

National Health Development School Award Activities by Outstanding Award Schools —High Schools and Special Support Schools—

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Educating Children Capable of Creating an Ideal Environment for Themselves

—Student-led Environmental Health—

● Gifu Prefectural Nagara High School ●

I. Introduction to Nagara High School

This school, located in the northern part of Gifu Prefecture, sits near the Nagara-gawa River—known for its cormorant fishing—at the base of Mt. Kinkazan—complete with a view of Gifu Castle above.

The area, which enjoys a rich natural environment, is also home to numerous educational facilities including elementary and junior high schools. This preparatory school will be celebrating its 70th anniversary.



With 1,159 students, Nagara High School is relatively large. As encapsulated in the school philosophy, which says that “as in the pioneer spirit, engage in both studies and sports and be courteous,” the school strives for excellence in both education and sports, and students both study and train hard on a daily basis.

II. School Management Policy and Health Promotion

[1] Health Development in School Education Goals and Education Planning

School motto As in the pioneer spirit, engage in both studies and sports and be courteous

The ideals our students strive for

Intellectual education: Students identify problems on their own, demonstrating the skills to solve them in the best possible way

Moral education: Students possess the discernment to function in the world, and also have the richness of spirit to consider the needs of others

Physical education: Students maintain and build upon their health so that they can not only survive but prosper in life

[2] Points to Consider in More Effective Health-building

- Students receive daily-life guidance on health and safety, from the viewpoint of

maintaining and improving one's health. The goal is that they imparted with the skills and approach to live a safe-and-healthy life on their own.

- Further, through day-to-day cleanup activities, students are made aware of the importance of building an ideal environment for themselves.

III. Planning for Health Building

[1] Points to Consider in Creating School Health Plans (Education and Management)

Our school, as noted in our motto, encourages students to strive for excellence in both academic and sports, and also emphasizes health management abilities to ensure that students are able to lead safe and healthy lives at all phases of life. For instance, in addition to a focus on prevention, i.e., the significance and importance of health checkups, students coming to the school health room are shown how to look back on their lives to identify optimal solutions to health problems. Further, in order to achieve the school's goals on health and establish plans to help students with consistency on detailed health initiatives, we stress the following three points:

1. Education to prevent drug abuse

Due to problems with drug abuse on the part of high school students in recent years, lectures on the topic have been incorporated into school health program planning for all grades. School pharmacists also give lectures on a range of topics pertaining to drugs as relevant to post-graduation life.



[Lectures on drug abuse]

Other lectures include the risk of tobacco smoking and alcohol intake, as well as correct use of prescription drugs.

2. First aid classes

First-aid classes are held annually for both students and staff

- For students

Fire department personnel provide lectures for first-year student Health Committee members and club representatives (both sports and culture). The class is three hours long to ensure that students are able to acquire the



[First aid classes for students]

necessary skills as well as take action to lead others in the event of an emergency.

- For staff

Fire department personnel provide an annual lecture to all staff. All attendees learn Cardiopulmonary Resuscitation (CPR) as well as how to use a defibrillator. The goal is for everyone to be able to properly respond in an emergency situation.



[First aid classes for staff]

3. Environmental health activities

Our school has a special focus on environmental health. Initiatives are incorporated into school health maintenance plans, through which students are made aware of the importance of a comfortable and healthy environment. The goal, supported by all school staff, is for the students to be able to take the lead in making improvements to their environment.

Environmental health initiatives have been meticulously implemented at the school for nearly 20 years, and we consider them a key part of the curriculum for our entire institution. We ask that everyone concerned work to facilitate both broader and deeper awareness of the issues.

[2] Points to Consider in School Safety Planning (Education and Management)

At Nagara High School, safety planning involves a comprehensive set of safety initiatives, and specific plans are in place to ensure effective implementation. Amongst these, the school considers disaster prevention and safety inspection of facilities and equipment especially important.

As for disaster prevention, we have been holding life-saving trainings more frequently every year as of FY2016. We also hold an earthquake training, called the “ShakeOut,*” on the 11th of every month to help ensure that everyone gets the training they need to protect themselves in an emergency. The disaster scenarios are switched out each time for more comprehensive training. The training involves envisioning every aspect of student life and adapting escape routes as well as means of information-gathering and communications, so that students will be able to respond in any situation. Other initiatives include boosting disaster prevention awareness on the part of the individual, and inspection of reserve items.

With regard to facility and equipment safety inspections, we create a safer school

environment by not only implementing inspections but also taking corrective action and keeping comprehensive records of all of our initiatives.

By carrying out safety initiatives in this way, students are trained to be able to respond in the event of a true emergency.

*The Great ShakeOut Earthquake Drills are a series of evacuation trainings originating in Southern California. The drills involve collaboration between non-profit, business, government, and academia. The ShakeOut is now open to participation from around the world.



[ShakeOut]

IV. Specific-purpose Initiatives: Building a Safe-and Comfortable Environment

As of FY1994, the school has been awarded various Remarkable School Environmental Health Awards conferred by the Gifu Prefecture Society of School Health. As of FY2001, the school has been continuously presented with both the Remarkable School and Special Commendation School Award.

In recent years, the students have conducted environmental surveys and cleanup projects on classroom conditions, giving rise to student-led initiatives to further improve their environment. The entire school supports these initiatives.

[1] Bolstering Collaboration between School Organizations: Fine-tuned Collaboration with School Pharmacists, Review of Results by All School Staff, and Post-initiative Response

Regular inspections are implemented by the school pharmacist, the results of which are shared amongst all staff. Where corrective measures are needed, internal school systems collaborate to address and improve any issues promptly and appropriately. At the end of every fiscal year, we review the projects of that fiscal year and incorporate improvements into the following fiscal year.

[2] Injury Prevention: Carrying Out Safety Inspections and Corrective Actions

On the 15th of every month, our staff conduct inspections in accordance with detailed criteria for the inspection area they are assigned to oversee. Results of the inspection are primarily viewed by the administrative sections and management personnel and corrective steps taken where necessary. Meticulous records are also kept of post-initiative response.

平成29年度 9月分 安全点検結果:危険・不良箇所等報告書														
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点検場所	点検者	点検日(9月15日)				発見箇所				発見箇所				
		改善を要する事項				緊急度				新規発生の別				
1-7教室	三野	エアコンフィルター清掃の取組				中	新規	15/10	済	10/14	応急処置			
5-1教室	山岸	カーテンレース取替				中	新規	16/10	済	11/10	修繕済			
2-2教室	前川	壁紙剥がれ				中	新規	16/12	済	10/14	済			
コンピュータ教室	水野	エアコンフィルター清掃				中	新規	15/10	費用負担済	10/12	修繕済			
パソコン	小水	エアコンフィルター清掃				中	新規	16/10	部品購入	11/14	修繕済			
2-1教室	野村	教室前のゴミの取組				中	新規	9/10	済	11/14	修繕済			
1-5教室	村上	教室の壁紙が剥がれている				中	新規	16/10	済	10/14	応急処置			

[Record-keeping on post-initiative safety inspections]

[3] Student-led Projects: Environmental Health Projects Implemented Primarily by the Student Council (Excluding Health Committee Members)

The school carries out a number of student-led environmental health initiatives. These include cleanup projects, building Eco Boxes, and more by the Student Council Executive Committee and various school clubs.

For instance, the School Council Executive Committee recruits student volunteers at the school to clean the building. This project, which involves approximately 50 volunteers, takes a positive approach to cleanup with the idea of “beautifying with their own hands.”



[Student volunteer projects led by the Student Council Executive Committee]

[4] Student-led Projects (Student Health Committee)

FY2013: Assessing classroom air quality

At Nagara High School, because we utilize kerosene stoves for heating purposes, students noticed variation in temperature and air quality when the heat was on, which has prompted them to take the lead in improving the air in their classrooms. To address the problem, they consulted with the school pharmacist, who suggested the students measure carbon dioxide levels and temperature in the classroom, at which time they discovered the need for ventilation.

