvement.



[One-on-one health consultation with nursing teacher (YOGO teacher) and nutrition teacher]



[Wearable sensor]

[2] Promoting Health as a Community School

1. Parent/child joint effort! Daily life rhythm check

To promote the adoption of better lifestyle habits, the school carries out lifestyle rhythm checks four times yearly (May, summer break, September, January). During extended school breaks, each student and his or her guardian(s) hold a meeting at their home to talk about health, with students setting personal goals in line with their situation.

[Parent/child joint effort! Daily life rhythm check]

At the home meeting, the family members consider how they should support the student to achieve his or her goals. In this way, the awareness of improved lifestyle habits will be fostered in each household. The Healthy Body Group prepares worksheet content that will encourage families to think about health in the home.

2. Fun nutrition education: Parent/child cooking

[Parent and child cooking meals as a team]

Twice yearly, during summer and winter breaks, the school holds an event where students and parents collaborate in the kitchen. This creates opportunities for guardian and student to spend time together, and for the student to learn about vegetables in season, nutrition, cooking techniques, and the flavor of home-cooked meals. Some students in the higher grades make an effort to cook on their own. Summer student/guardian cooking efforts were screened by the Healthy Body Group and the nutrition teacher, with selected efforts receiving the Group Leader Award, Colorful Cooking Award, or

Balanced Nutrition Award. These awards are reported in the group's newsletter, which is distributed to the community.

During the winter break, students aim to learn about and experience traditional Japanese cuisine, enjoy time with their families through seasonal events, and experience the season with guardians by enjoying cooking and meals featuring seasonal ingredients with their families. Judging from student diaries, the activities made for warm family gatherings.

Local delicacies of Kagawa Prefecture
 Small dried sardines from Ibuki-jima
 Kintoki carrots from Sakaide City

Cozy family gathering
 Everyone cooks together
 Enjoying fresh-cooked flavor

Abundant nutrition
 Calcium-rich cooking

いろんさんときんしんのかきあげ
 今日はいろんさんときんしんと
 たまねぎをつかてかきあげを作りま
 した。みんなでいりの豆をのけました。
 わたしがたまねぎや、きんときにんじん
 を切ってお兄ちゃんかたまごをわけてころも
 を作りました。わたしがせんべいりょうをままし
 た。お母さんがあげてくれました。あけたて
 をみんなであらうおいしかったです。
 おうちの人からのひとこと。いつもみそ汁に
 たまねぎや人参はよく切れたね。いつもみそ汁に
 つかういりこだけいい天ぷらにするとすくおいしかったね。
 またいっしょにつくって食べようね。

[Winter hot meal cooking diary]



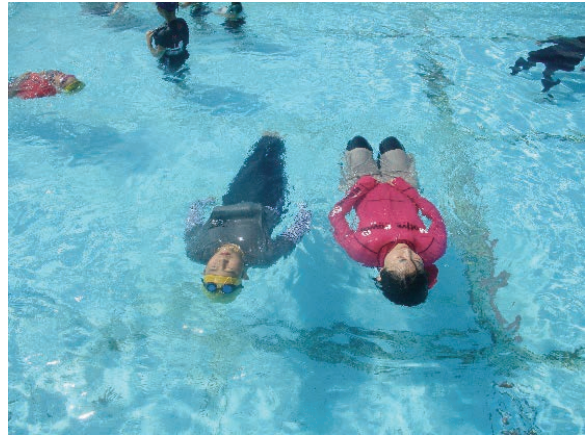
[Healthy Body Group review]



[Parent and child awarded at the ceremony]

3. To save your life, “Float and Wait”

Many ponds are located in the school district, raising concerns about water accidents. To prevent such incidents, local fire department representatives teach a water safety class called “Float and Wait.” Participants receive specific instruction, including techniques to protect themselves in the case of a water accident, and practice those techniques earnestly.



[Parent/child water safety lesson]

During summer school, a water safety class is held for students and guardians, and participants learn the importance of life-saving first hand.

4. “Marathon” training and competition to boost physical strength

Students strive to boost their physical strength by practicing running from December to February. Many students engage in independent training early in the morning or during other open time.

Participants can choose a marathon course suitable for their level. The marathon is aimed at boosting physical strength for the whole local community. Guardians and local residents can take part, and some run with the students or encourage them from the sidelines. The event is managed by the Healthy Body Group, which has also prepared a Marathon Race Emergency Response Manual, which is distributed to participants with explanation. In addition, the school doctor is notified of the race schedule, and the local hospital is requested to be on standby. After the race, students, guardians, the Healthy Body Group, and instructors and administrators carry out a retrospective and discuss issues, such as which practices should be maintained and which should change, to have an even better event the following year.