FY2014: Assessing and considering classroom air quality

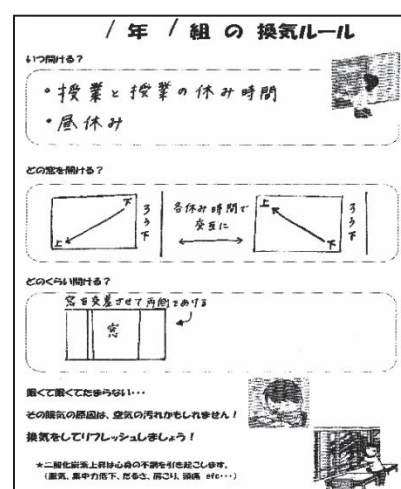
Based on the need for ventilation revealed in air quality assessments in FY2013, a survey was conducted on carbon dioxide concentrations and ventilation, as well as student reactions, for each class.

The difference between classes that ventilate adequately and those that do not is evident in carbon dioxide levels, a fact that points to the need for further deliberation and implementation of more effective ventilation methods.

FY2015: Conducting experiments to achieve effective ventilation and to develop relevant, viable rules

In order to identify effective ventilation methods, we have used a transparent box likened to a classroom and a stick of incense in ventilation experiments designed to re-create classroom air flow patterns. Based on the results of these experiments, each class has developed considered and established effective and implementable ventilation rules.

The experiments revealed different levels of ventilation efficiency depending on how far windows were opened. The students developed effective ventilation methods while still maintaining the same level of heating efficiency, on their own.



[Ventilation rules adapted to each class]



[Classroom model: front (left), side (right)]

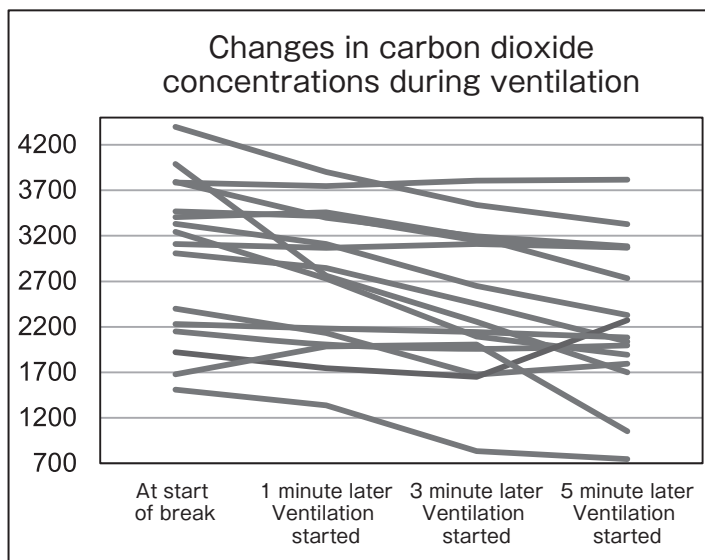
The students placed incense in a box so that the smoke would act as a simulation for air pollution in their experiment. The box has eight windows on two sides, facing each other. Students observed changes in the effectiveness of ventilation depending on how far the window was opened.

FY2016: Verifying effective ventilation

In FY2015, each class implemented a ventilation experiment to test a proposed ventilation method for efficacy, measuring changes in carbon dioxide concentrations prior to ventilation, and at intervals of 1 minute, 3 minutes, and 5 minutes after

ventilation. This data along with the observations of the students were compiled in a chart.

We have verified that effective ventilation can be accomplished even in a short time.



Comments from the students

- “When we opened the window, my head cleared and I was able to concentrate better!”
- “If cracking the window for just 5 minutes makes the air that much fresher, then I think we should definitely ventilate.”
- “I was really surprised by how when we opened the window just a little bit the carbon dioxide concentrations dropped so much!”



[Students assess air in classrooms]

[5] Results of Activities for Effective Ventilation Through the Present Time, and Future Plans

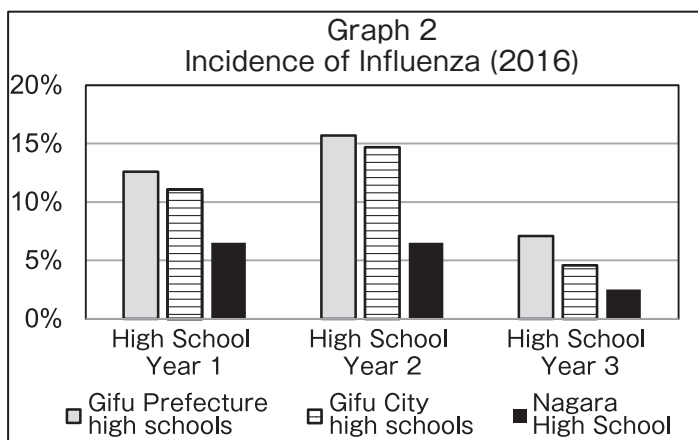
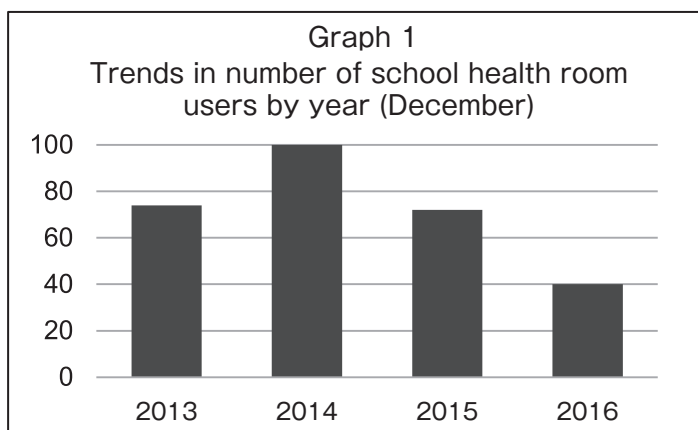
1. Results of Activities for Effective Ventilation Through the Present Time

The number of students visiting the school health room in December, when heating stoves are used, has declined since staff and students began ventilating classrooms (Graph 1). Further, during the winter of F2016, when ventilation was being implemented in full force, the influenza infection rate was roughly half that of other high schools in Gifu Prefecture and Gifu City. These findings show that ventilation is effective at least to a certain extent (Graph2).

The comments provided by the students indicate that they feel they have achieved positive results and are more aware of problems with poor ventilation. The school was able to identify an effective, achievable ventilation system, while students and staff became more aware of the need to ventilate.

2. Issues for the future

When using air conditioners, we also use fans to regulate classroom temperature. However, we still find that some of the students are too cold, while others feel hot. To address the issue, we conducted a questionnaire survey on the students in the classroom environment where air conditioners are in use. The questionnaire revealed that not only was there temperature variation in the classroom, but also that many students felt the air was dirty. Based on the survey, we plan to take steps to improve the classroom environment when using air conditioners, as is the case with heating units.



Comments from students and staff

- “Because we made it a point to ventilate, we were the only class not to have any cases of influenza.” (3rd year female student)
- “We thought about the way we opened the window, and we figured out that even if we just cracked it, we got some fresh air in, and that helped us to think more clearly.” (1st year female student)
- “It’s cold when we open the windows to ventilate in winter, but if we’re just cracking the window like we’re doing, I think we should keep it up.” (2nd year male student)
- “When I heard that the students were taking the time to ventilate, I started doing it too, at the beginning of class.” (staff)

Fostering the Ability to Think, Devise, Call for, and Practice Health Promotion on One's Own

—Making Effective Use of Student Council Projects and Class Time for Integrated Studies—

● Gifu Prefectural Gizan High School ●

I. Introduction to Gizan High School

This school is located in the northern part of Gifu City, traversed through the center by the Nagaragawa River. Mt. Kinkazan lies to the south and Mt. Dodogamine to the north, offering scenic views in a tranquil learning environment, in an area known for its emphasis on education. Each academic year has seven General Education Course classes and two classes for the Science and Mathematics Course, for a total of 27 classes and 1,077 students. Gizan High School, which has celebrated its 60th anniversary, is categorized as a large-scale school designed to prepare students for university.