[Running the marathon with guardians and community residents]

V. Achievements and Problems to Be Addressed

[1] Results

- When performing examinations aimed at preventing child lifestyle-related disease, the school doctor, the child's physician, the nutrition teacher, the nursing teacher (YOGO teacher), and guardians coordinate to provide guidance to the student. As a result of this guidance, an increasing number of students are showing improvement.
- In their year-end evaluation of the school, 88% of students rated the efforts of the Healthy Body Group as “excellent,” and 100% rated them “excellent” or “good.” Students participate enthusiastically in a range of activities, and the school believes that these will lead to the establishment of better lifestyle habits and enhanced physical strength.

[2] Future Challenges and Responses

- Households differ greatly in terms of their fundamental lifestyle habits, and it is difficult to approach households that require individual attention. An effort is therefore made to discern the kind of support the household requires, consider the support method to be used, and change that method flexibly as needed.
- Coordination with households and the local community have produced major results, but the decline in PTA members and volunteers, low staff turnover, and the aging of the local population is progressing rapidly. Consequently, the school communicates actively with the community, and is working to become an attractive school that will heighten awareness of child-raising in the local community.

The School Coordinates and Cooperates with Households and Related Entities to Deliver Health Education

—The School Health Committee plays the central role—

- Unzen Municipal Kojiro Elementary School, Nagasaki Prefecture ●

I. Introduction to Kojiro Elementary School

The school was founded in 1873 and celebrates its 145th anniversary this fiscal year. As of December, the school had 165 students in eight classes (six ordinary and two special needs classes). The school is located amid natural beauty on the north coast of Kyushu's Shimabara Peninsula. Heisei Shinzan, a peak of volcanic Mt. Unzen, rises to the south, and the Ariake Sea is to the north.



The Kojiro Elementary School District is located in west part of Kunimi-cho, Unzen City, and covers the whole of the former land of the Kojiro Clan. The area has a long history, and takes its name from a local samurai landholder of the Kamakura Period (1185-1333). The Kuji district, which is located near the school, is designated as a Preservation District for Groups of Traditional Buildings, and still looks much as it did centuries ago.

In addition, the local residents maintain strong feelings of solidarity, and are very interested in education. The school's PTA is very active and has a record of positive achievement. Since 1937, the PTA has also been engaged in traditional tea production. Students' guardians take the lead in caring for the plantation year round. Every year in early May, students and their guardians harvest the tea. In winter, tea gargling and rubdowns with dry towels are practiced throughout the school to maintain and promote health as well as prevent infection.

II. School Management Policy and Health Education

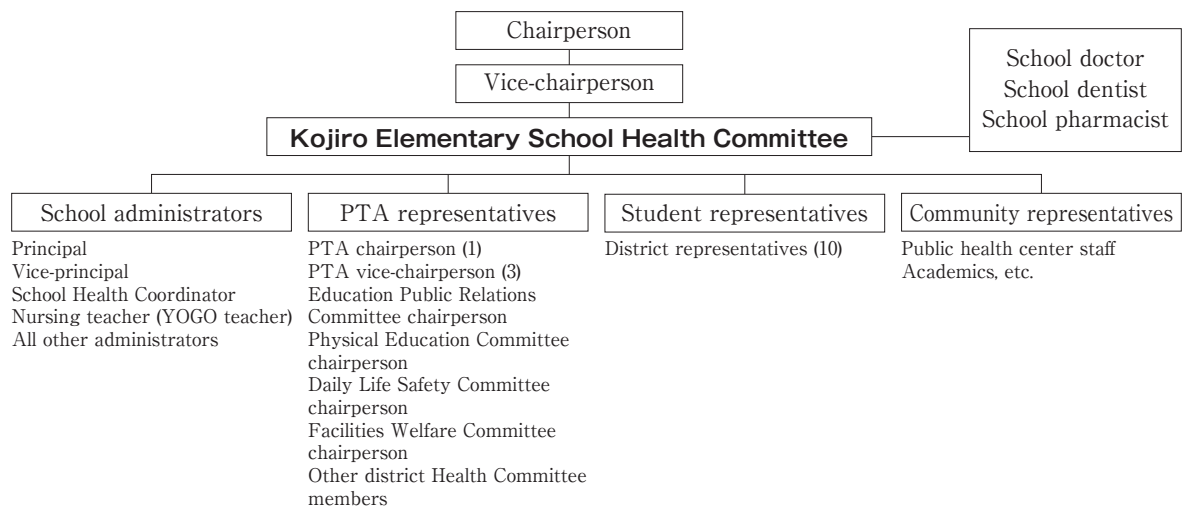
Health education plays a major role as an important pillar of the school's administrative policies. The school's educational goal is to cultivate children's ability in terms of healthy body, mind, and learning attitude. Specifically, the school strives to develop healthy, resilient children who can display compassion for others, and who take the initiative to learn. Kojiro Elementary School's health education has traditionally

stressed the cultivation of a balance of knowledge, morals, and fitness, and the school pursues these goals in collaboration with households, the local community, and related entities.

The axis of this collaboration is the School Health Committee. The School Health Committee has a long history, dating back to 1951. Today, the committee meets six times yearly, in coordination with the school, households, and the community, and many of its activities are carried out by guardians. The committee manages and acts according to plans throughout the year. At the beginning of each fiscal year, the committee sets individual district health goals as well as an activity plan for the year. Its management structure is highly organized; in February it evaluates each activity items for the coming year, and at the end of the year hosts a Healthy District Award ceremony to recognize achievements gained from those activities.

III. School Health Committee: Health Education Promotion Framework

[1] FY2018 School Health Committee Organization and Goals



Committee chairperson	Committee vice-chairperson	Committee vice-chairperson	Committee secretary
School dentist	School doctor	PTA chairperson	School Health Coordinator, nursing teacher (YOGO teacher) District Health Committee members

School Health Committee goals

Enhance health development awareness, and develop the habits and attitudes required to foster health.

[2] School Health Committee FY2018 Annual Plan

Month	Committee	Content	Chair and secretary
April★	1st Subcommittee of School Health Committee meeting	<ul style="list-style-type: none"> ● Selection of officers ● Establish organizations and goals ● Issue School Health Committee annual plan ● Determine judging criteria for Healthy District Award 	Vice-principal Nursing teacher (YOGO teacher)
May★	1st School Health Committee meeting	<ul style="list-style-type: none"> ● School Health Committee annual plan description ● Healthy District Award screening criteria description ● Information exchange 	Instructors and administrators 1 District representatives 1, 2, 3
June	2nd School Health Committee meeting	<ul style="list-style-type: none"> ● District Health Committee member information exchange meeting 	School Health Coordinator Nursing teacher (YOGO teacher) District representatives 4, 5, 6
October★	3rd School Health Committee meeting	<ul style="list-style-type: none"> ● Lecture: School dentist ● Information exchange 	Instructors and administrators 2 District representatives 7, 8
January	4th School Health Committee meeting	<ul style="list-style-type: none"> ● Pearl Award ● Annual activity report (student representatives, District Health Committee members) 	Instructors and administrators 3 District representatives 9, 10
February★	2nd Subcommittee of School Health Committee meeting	<ul style="list-style-type: none"> ● Healthy District screening ● Year retrospective ● Next-year plan 	Vice-principal Nursing teacher (YOGO teacher)

*★: Held at night

* All administrators attend School Health Committee meetings.

*The 1st School Health Committee is also attended by the head of the District Committee.

*Subcommittee meetings are attended by the principal, vice-principal, School Health Coordinator, nursing teacher (YOGO teacher), as well as persons in charge of educational affairs, school life, and physical education.

*The chair of the School Health Committee rotates among school administrators who have been with the school one year or more.

[3] School Health Committee (6 Times Yearly) Content

1. 1st Subcommittee of School Health Committee meeting (April)

Discussion and consideration of 1st School Health Committee content.

2. 1st School Health Committee meeting (May)

The school's medical professionals (physician, dentist, and pharmacist), PTA, regional representatives, and all school administrators meet to confirm such matters as the committee's rules, the year plan, etc.

Individual district group discussions are held to exchange information, in order to further district health activities. The meetings are also an opportunity to receive advice from the school's medical professionals.



[1st School Health Committee meeting]

3. 2nd School Health Committee meeting (June)

Health Committee members from each district meet to exchange information, pose and respond to questions, and gather reference materials required for health activities.



[2nd School Health Committee meeting]

The School Health Coordinator and nursing teacher (YOGO teacher) attend the meeting and provide needed reference materials and advice relating to district health activities.



[Lecture by school pharmacist]

4. 3rd School Health Committee meeting (October)

Each year the meetings consider a wide range of health-related challenges. Two lecture sessions are held, each about 30 minutes.

- FY2016 Locomotor Apparatus Examination: What it Means
Main Seasonal Infections
- FY2017 The Horror of Drug Abuse
Eye Health and Electronic Devices
- FY2018 Cancer Education
Cavities (Fluorine)



[Pearl Award ceremony]

5. 4th School Health Committee meeting (January)

The Pearl Award ceremony and presentation of district health activities are held. The Pearl Award is given to sixth-grade students who were found, during

the autumn dental examination, to have healthy tooth alignment and gums, and no permanent teeth with cavities.



[District health activity presentation]

The District Health Activity Presentation is made by District Health Committee members and student representatives (mainly sixth-graders) to profile the activities of the past year. All fifth-grade students also participate and learn from the presentations ahead of their own activities during the coming year.