Known for its Science and Mathematics Course, and for its status as a “Super Science High School” for a period of 10 years, the school has gleaned a plethora of research results, which it applies to education. Gizan High School focuses on educating students able to think and express their thoughts scientifically.

II. School Management Policy and Health Promotion

Our objective is to educate sound individuals, healthy in both body and mind, with the strong will to implement their goals. Through the following academic activities, our objective is to make our school a dynamic and creative place. Accordingly, our motto is “Gizan: Aim High.”

1. Taking learning to the next level with inquiry-based learning programs
 - A focus on educational programs devised to boost knowledge through experience
2. Enhanced career education and guidance to achieve the desired career path
 - Setting up life plans with a view to the future, cultivating concrete skills
3. Projects to achieve a fuller school life
 - Helping students to develop initiative and confidence

One of the key themes for our Learning-by-Inquiry^{*1} class, which is applied throughout our school, is health-building. We encourage students to formulate a basis

for their thinking and take the lead in sharing their ideas with others on the subject of health, the purpose of which is to develop leadership skills. At the same time, students are taught to identify and solve health issues on their own.

*1 Learning-by-Inquiry is a term we use at Gizan High School to refer to class time for Integrated Studies.

III. Health-Building Systems

[1] Points to Consider in Creating School Health Plans (Education and Management)

Through a variety of educational projects implemented throughout the year, we develop plans incorporating the following points:

1. Encourage the ability to incorporate evidence-based thinking and decision-making abilities into day-to-day life
2. Make use of the Student Health Committee
3. Taking the long-term view including career training

Drawing on information obtained from students visiting the Health Center, we have identified current health issues such as use of pharmaceuticals, implementing cancer education, drug abuse training, etc., as well as use of PCs and smartphones, appropriate clothing, and communications, incorporating them as health education topics. The school implements collaborative initiatives on health education and class time for Integrated studies, as well as student guidance.

In addition, we assign priority to surveys on educational environment improvements as well as cultural festival planning via the Student Health Committee. The goal is to educate students capable of rational thinking as well as planning and decision-making.

Securing sufficient time for health education in the high school setting can be a challenge. To overcome this problem and achieve our goals, we utilize close-to-home issues and the day-to-day classroom environment as material for our initiatives. We work to engender a multiplier effect in our health-building initiatives, linking our school-wide health education and Learning-by-Inquiry class.

[2] Points to Consider in School Safety Plan (Education and Management)

With a view to boosting awareness of both safety and disaster prevention, our goal for students is to be able to think, plan, experience, and implement projects. During our Life-saving Trainings*², student disaster prevention leaders take the initiative.

In order to improve both the safety and comfort of our learning environment, we implement several sub-projects such as a once-a-month cleaning by all staff and students, appropriate use of air conditioners, and detailed safety inspections.

With regard to air conditioner use, we pay attention to such issues as weather conditions (both temperature and humidity), problems with small insects, etc., separate from user rules.

*2 Life-saving Training is a term Gifu Prefecture uses to refer to evacuation drills.

IV. Specific-purpose Initiatives: Student Council Projects and Class Time for Integrated Studies

[1] Initiatives to Boost Disaster Prevention: Life-saving Trainings

These drills are implemented three times annually. The second round is carried out primarily by student disaster prevention leaders from the student council. It takes one hour and involves the entire school.

FY2015: Understanding Disaster Prevention in Your Area of Residence

1. Using the Disaster Imagination Game (DIG) map students obtain an understanding of the differences between Gizan High School and neighboring high schools, as well as differences in natural disaster prediction due to topographical attributes
2. Students use their own smartphones to research disaster prevention planning in the area where they live
3. Students fill in the locations of fire extinguishers, fire extinguisher hoses, evacuation supply bags, and fire alarms on a diagram of the school building layout



FY2016: Think about Meals During Times of Disaster

1. Students break down into groups to develop menus for a full three days following a major disaster, giving presentations on the subject
2. Eat the emergency food supplies (hardtack) stored at the school



FY2017: Disaster Prevention/Disaster Impact Reduction Planning for Your Own Room

1. Students fill in the layout for their own rooms, including desks, beds, windows, etc.
2. Students are shown footage, taken coincidentally, of a room during the Great East Japan Earthquake of 2011,



[Life-saving Drills in progress]

which shows the degree of shaking, household furniture falling, glass breaking, etc.

3. An overview is provided of tools that prevent household furniture from toppling/
how furniture moves around a room during an earthquake
4. Create a room layout that carefully considers disaster prevention and disaster impact reduction
5. Students make a pledge to their peers on the date by which they will implement the layout they have devised

FY2018: Creating a Hazard Map Showing the Routes You Would Take to Walk Home in the Event of a Disaster

1. With the use of a projector, students are shown what city streets looked like after severe earthquakes in the past, as well as after flood damage
2. Students assemble according to which junior high school they attended, and select a student leader
3. Students consult each other and fill in the hazard map with safe routes home

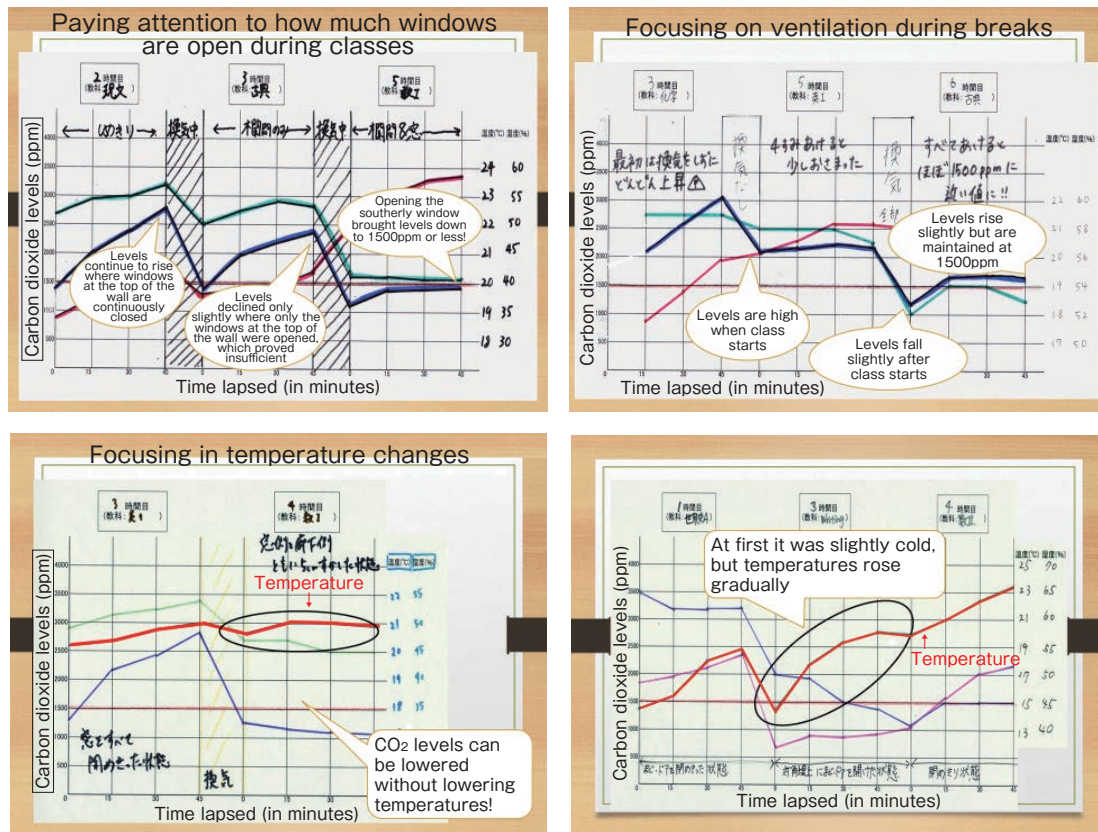
[2] Student Health Committee Projects

The Student Health Committee is composed of two students from each class for a total of 54 members for the school. The council implements daily classroom inspections, drinking water testing, and school clean-up, as well as topics the students decide upon themselves.

1. Surveying classroom air quality

As we come into the season where we need heaters, the students know that they need to be ventilating, but if one student opens the windows, some of the other students tend to be unhappy. By measuring carbon dioxide density and indoor temperatures over time, altering ventilation conditions as we go along, they discover the importance of maintaining the indoor environment with the specific goals of boosting learning efficiency and maintaining health. It is therefore a Student Health Committee project to encourage students to take an active approach to improving the learning environment.

Over the period of November-December every year since 2008, all first-year student classes and second year students wanting to participate first take the required measurements. The Student Health Committee then develops effective ventilation methodology under the supervision of the school pharmacist. These methods are then implemented. In addition, the Committee Chair compiles observations based on the measurements taken, sharing these with the entire school



[Results for of tests conducted in each class: student presentations]

through the Health Newsletter, grade level assemblies, etc.

The students noticed various things about the ventilation process, as follows: “Planning effective ventilation where students aren’t subjected to cold as much: using the windows at the top of the wall on the hallway side”; “Does opening the window really lower the temperature?: Changes in room temperature caused by ventilation”; “Ventilation methodology depending on the weather.” These issues are incorporated into the measuring process and updated every year.

In FY2018, environmental health standards pertaining to classroom temperatures were revised to 17–28 degrees Celsius. Because the use of school air conditioning units for heating is anticipated in the future, they also measured temperatures with the units in use.

2. School festival presentations

The students consult with each other about health topics they are interested in at the end of June, and decide on themes accordingly. All students participate in a project. Working in separate groups, they compile their results and present them at the school festival at the beginning of September.

FY2015: Together Considering What We Can Do as Individuals to Protect Our Lives

Students considered what they could do to protect life by learning about the

birth process, STDs, dating violence, the origins of their own names, or interviews with their parents and teachers, etc. In addition, they also worked with the Gifu University Peer Counseling Club on male-female relationships.



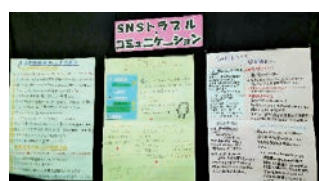
FY 2016: Learning about Infectious Disease Prevention from the 2016 Kumamoto Earthquake Scenario: Fighting an Unseen Enemy

Expressing doubts about why noroviruses were spread in shelters after the 2016 Kumamoto Earthquake, the students explored the causes and types of environments conducive to infectious disease outbreaks. They also devised day-to-day infection preventive strategies, holding experiments to observe bacteria growth after hand-washing and creating a device to check on effective hand-washing using black lights, etc.



FY2017: The Hidden Positives and Negatives of Smartphones

At present, as the use of smartphones and SNS have permeated our society, students have assessed the mental and physical impact of these trends on people and any issues they may cause, prompting them to review how they are used, considering appropriate ways of using them, and communications in general. The students researched individuals' reasons for using smartphones, SNS, etc., as well as means of communication, by age group, conducting school-wide questionnaires on smartphones and interviews with teachers, as well as self-checks on smartphone dependency.



Students at the Gifu University Peer Counseling Club set up a booth on communications via LINE. Visitors to the booth experienced an effective method of

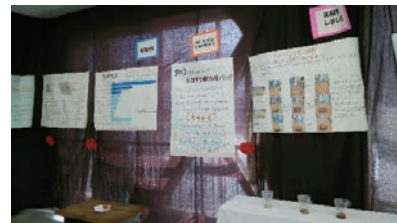
communication-involving concern for the other people
-while at the same time conveying one's message.

FY2018: Smoking Versus Non-Smoking



As the Tokyo Olympics comes closer, countries are considering various strategies to address the issue of cigarette smoking. Our students have wondered what is so bad about cigarette smoking and why, if tobacco products are bad for one's health, such products are still being sold. They have explored the dangers of cigarette smoking, researched anti-smoking strategies, and considered what they can do as individuals.

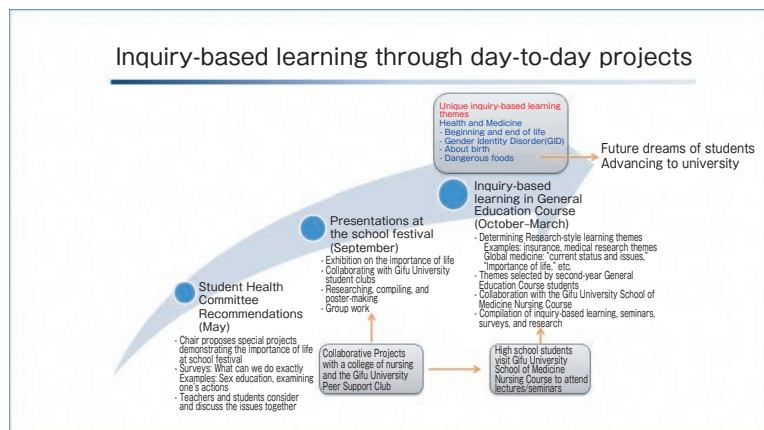
Looking back on last year's event to see what we could improve, we found that because there was not enough time to devote to preparation and analysis of questionnaires distributed at the school festival, instead we are incorporating more visuals such as photographs, diagrams, and experiments to bring up any latent issues.



[3] Bringing Inquiry-based Learning Project Solidly into Integrated Studies

Rooted in a general plan over the course of three years, a total of seventeen periods are assigned to Learning-by-Inquiry class for second year General Education Course students during the second half of the year. Through this program, students identify any issues and questions they may have regarding coursework, society in general, and day-to-day life. Groups of three to four students work together on research to find solutions to these problems.

Classes are divided into subjects such as language, social studies, literature, mathematics, the local community, science, health and medicine, future creation, and more and assigned their own "laboratories" where they carry



out their work once a week.

For this exercise, the students develop solutions to issues that interest them and come up with their own conclusions, which are presented at poster sessions in February. On the subject of health and medicine, the students collaborate with the Gifu University School of Medicine Nursing Course, through which they receive specialized guidance and advice including career counseling.



[Inquiry - based Learning Project presentations]

An example of the school's work with the Inquiry-based Learning Project is the school festival, which features the theme of "life." A system of blending such themes with our hallmark inquiry-based learning, as recommended to students, is illustrated in the diagram below.

Through the present time, the following themes have been determined in relation to Life-saving Drills, student committees, and health education class.

Learning about the Parent-child Relationship: Is our Parents' Thinking Really Different from Ours?

Gender Identity Disorder (GID): Do You Know about LGBT?

What Do We Do for Meals During a Disaster? Even the Guys Can Do This!

Cooking During a Disaster: Borrowing on the Knowledge of Our Ancestors

Breast Cancer: Angelina Jolie's Extreme Choice

The Correlation between Stomach Cancer and Cigarette Smoking

The Comfortable Classroom

Preventing Infection: Is the Method of Washing Hands, Gargling, and Wearing Masks the Most Effective way to Do It?

How Many Sports Drinks, Glasses of Juice Is Okay to Drink in a Day?

Communication That Effectively Conveys What We Want to Say

V. Achievements and Problems to Be Addressed

High school is a time during young peoples' development when they bring to make the shift away from dependence on adults. At this point, their behavior is more easily swayed by their friends.

Taking up health issues from amongst those experiences by students on a daily basis, they solve these issues, and incorporate this knowledge in daily lives. These learn-

ing initiatives are designed to be effective means of health-building through life.