6. 2nd School Health Subcommittee meeting (January)

The meeting includes a retrospective consideration of the fiscal year, a discussion of challenges for the coming fiscal year, planning for next year's activities, and Healthy District screening.

[4] District Health Activities

The school district is currently divided into 10 districts. In each district, a guardian selected to serve on the Health Committee takes the lead to establish annual health goals, plan annual activities, implement a wide range of health activities, and present the results at the 4th School Health Committee meeting. The condition of health activities in each district becomes a subject of screening for the Health District Award. With respect to district health activity themes, the school introduced the use of fluoridated mouthwash in FY1983, and has invested effort in school dental health activities. As such, the districts have also traditionally invested effort in dental health, and the number of sixth-grade students in the school without a single cavity in their permanent teeth (Pearl Award recipients) is close to 70%, a wonderful achievement that is being maintained.

More districts are taking up the themes of meal education, posture, and media control, learning from the activities announced by other districts each year, and encouraging each other to make greater efforts in the following year.

[5] Healthy District Award System

The Healthy District Award system is a distinctive characteristic of the Kojiro Elementary School's School Health Committee. Award screening takes into account a wide range of factors, including presentations of district health activities; district activities other than documented health activities; statistics by district of student attendance rates, sanitary inspection results, number of books read, efforts to develop physical strength, relay race results in districts hosting athletic meets, and so forth. This data is screened during the 2nd Subcommittee of School Health Commit-

tee meeting to select the Healthy District for that year. The system has been in use since 1954, and 2019 marks its 65th year. The Healthy District Award ceremony is held during a PTA workshop, with district representatives receiving the award certificate and commemorative items from the school's medical professionals (physician, dentist, and pharmacist). Districts that do not receive the reward are recognized with a participation award for their efforts during the year. The function of the Healthy District Award is to propagate the activities of the school's PTA and School Health Committee, enhance household health awareness, and promote health education. Depending on efforts made, lower-scoring districts can be recognized with an effort award, which helps to foster a greater sense of district cooperation and connection, as well as a spirit of mutual aid and assistance.



[Commendation flag awarded by the school physician, dentist, and pharmacist]

IV. Characteristic Health Education Efforts

[1] School Efforts

1. Health guidance after height and weight measurement and eye exam (by nursing teacher [YOGO teacher], in Health Center)

- Daily life rhythm (April)
- Eyesight preservation (May)
- Toe Training for Proper Posture (September)
- Eye Health Development (October)
- Preventing Colds (Immune Resistance) (January)

2. Dental health activities

Since 1983, the school has been using fluoridated mouthwash, and with support from Nagasaki University's School of Dentistry, has engaged continuously in dental health promotion activities.

Each class receives guidance in brushing after meals. Each day, students observe themselves in a mirror as they brush their teeth in time to music.

During Dental and Oral Health Week, which takes place in June, all students fill out an oral health check card. The curriculum also features activities for each grade, including brushing guidance for parents and children (first grade) and participation in the national teeth-brushing tournament (fifth grade).

Student Health Committee activities include dental and oral health meetings,

PA broadcasts, toothbrush inspection, and fluoridated mouthwash management.

During the lunch break, students whose dental exam results detected plaque adhesion and/or gum inflammation are given brushing guidance in groups by the nursing teacher (YOGO teacher) at Health Center.

A school dentist lectures on the use of fluoridated mouthwash each year, and dental exams are conducted twice yearly. The autumn dental exam is preceded by a survey to check household dental and oral health as well as a health consultation by a dental college instructor. Sixth-grade students with good dental alignment and no cavities in their permanent teeth are given the Pearl Award.



[Parent and child brushing]



[Dental and oral health meeting]

3. Health activities to prevent infection

Distinctive aspects of the school's infection prevention activities are the spot sanitation inspections carried out monthly by each class, the results of which are compiled by district and factored into screening for the Healthy District Award; rubdown with a dry towel, performed from late September through December; and gargling with tea from December to February, using tea grown on the school's planation.



[Pouch for carrying a handkerchief and tissues]

In addition, in FY2018 the school requested visiting lectures from Nagasaki University for first- and second-grade students, on the subject of hand washing and infection prevention.

Many students in the lower grades are equipped with pouches for handkerchiefs or tissue, reflecting a high level of guardian awareness.

4. Sparkling Cards and Sparkling Newsletter

As part of the school's internal research, Sparkling Week is held three times yearly. In cooperation with households, the effort aims at developing good daily life habits, including early sleeping and rising times, limits on TV and video game time, and home study. Students carry Sparkling Cards with a list of personal

goals developed in consultation with their guardians. The card has a space for students, guardians, and supervising teachers to enter comments at the end of the week, for reference for the next Sparkling Week.