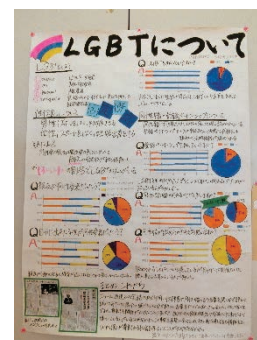
Subsequent to life-saving drills, surveys were conducted on preparing and inspecting supplies at home, strategies to prevent falling furniture, and knowledge of regional evacuation locations. Results indicated significant differences in awareness between Gizan High School and other schools in Gifu.

Studying actions taken in scenarios where students are not at the school can be helpful to boosting awareness of disaster prevention issues.

Subsequent to surveys on classroom air quality, when the rounds were made of the school grounds, the windows at the top of the wall and/or hallway windows were opened in the classrooms surveyed, an indication that the students and staff were now more aware of the need to ventilate. During an influenza outbreak, staff also made sure to thoroughly ventilate during grade-level meetings, such that they were then able to assist the students with ventilation projects. During the winter season (December-February), visits to the Health Center declined, and the rate of influenza infection was lower at Gizan High School compared to other high schools in Gifu Prefecture and Gifu City.

The Student Health Committee Chairs, who plan and run the school festival, select potential schools to attend where they can draw on the themes they have already worked on through the school's Inquiry-based Learning Project. For example the topic of food could lead to one becoming a nutritionist, the topic of life to work as a midwife, and communications to a teaching job. Themes are taken deeper with this in mind.

Linking our learning-by-inquiry program to career choice is a process still under development. As we proceed with creating a theoretical framework, Inquiry-based Learning is incorporated into how the subject of health-building is perceived and approached, ideally sparking the interest of students. Students are encouraged to acquire problem-solving skills by applying their knowledge of health building, specifically health and safety, together with knowledge gained from other subjects, and further to apply these skills to broader society and post-graduation life. To achieve this, teachers must continue to pose questions to pique the interest of students and prompt them to solve issues. In this way the school continues to develop learning-by-inquiry methodology.



[Posters used in presentations]

Health Guidance Based on Systematic Coordination, Efforts to Cultivate Children Who Can Practice Healthy, Enjoyable Eating Habits

—The Importance of Staged, Systematic Educational Activities—

● Fukuoka Prefectural Ogori Special Support School ●

I. Introduction to Ogori Special Support School

The school is located in Ogori City, in west central Fukuoka Prefecture. It is a prefectural special support school for elementary, junior high, and high school students whose primary disability is cognitive. The school opened in 1979 with elementary and junior high school curricula. The high school curriculum was added in 1983, and the school celebrated its 40th anniversary during FY2018.



Today there are 44 elementary, 42 junior high, and 117 high school students, for a total of 203 registered school children. The student body is highly diverse, with some school children having multiple disabilities, such as autism and developmental disabilities; in some cases, these disabilities are severe. From an overall perspective, disabilities are increasingly multiple and diverse. Since the number of school children is expected to grow, an accurate grasp of individual schoolchild needs, matched by appropriate guidance and support, will be essential.

II. School Management Policy and Health Promotion

In accordance with its school educational goal, “Independence, Fraternity, and Hope,” the school’s pedagogical goal is to cultivate school children with the potential and resilience (Hope) that will allow them to maximize their future self-reliance (Independence) and participation in society (Fraternity). It strives to maximize schoolchild potential through correct understanding of, and loving support for, individual schoolchild needs, in an environment suited to their disabilities, developmental stage, and special characteristics.

The school has also developed an educational methodology for school children, which it terms the *Kitahome* (Strengthen and Praise) Fukuoka Method, to expand the

children's range of possibilities by considering their situation and educational needs. The school endeavors to cultivate temperaments and attitudes that provide strength for independent growth. It also prioritizes efforts to boost the effectiveness of each grade and school (elementary, junior high, and high school) association, school managers association, administrative subcommittees, and other committees and organizations; strengthen information sharing and coordination; and reinforce the promotion of collaborative structures that leverage the individual strengths of instructors and administrators.

In particular, the school's approach to health development involves health guidance based on systematic coordination among each school, the Student Health Committee, the nursing teacher (*yogo* teacher), the school dentist, and others, as well as food guidance based on staged, systematic learning activities. Through these efforts, the school aims to cultivate the basic capacities necessary for living with health safety and vitality.

III . Health-Building Systems

School health and food administration are handled by the School Health Department and the School Lunch and Food Allergy Management Committee, school safety by the Student Guidance Department, and food guidance by the Food Guidance Committee. The heads of these organizations coordinate closely in fulfilling their responsibilities with respect to guidance content and guidance plan preparation.

Each responsible individual draws up an overall guidance plan before gathering with those involved to discuss further. After review by the Steering Committee, the plan is promulgated to all instructors and administrators, and health development is implemented through overall educational activities.

[1] Points to Consider in Creating School Health Plans (Education and Management)

The school undertakes to guarantee a healthy school life for its school children, and maintain and enhance their health. In addition, through health management, the school works to cultivate school children who are healthy in mind and body, and provide extensive health education and guidance suited to the mental and physical health of individual school children. To this end, the formulation of school health plans incorporates advice from multiple individuals including the school doctor, dentist, and pharmacist. In addition to the health plan, the school also prepares a school infirmary management plan, and a sexuality guidance plan, among others.

[2] Specific Methods to Facilitate Health Plan Implementation

Health guidance, which formerly centered on guidance by homeroom teachers, and individual guidance provided by the nursing teacher and others, is carried out systematically based on coordination between each school, the Student Health Committee, the nursing teacher, the school dentist, and others. The result is extensive health guidance. In addition, education relating to cigarette smoking, alcohol intake, and drug abuse prevention is carried out through coordination between the Student Guidance Department, the PTA, and related organizations and individuals.



[Smoking prevention education]



[Drug abuse prevention education]

[3] Points to Consider in School Safety Plan (Education and Management)

A school safety plan is prepared jointly by the Student Guidance and School Health departments. The school works to create an environment where school children can learn with peace of mind and safely; prepares an emergency manual for use in the event of danger on campus; and works to bolster the school's safety structure through coordination with external entities.

[4] Specific Methods to Facilitate Safety Plan Implementation

Safety guidance includes earthquake and fire evacuation drills for school children, traffic safety classes, crime prevention classes, guidance for school children commuting unaccompanied to school, and education in how to use mobile phones and handle problems, all in coordination with such external entities as the fire department, police, and the prefectural consumer service center. In addition, administrators receive training, carried out in coordination with related organizations, that includes general regular lifesaving and simulated emergency situations (e.g., swimming pool emergencies) involving injured school children, and promote school safety planning. Furthermore, since approximately 70% of school children commute using the school bus, school teachers work to enhance safe bus operation through their presence during the commute to and from school, allowing them to provide direct guidance to school children.



[Earthquake and fire evacuation drills]



[Traffic safety class (elementary school students)]



[Regular lifesaving lecture for administrators]

[5] Points Considered in Formulating Food Guidance Plans (Education and Management)

The School Lunch and Food Allergy Management Committee formulate policies and plans relating to food safety management, including food allergy management. The committee works to improve and manage a system that is capable of administering hygiene and safety for school meal preparation overall, while also capable of dealing with individual cases with common understanding. Food-related guidance plans for all three academic levels are formulated by the Food Guidance Committee, which ensures that the plans will be staged and systematic. The nutrition teacher serves on both committees and provides information, planning, and coordination.

[6] Specific Means to Facilitate Food Guidance Plan Implementation

In coordination with the Student Guidance Department and as part of the school's disaster prevention education, school children experience a school lunch consisting of emergency food supplies. To enhance the effectiveness of this experience, the meal takes place on the day of the evacuation drill. School children receive pre-meal guidance as well as guidance through the school PA system during the lunch. In addition, as an opportunity for school children to participate in meal planning in accordance with their level of development, school children in each class can, on a planned basis, make school lunch requests and have meals prepared from ingredients grown on campus. To review the safety of individual meals and ensure safe management of food allergies, the committee carries out systematic reviews and holds menu planning meetings, and undertakes to reach shared understanding on the part of administrators involved. Furthermore, the committee's schoolchild safety management activities include the creation of an emergency manual covering the management of individual schoolchild food allergies, and simulation of emergency food allergy management.