Overall results are compiled and distributed to guardians via the Sparkling Newsletter.

[2] PTA activities

1. District health activities (District Health Committee members)

2. Child-rearing lectures (Education Public Relations Committee)

FY2016: Legs, Feet and Physical Health: Children Who Cannot Stand Firmly

FY2017: Breakfast, the Foundation of a Healthy Day

3. PTA research paper presentation (headquarters)

FY2018 lecture: The Importance of Sleep for Children

4. Lifesaving and First Aid Regulations Workshop (Daily Life Safety Committee)

5. Weeding (Facilities Welfare Committee)

6. Training support for athletic meet relay race (Physical Education Committee)



[Child-rearing lecture]

Health education and health practice has traditionally been a school priority. The District Health Committees, as well as PTA headquarters and other specialized committees, engage in activities directly relating to health.

In February, the PTA holds a research study meeting with a ceremony for the Healthy District Award, followed by a presentation of the activities of model districts and a workshop-style study and lecture meeting.

V. The Foundation of Health Education: Environmental Arrangement and Its Fruits

In conclusion, the school believes that its environmental infrastructure is a critical foundation of health education. All students should feel secure in their classrooms, and have an educational environment in which they can practice mutual acceptance of self and others as they mature. All of the school's administrators collaborate to provide such an environment.

Through its overall health education activities, the school strives to monitor student health on a daily basis, ensure that changes in student mental and physical health are not overlooked, and provide early, organized response to problems.

Specifically, all administrators engage in training and internal research to familiarize themselves with special support education and student guidance structures, and undertake to collaborate closely in practice with related entities, including welfare and medical treatment organizations, as well as with kindergartens, nursery schools, and junior high schools. These efforts enhance the school's organizational response capacity, reinforce the trust of student and guardians in the school, and contribute to the creation of an educational environment where students can live with peace of mind.

As a result, for the last several years there have been no students with chronic absenteeism issues, with a need for segregated study spaces, or suffering from nonspecific conditions that would require frequent use of the school's Health Center, and the average number of daily visitors to the Health Center has remained extremely low.

In addition, by receiving the participation of many individuals, including local residents, guardians, medical professionals, and other specialists in its educational activities, the school aims to create an environment where many adults both in and outside the school can cooperate and collaborate to help students grow and develop. This is another major distinction of the school, and we take pride in the fact that creating a human environment where students can learn with others independently, interactively, and affirmatively is an unshakeable foundation of the school's health education.

Going forward, as it works to address the health challenges of the coming era, the school will preserve its precious, long-standing traditions and undertake to provide health education of the caliber students need to live independent lives.

A School That Fosters Quality Learning Which Will Serve Students Their Entire Lives

—Promoting Tateoka Junior High's Personal Improvement Project, which aims for autonomy in students' daily lives—

● Yamagata Prefecture Murayama Municipal Tateoka Junior High School ●

I. Introduction to Tateoka Junior High School

Our school is located in the center of Murayama City, in central Yamagata Prefecture, and is a medium-sized school with a total of 434 students in 17 classes (14 normal classes and 3 classes which provide special support to students).

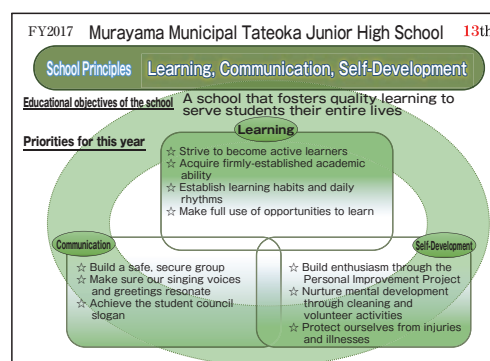


In 2005, Tateoka Junior High, Nishigo Junior High and Sodesaki Junior High Schools were integrated to form New Tateoka Junior High School, with this year marking the 13th year since its founding. With the motto Learning, Communication, and Self-Development, we are firmly committed to dynamic school activities, with teachers and students striving towards the same objectives while sharing their thoughts.

II. School Management Policy and Health Promotion

With “a school that fosters quality learning which will serve students their entire lives” as our educational objectives, priority issues were established based around the three school principles.

The slogan for achieving Learning is “well learning lessons through a vast array activities and experience.” This is the third year since Tateoka Junior High School was recognized as a Yamagata Prefecture research school and has been engaged in the Developing Active Learners inquiry-based learning project. This project aims to achieve deep independent and interactive learning. The basis of deep learning is conditioning of the body and mind, and harmonious class building. From this perspective, the project has been implemented with an awareness that health education and group-building initiatives are essential in moving the research forward.

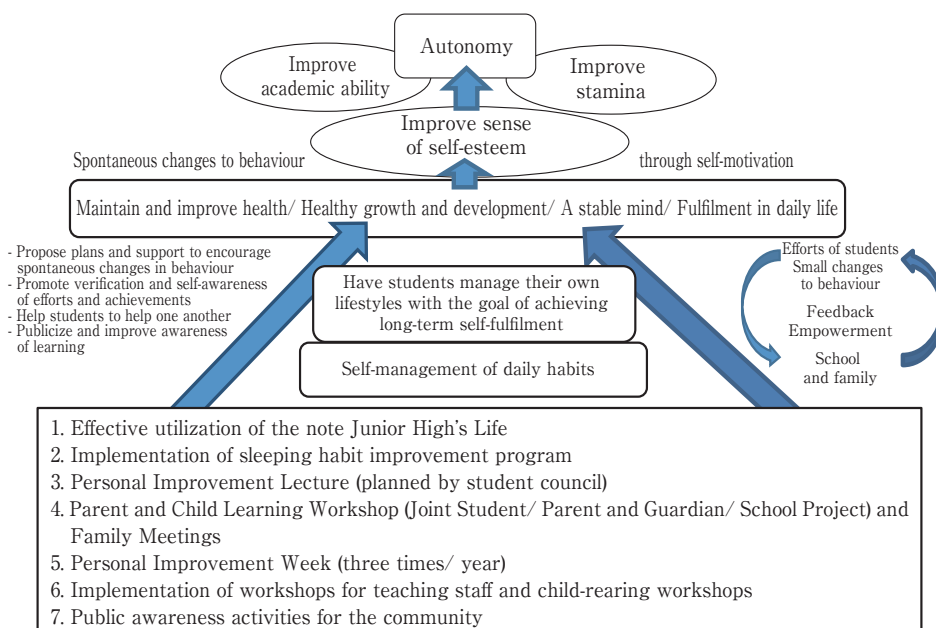


The slogan for Communication is “listening politely and speaking politely.” This slogan is firmly established as a part of school life at Tateoka Junior High School and contributes to create a safe and secure learning environment. These efforts have given all students the confidence to exchange opinions freely. By setting the slogan “driving forward at full throttle with all our strength,” the 2017 student council has strived to achieve major reform in greetings, choir activities and cleaning, and the school as a whole is growing into a forward-looking group of young people.

In Self-Development, students are improving the quality of their own lives by living in line with the slogan “arriving at school with a smile and leaving with a sense of gratitude.” A large number of students participate in the Chobora mini-volunteer activities which are held regularly, and these activities serve as an opportunity to experience the joy of helping others. Tateoka Junior High School was also mandated with the Project to Support the Management of Lifestyle Habits Particularly for Junior High and Senior High School Student by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and has rolled out the Tateoka Junior High Personal Improvement Project in striving to improve the desire for learning, willpower and stamina. In FY2016 Tateoka Junior High School implemented this project as a base school in conjunction with three elementary schools in the catchment area, and in FY2017 rolled out initiatives to take this project to the all elementary and junior high schools in Murayama City.

III. Health Promotion Framework

[1] Tateoka Junior High's Personal Improvement Project Grand Design



- [2] School Health Committee
- [3] Cooperation with the Community

IV. Characteristic Activities

[1] Tateoka Junior High's Personal Improvement Project

〈Objective〉

To develop students who can manage their daily lives, and can feel fulfilled in their daily lives, and increase the interest in and desire for health across Murayama City as a whole, through communication with families and the community, and in doing so promote healthy lifestyles.

〈Activities in Practice〉

1. Effective utilization of the note Tateoka Junior High's Life

In FY2017 we prepared and distributed an original note with the aim of having students be made aware of daily rhythms throughout the year. In these notes students record every day communications between parents and teachers and reflections about their lives. Daily reflection in particular is also a viewpoint of the school's research. Things which worked well should be continued, and things which did not work out should result in improvement measures being considered to try again next time. Notes are read every day by home teachers and comments are left to encourage students.



〈Characteristics of Tateoka Junior High's Life〉

- Students recorded the times they went to bed, times they got up in the morning, homework time, and total media usage time, and confirmed their physical condition and feelings, helping them to become more aware of the links between these elements.
- An annual plan was included to enable students to gain an overall picture of the year, and space was assigned for students to enter their own plans.
- Included a record page for the week to reinforce daily rhythms (Personal Improvement Week) held three times per year.

2. Implementation of sleeping habit improvement program

This involves recording sleeping time on a 24-hour time axis, helping students visualize and evaluate their sleeping habits, and improving their lifestyles. In FY 2016 first grade students took part in the program, and in FY2017 all students

took part.