IV. Characteristic Health Development Efforts

[1] School Health-related Guidance Efforts

1. Coordination with schools and classes (health guidance by nursing teacher)

During the September school meetings, the elementary school carried out health guidance using a flannel-graph, held in coordination with staff in charge of the school meeting, on managing one's physical condition prior to athletic meet. The guidance took place at the beginning of the athletic training season, and the school children paid close attention.



During the September and November school meetings, the junior high school held presentations by members of the School Health Board, in coordination with staff in charge of each school meeting. The theme for September was heatstroke prevention, while the theme for November was dental care guidance. With respect to education relating to cigarette smoking, alcohol intake, and drug abuse prevention, the school undertook to carry out coordinated guidance starting with FY2014, with first-year students receiving education relating to alcohol intake and second-year students receiving education related to cigarette smoking. During FY2015, third-year students took up the subject of drugs, while starting with FY2016, the school initiated steps to create a health guidance structure for all three years of junior high school. During FY2017, in coordination with the Student Guidance Department, the school carried out a review with the goal of systematic guidance.

Every year, the high school conducts drug abuse prevention education with an external lecturer, under the auspices of the Student Guidance Committee. Based on the education given in junior high school, in coordination with the nursing teacher, the high school provided systematic guidance, keeping the following points in mind: first, efforts by the junior high school, and the teaching materials used, were profiled at staff and school meetings; and second, guidance provided by the nursing teacher was reviewed by the school and adjusted in terms of schedule and other aspects.

2. Coordination with school dentist and dental hygienist

Dental and oral health guidance was formerly provided in each school and

class, however, from FY2014, the school has been working in coordination with the school dentist and dental hygienist to provide specialized and consistent dental care guidance from elementary to high school. In addition, the nursing teacher and dental hygienist have been reviewing guidance content and audiovisual materials in terms of the actual condition of school children, and are carrying out guidance by team teaching. Furthermore, since many high school students were found to have dental calculus during their regular health checkup, in FY2017 school children began receiving guidance for prevention of periodontal disease. The school children enjoyed receiving guidance from the dental hygienist, and listened with interest.



3. Creation and sharing of instructional and other materials

Materials such as displays, audiovisual materials, and quiz- and self-check-type posted materials stimulate schoolchild interest and attention. In addition, teaching materials are presented and displayed at administrative meetings and elsewhere, areas have been set aside for their display, and PowerPoint teaching materials are saved in files for sharing.



4. Student council activities

Posters prepared by the Student Health Committee with monthly health goals are displayed outside the school health room, and were announced by school children at school assemblies, along with a talk by the nursing teacher.

5. Coordination with households and the community

Each school takes the opportunity—in its communications and correspondence notebooks, on the notice board outside the school health room, on the school website, and so forth—to disseminate and share information with households concerning the status of its systematic health guidance activities, as well as to share images of school children. In addition, the school holds health education-related discussions with advisory committees composed of school advisory councilors and related persons, and the School Safety Council, and has deepened such coordination to address the challenges it faces.

6. School Health Board activities

The School Health Board was formed to drive health education, and gathers

specialist guidance and advice to improve such education for the next fiscal year.

[2] Food Guidance Efforts

Staged, systematic guidance utilizing buffet-style school lunch

The school regards buffet-style lunch during off-campus events, including training camps and excursions, as important opportunities to accumulate social experience. It also regards the preparatory learning for such meals as an opportunity for food education that can be engaged in with enthusiasm and effectiveness, and plans experiential learning implemented using the following schemes.

1. Staged, systematic goal setting

Uniform “Aims for Buffet-style School Lunch” for all schools were formulated. Specific goals are selected from this list based on the goals and situation of the event planned. The aim is to establish behaviors through uniform guidance content and language use by all guidance providers and schools.

2. Instructional material and teaching tool design

- Teaching materials and tools are shared across schools, including simulated buffet and other teaching materials crafted by Art Department instructors.



- Incorporating color matching encourages experiential grasp of food functions through repeated, developmental stage-appropriate appeal to the visual sense. Adoption of red, yellow, and green color-keyed learning materials, tablecloths, etc. supports schoolchild activity.



- Menu composition is determined through discussion by those involved to ensure that it is appropriate for learning goals and developmental stages.

Implementation case study:

Staged guidance for off-campus events, buffet-style school lunch, etc.

Since the first year of high school is the initial year of three years of food education with a view toward independence after graduation, learning was deepened in stages through the use of training camps and buffet-style school lunch. The homeroom teacher and nutrition teacher discussed and drew up a plan, prepared teaching materials and held classes based on efficient division of roles. The aim was for these efforts to become established as annual customary efforts.

Stage 1 : Training camp preparatory learning

Manner learning using simulated buffet; commence learning about the three functions of food

Stage 2 : Food guidance at overnight accommodations, record-keeping

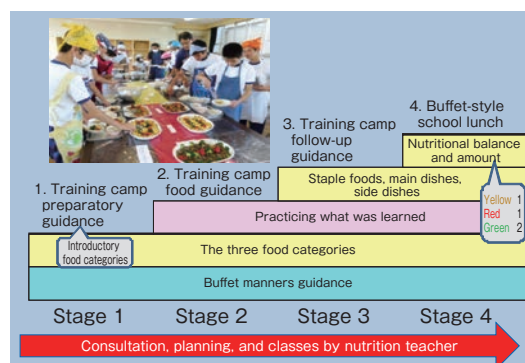
Practice actual food selection at overnight accommodations

Stage 3 : Menu creation based on post-training camp guidance

Self-evaluation of foods chosen at training camp. Learn about the basic meal format (soup and three other dishes)→Create school meal request menu

Stage 4 : Conclude with buffet-style school meal

Follow-up learning → Nutritional balance and portion size learning
Learning practice at buffet-style school lunch



[Staged food guidance (first-year high school students)]



V. Summary of Efforts

[1] School Health-related Guidance Efforts

Health guidance is carried out through coordination between the nursing teacher, schools, homeroom teachers, the school dentist, and the dental hygienist. This enhances administrator enthusiasm for and attention to health guidance, and facilitates allocation of time to such guidance. As a result, coordination with related committee representatives has been deepened, leading to increased activities to raise awareness of monthly health goals. In addition, first steps were taken toward a

structure for drug abuse prevention guidance in junior high school, facilitating linkage to such guidance at the high school level.

[2] Food Guidance Efforts

Administrator knowledge and attention regarding food education has increased, with each administrator having more opportunities for food education efforts in the context of their positions. Moreover, displays of food education materials and data-sharing efforts have become established, and an environment created that encourages continuation of systematic, cross-school food education.

With respect to coordination with households and the community, the school coordinates with the PTA to plan school lunch sampling events, and by holding them in conjunction with PTA food education promotion activities (cooking classes), interest in sampling events for guardians has increased rapidly, leading to greater attention to food education on the part of guardians.

Disaster reduction initiatives to accomplish today to ensure future dreams come true

—Creating a safe-and-secure learning environment for children through collaboration between school, home, and the local community—

- Ibaraki Prefectural Katsuta Special Support School ●

I . Introduction to Ibaraki Prefectural Katsuta Special Support School

The Ibaraki Prefectural Katsuta Special Support School was opened in 1979, when special needs education became mandatory. This year marks the school's 40th anniversary as a special needs school for people with intellectual disabilities. Students commute to the school from the two municipalities of Hitachinaka City and Tokai Village.



The school has a total of 215 students: 84 elementary school students, 58 junior high school students, 54 high school students, and 19 students on the home education program (as of May 1, 2018).

Approximately 70% of the students at the school have an overseeing physician at a medical institution, for disabilities and illnesses such as autistic spectrum disorder, chromosomal abnormalities like Down syndrome, epilepsy, heart disease, etc. In addition, about 50% of the students take medication to treat their disabilities and/or illnesses.