〈FY2016 Implementation Schedule〉

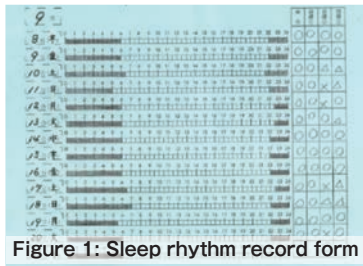
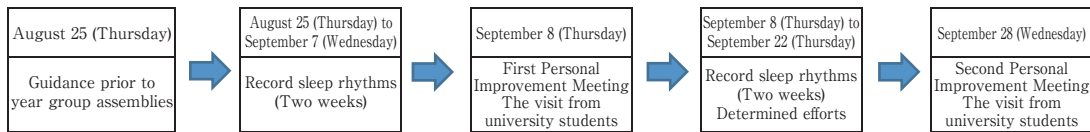
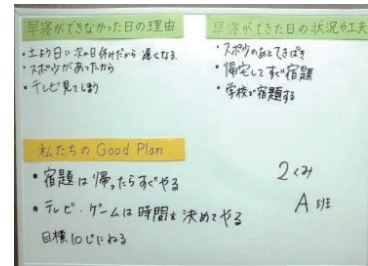


Figure 1: Sleep rhythm record form



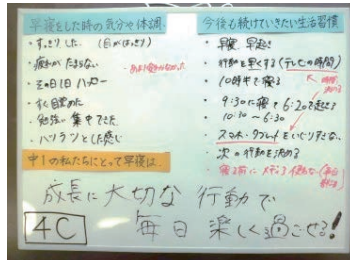
Scene from a first Personal Improvement Meeting



After recording sleep rhythms for two weeks, as shown in Figure 1, the Personal Improvement Meeting, which local university students acted as facilitators for discussions, were held to evaluate these rhythms. As a result of having evaluated their own actual sleeping patterns, set new goals and made a determined effort over two weeks to achieve these goals, many students came to realize the true importance of sleep, and spontaneously moved to improve their lifestyles.



Scene from a second Personal Improvement Meeting



Problems in sleep rhythms	First time	Second time
Doze off soon after I get home	14.7%	5.3%
Wake up late on weekends for lack of sleep	25.0%	9.5%
No fixed time to go to bed and/or wake up	33.1%	13.8%
Go to bed late	29.4%	13.2%

In FY2017 the students elected their own leaders and held Personal Improvement Meetings on their own. After the first meeting to evaluate their own lifestyles, a lecture from a paediatrician was organized to re-emphasize the importance of daily rhythms, and this flowed through to the two weeks of making a determined effort.

3. Personal Improvement Lecture (planned by student council)

As a guest, Hiroyuki Yokoyama, Professor of Fukushima Medical University, gave a lecture entitled “The Daily Habits You



Scene from a Personal Improvement Meeting in FY2017



Learn Today Will Be a Lifelong Treasure.” The Student Council Executive Committee held a planning meeting beforehand, and assigned roles for running the lecture. The chairman of the Health Committee proposed learning objectives before the lecture, thereby promoting an autonomous learning stance. This had the result that in the post-lecture impressions, there was a great deal of pro-active content, making the lecture highly effective.

In the lecture, in addition to hearing about the impact that daily habits have on their daily physical activities from the perspective of a doctor, the external recognition of the initiatives currently engaged in by students also helped motivate students to change their behaviour.

4. Parent and child learning workshop (joint student/parent and guardian/school project) and family meeting

Year Held	Lecturer	Theme
FY2016	Ryuta Kawashima, Head, Institute of Development, Aging and Cancer, Tohoku University	Achieve Your Dreams by Developing Your Brain
FY2017	Susumu Yokota, Associate Professor, Kyushu University	How to Turn on the Enthusiasm Switch —Daily habits to achieve your goals—

A parent and child learning workshop at which parents and children listened to the same lecture was planned for the class visit day at the end of the first term. On the day, more than 250 parents and guardians participated, listening to the same lecture as their children. After the lecture, an exchange of opinions was held in the form of a panel discussion between student representatives and lecturers.

In addition, in order to ensure that the content learned from the lecture flows through to family life, the PTA Mother's Committee produced a family meeting model video to promote family discussions. As a result, record cards were submitted by more than 80 percent of families, with many reports of warm interaction within families and a heightened awareness of daily rhythms.



5. Personal Improvement Week (three times/year)

Objectives:

- To have each student acquire, as a natural daily rhythm, the healthy pattern of going to bed early, getting up early and eating breakfast.
- To implement the program simultaneously over one week in the same period at the three elementary schools in the catchment area. By doing so, strive to have families with siblings in elementary, junior high, and senior high schools work towards the same objective as a family.

Check items:

- Time that students go to bed and get up in the morning
- Is the time that student start homework fixed?
- Does the student eat breakfast?
- Is the student's media usage time appropriate?

Set and practice respective objectives

Timing:

First time: Before exams at end of first term–June 28 to July 5, FY2017

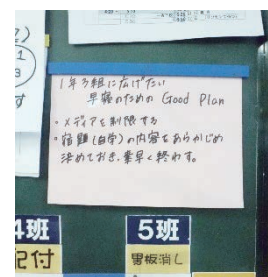
Second time: Before exams at end of second term–November 22 to 29, FY2017

Third time: Before exams at end of third term–February 9 to 16, FY2018

Common record card throughout catchment area in FY2016



[Health Committee member performing awareness-raising activities to the class]



[A Good Plan for Getting to Bed Early displayed in classrooms at the initiative of a Health Committee member]

At our school, the Student Council Executive Committee and the Health Committee are aware that problems concerning daily rhythms are their own health problems. With a view to solving problems such as the way students handle me-

dia and daily rhythms, during Personal Improvement Week the Health Committee publicized the importance of sleep and some good ideas that students actually practicing, announcing these items in daily reflection sessions in class, where achievements and opinions regarding these matters were exchanged.

In FY2017, placing emphasis on having students manage their own lifestyles, we had students utilize the original note Tateoka Junior High's Life to tackle the cycle of designing a lifestyle to be achieved, executing this lifestyle, reflecting on this lifestyle, and modifying and continuing this lifestyle. The achievements were brought together by the members of the Health Committee, and were presented in the form of posters, together with messages to classmates, displayed in the corridors.



6. Implementation of workshops for teaching staff and child-rearing workshops for parents and guardians

Target audience	Lecturer	Theme
Teaching staff	Setsuko Sato Professor, Professional School of Education (PSD), Yamagata University	FY2016 Utilizing the Questionnaire-Utilities (A Questionnaire for Living an Enjoyable School Life) to Harmonious Class-Building FY2017 Towards Group Building of Harmonious Class and Year Groups (To Address Issues as a Team)
Parents / guardians and teaching staff	Naomi Ito Yamagata Prefecture Home Education Advisors Yamagata Prefecture school counsellors	FY2016 Anger Management for Better Relationships FY2017 Communication to Encourage Adolescents—How to Bring Out Enthusiasm in Our Children—

In striving towards improving the child-rearing environment, workshops for teaching staff and child-rearing workshops for parents and guardians were planned and held. At workshops for teaching staff, understanding of students was promoted, and staff exchanged knowledge about dealing with specific situations in the classroom. Case meetings were held for each year group after completion of the workshops, and the workshop content is being utilized.



Workshops for teaching staff in FY2017



Role play at child-rearing workshops in FY2017

Child - rearing workshops for parents and guardians were held by

the PTA Mothers' Committee. Discussions were held to determine the content that parents and guardians wish to learn about.

7. Public awareness activities for the wider community

When third-grade students planned welfare volunteer activities on their second term in FY2016, they created a play on the theme “go to bed early, rise early, and eat breakfast,” with the desire to inform small children of what they had learned. This play was performed in five kindergartens and children's centers throughout the city. In FY2017 students planned a picture story production. Suggestions for stories and characters were solicited from the entire school body, and students who wish to visit kindergartens in Career Start Week (work-study program for students) compiled them into a picture story. Their production, entitled Secret Personal Improvement Rangers was completed and performed in kindergartens, where it was well received. The play was a source of delight and self-confidence to the student performers.



Performance of a play in a kindergarten in FY2016



Performance of original picture story show in FY2017

[2] School Health Committee

The FY2016 School Health Committee held group discussions including the school doctor, and discussed the roll-out of the third Personal Improvement Week. At these meetings ideas were exchanged in the form of a joint planning meeting between three parties: students, parents/guardians and the school. The approach taken was to share objectives, make proposals as to what each group could do from

the community, and we have felt a heightening of awareness about health promotion.

- We have seen an increase in the number of students who are aware that improvements in their daily rhythms have a positive impact on physical condition and learning, and are spontaneously changing their behaviour. The sense of self-esteem has also improved. In particular we have seen an increase in the number of students who have felt a sense of fulfilment in their daily lives, and who actively tackle difficult issues.
- The initiatives of the Personal Improvement Project have not been limited to students and their daily lives, but have extended to Personal Improvement activities in learning and daily lives, with spontaneous activities becoming firmly established among students.
- △ Problems with media are likely to become an even greater problem in the future. We hope to provide support to students so that they consider it to be their own problem, and take responsibility in addressing it.
- △ For students who are finding it difficult to achieve improvements in their lifestyles, we will persevere in providing support by strengthening initiatives such as support from school counsellors and peer support, etc.