The objective of the goal of school education at Katsuta is for each student to be able to manifest their talents, make their dreams come true, and simply be able to live with a smile. To achieve this, teachers must comprehend the circumstances of our times, and schools, families, and communities work together to provide guidance tailored to each student. The goal for the students is independent living and participation in society. The focus is career training, interaction with others, and collaborative learning.

II . School Management Policy and Health Promotion

Our Pledge: “We offer safety and security and work to make our students happy”
All operations at our school are related to our pledge.

The school's primary responsibility is to make the school lives of the students attending our school fuller and more fun in the mornings, and to send them home happy. To ensure that this cycle is carried out smoothly on a daily basis and that this regularity of life is properly maintained, the school implements the following organizational initiatives on all aspects of student life. The goal is a safe-and-secure school environment.

1. All educational activities are reviewed and revised from the perspective of securing the children's health and safety.
2. Because health and safety are indispensable, facilities and equipment are inspected on a daily basis and repaired as needed.
3. Encourage students to learn to protect and maintain their own health in a practical way.
4. Implement strategies to secure the health and safety of the students, collaborating with the community and with the families (e.g., going to sleep and waking up early, eating breakfast, exercising, etc.).

Health-Building Systems

[1] Implementation Systems for Allocation of Duties and Committees

Pertaining to school health and school safety, the school health supervisor oversees the Health and Safety Council, composed of coordinators in charge of health guidance, disaster reduction and safety, food education guidance, and environmental beautification. Coordinators assigned to the elementary school, junior high school, and high school levels meet at coordinator meetings to discuss the issues, which are then presented by the school health supervisor and considered at steering committee meetings.

In addition, the following committees oversee health and safety: the School Health Committee (boosts health management and health education for children, accommodating basic school meal programs, food allergies, etc.), the Medical Care and Safety Committee (ensures student health maintenance and safety/smooth operations during emergencies including medical care such as phlegm removal, treatment for epileptic seizures, etc.), the School Education Assistance Committee (considers reorganizing classes, shares information on new students and students transferring in or out of the school, develops systems of specific guidance on disabilities, illnesses, etc.), and the School Disaster Reduction Liaison Council (assigns top priority to protecting the lives of the students, prepares the school environment for any

instance of disaster).

[2] School Health Committee Initiatives

Until the present, health and safety initiatives and reports on health exams results compiled into reports were the primary focus. Attendance by parents/guardians was limited to PTA executives, but with a focus on student health issues, rules were revised such that all parents/guardians are permitted to attend School Health Committee meetings. Regarding health issues such as those pertaining to health exam results and health observation sessions, as well as school meals, questionnaires are distributed to parents/guardians to assess conditions at home. School doctors and other specialists give lectures on the resolution of health issues. Committee meetings are announced to residents' associations and residents invited to attend, representing an opportunity for schools, families, and the local community to together consider the health of the children.



[First School Health Committee established 2019]



[Second School Health Committee established 2019]

[3] Crisis management system initiatives

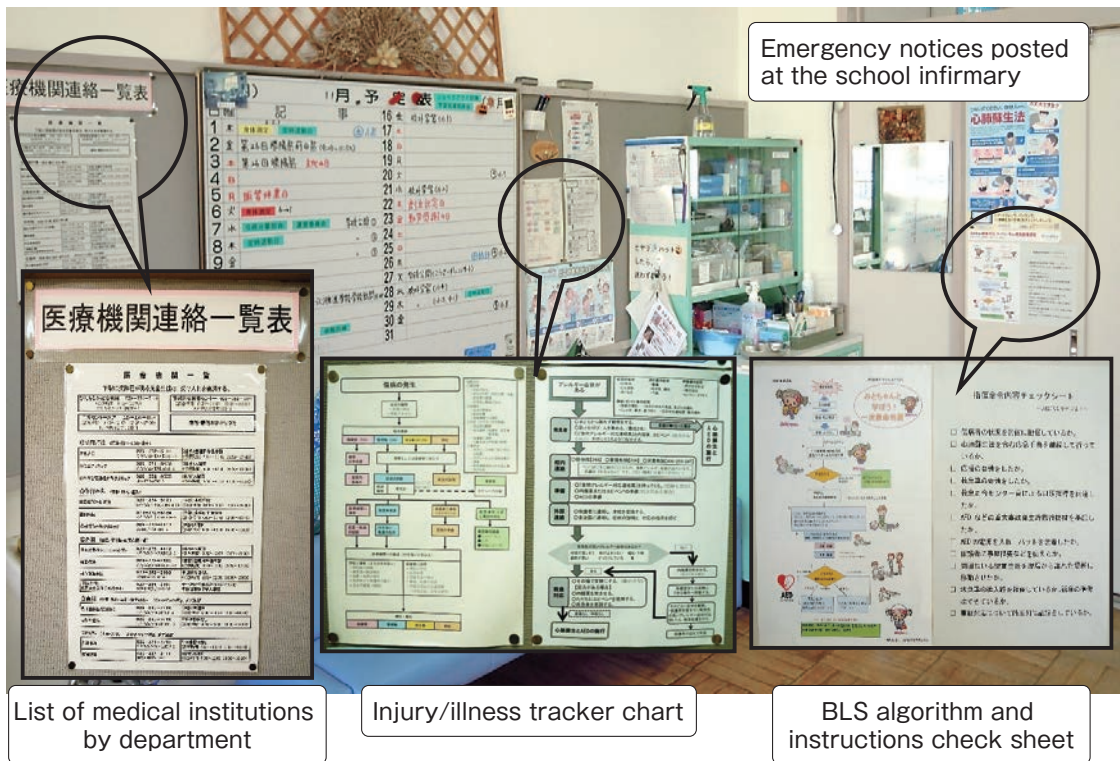
The school principal writes a column referencing materials such as past court cases pertaining to school accidents, communications from government agencies, etc., which is distributed to all teaching staff. The school's crisis management system is shaped in light of various projected scenarios based on the approach described in the school principal's column.

1. System to address problems with student illness or injury

From the school principal's column entitled "Safety Obligations by teachers"

Post-incident steps: Assess incident circumstances and determine whether appropriate measures are being taken to address any issues

Communication systems capable of emergency measures, such as posting lists at hospitals and other medical institutions, are useful for not only information-sharing but also for raising awareness amongst teachers and staff of potential problems.

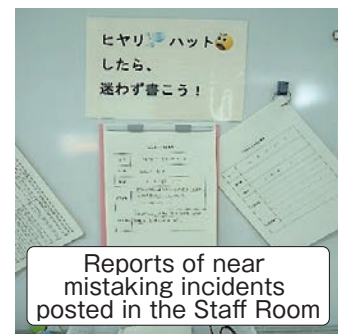


2. Reports of near mistaking incidents

From the school principal's column entitled "Protecting Children from Accidents and Incidents of Disaster"
 Lessons to be learned from accidents, compilations of case study examples of near mistaking incidents

To prevent major accidents before they happen, it is critical not to overlook any near mistaking incidents that we find in day-to-day life at the school, to compile case studies, and to share this information between all teaching staff.

It is the responsibility of the school to do the utmost to prevent reoccurrence by repeating both the truth of accident occurrence and the invaluable lessons gleaned from such accidents.



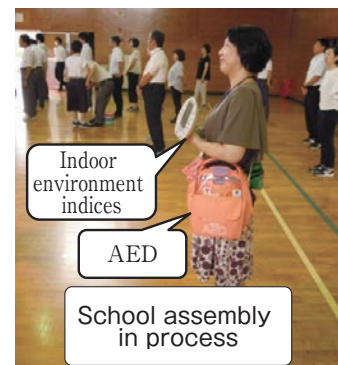
Reports of near mistaking incidents posted in the Staff Room

3. Preventing heat stroke

From the school principal's column entitled "Preventing Indoor Heat Stroke"
 Damage suits filed for instances of heat stroke in the gymnasium during junior high school level club activities

In light of the fact that heat stroke can lead to death in serious cases, the school is obligated to take steps to prevent heat stroke as one component of safety measures.

Strategies involving installation of thermometers and Wet Bulb Globe Temperature (WBGT) in gymnasiums, classrooms, etc., are the minimum obligations that the school should take.



IV. Special Initiatives

Seven years have now passed since the Great East Japan Earthquake, since which time the school structure has been improved yearly in various ways, including evacuation training in preparation for earthquakes, purchase of emergency supplies in anticipation of times when students may have to wait at school if they cannot return to their homes, and emergency pick-up trainings. The school is engaged in various disaster reduction education programs as well as a review of disaster reduction systems in light of the range of disasters that have taken place in Ibaraki Prefecture, including the JCO nuclear criticality accident at Tokai Village, tornadoes in Tsukuba City, flooding caused by torrential downpours in Joso City, etc.

[1] Evacuation trainings

1. Annual evacuation training plans

The school holds one type of evacuation training each month so that students can calmly evacuate in the event of a sudden change in circumstances. Through repetition of these trainings, the students are trained to take the initiative in their own evacuation.

April	May	June	July	August	September	October	November	December	January	February	March
Large-scale earthquake	Trying emergency food kits Emergency pick-up training (school wide)	Torrential downpour/thunder	Ballistic missiles		Suspicious persons	Tornadoes	Nuclear power	Fires	ShakeOut Trainings based on earthquake early warning reports	ShakeOut Trainings based on earthquake early warning reports	

[Evacuation Training Yearly Plan]

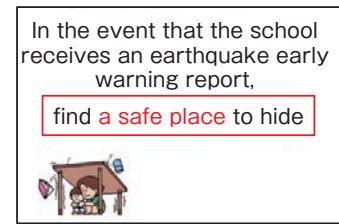
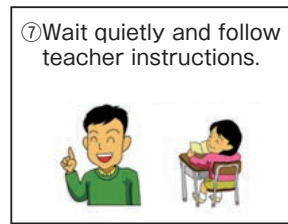
2. Hands-on evacuation trainings

Guidance (perspective) on evacuation training was organized in order to implement disaster prevention training in accordance with the circumstances and attributes of the individual children.

Students follow positive affirmations such as “Let’s walk,” “Let’s wait quietly,” etc., instead of negative language such as “Don’t run,” and “Don’t talk.”

Because there are many types of evacuation training, preparatory sessions are held prior to the training so that students can better understand what is happening, including the use of slideshows. After the training, worksheets and other materials are used to help students learn about evacuating during a disaster, etc.

A. Preparatory sessions: Slideshows to teach students about evacuation training



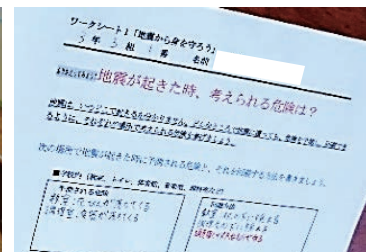
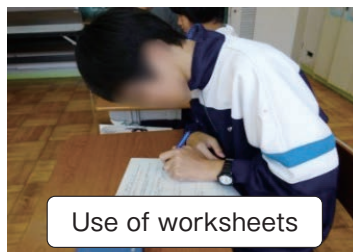
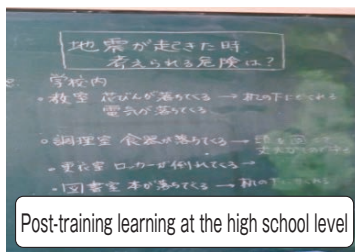
B. Taking steps to protect yourself: ShakeOut trainings and helmet wearing



C. Experiential learning: trying out emergency food kits



D. Post-training learning: Reviewing worksheets



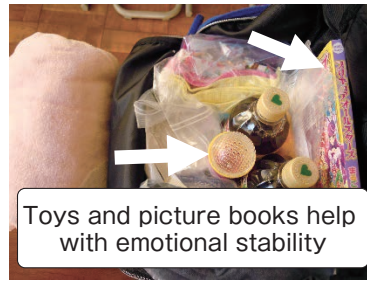
[2] Improving disaster reduction initiatives

1. Disaster reduction systems in collaboration with parents/guardians

The school's students commute from the entire area of one city and one village, there is a strong possibility that the students will have difficulties returning to their individual homes. To help solve this problem, each of the students' families has been contacted to prepare emergency supply kits for each student, which are kept in a special warehouse for disaster prevention purposes. Further, disaster reduction initiatives conducted by the PTA, often with the collaboration of fire departments, resident associations, etc., are designed to help raise awareness amongst both parents and students. Specific examples include cooking rice in a vinyl bag, learning how to use water fire extinguishers, etc.



Emergency supply kits in storage



Toys and picture books help with emotional stability



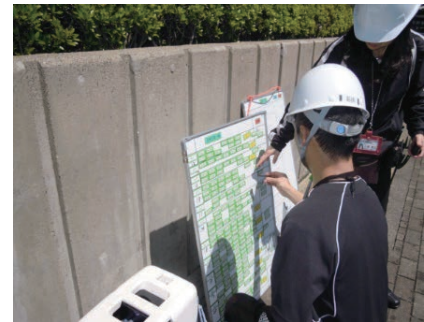
PTA disaster reduction activities

2. Using the Attendance Chart to track number of students accounted for

Daily attendance for all students is recorded each morning on the Health Observation Chart located in the school infirmary, and magnets with the students' names on them are placed on the Attendance Chart in the Staff Room.



[Staff Room Attendance Chart]



[Ascertain number of students attending evacuation trainings]

The Attendance Chart is taken out of the Staff room in the event of evacuation so that staff can track the number of students after evacuating, and identify any students who were at the school at the time of the disaster.

There is also a check sheet for teachers and staff.

[3] Boosting collaborative disaster reduction systems working with the community

1. Resident association chairpersons observe emergency pick-up trainings

Due to the fact that the homes of our students are scattered over two municipalities (one city and one village), most parents/guardians will come to school to pick up their children in the event of a disaster. Resident association chairpersons observe the trainings so that they can assess the status of transport around the school and collaborate during a disaster.



[Observation by Resident Association Chairpersons]

2. Participating in First-Aid Workshops

Resident association members are invited to attend first-aid workshops held annually for teaching staff. Through this and other initiatives, a relationship be-

tween the school and the local community is established in order to facilitate a system of mutual help, such as to assist sick or injured students on their way to and from school, to establish first-step emergency measures in the event of a disaster, etc.

3. School Disaster Reduction Liaison Council

To boost the school's disaster reduction abilities, representatives from the school, the local area, families, and local municipalities come together in one place on multiple occasions to observe evacuation training and ascertain how to help injured individuals, confirmation of students, etc. Because the school is an evacuation site designated by the city, the Council gives guidance and advice on disaster response manuals developed by the school, and conducts inspections of evacuation site set-up drills at the school



[First aid workshops with people in the community]



[Observing evacuation site set-up drills]

V. Achievements and Problems to Be Addressed

[1] Standardizing helmet wearing during evacuation

Some students attending special needs education schools tend to strongly resist wearing helmets. To solve this problem, students are trained to protect their heads by first wearing a special hood for use during disasters made of paper such as newspapers (made to look like a samurai helmet), or the red and white hats work in physical education classes. Students are also trained to become accustomed to wearing helmets during other school activities such as riding a bicycle. Through the ongoing implementation of these initiatives, the students are now able to calmly evacuate and wait for instructions wearing their helmets.

[2] For our future 30 and 50 years from now

The school's teachers and staff have learned a great deal from the experience of the Great East Japan Earthquake, but as more and more time passes since the occurrence of any disaster, different people display different levels of awareness. Precisely because we have experienced large-scale disaster first hand, it is up to us to continue with disaster reduction training and to build disaster reduction systems for the future of the children—and for the children of the future.