



## Bullying: A Serious Human Rights Violation

Principal Yoji Hatano

It is the final month of the first year of the Reiwa Era. Whether it is the Reiwa Era, or any other age or era, one thing remains as the most important thing people must protect: human rights. December 10<sup>th</sup> is Human Rights Day. It is a day to commemorate the Universal Declaration of Human Rights by the United Nations on December 10<sup>th</sup> 1948. Japan has established a Human Rights Week to end on Human Rights Day (Dec. 4<sup>th</sup> to 10<sup>th</sup>). At Higashimachi as well, Human Rights Week is observed from December 4<sup>th</sup> (Wed) to the 10<sup>th</sup> (Tues).

Human rights problems in the world affect women, children, the elderly, the disabled, social outcasts, the Ainu people, foreigners, victims of HIV and leprosy, victims of crimes and their families, and include internet human rights violations, abductions by North Korea, problems that occur from natural disasters, harassment, gender identity disorder, homelessness, and much more.

Last summer, a university professor wrote a particular article in a newspaper about the following. In order for readers to understand the main point of the article, the professor presented a specific example and revealed the theory related to it. Although it was something unrelated to the main point of the article, there was an unfortunate mistake in the theory in his example. A man noticed the mistake and uploaded a picture of the article online as proof that a mathematical mistake had been published. After that, other people caught on to the story and soon he was ridiculed online for his mistake, his profile picture, and his personal history. This is online bullying. Of course it is not good for a newspaper to publish a mistake. However, it is no better to use that as a reason to put someone's private life into the open and subject them to such slander.

The same can be said about bullying. Laws concerning the prevention of bullying established in September of 2013 and MEXT's plan for bully prevention adopted October of the same year establish that judgement on whether certain behavior constitutes bullying is not to be based formally or superficially, but on the perspective of the child being bullied. Sometimes, when talking about bullying, some tend to put fault on the victim or circumstances. However, this is a grave mistake. Just like in the example above, no matter what happens, no matter what mistake was made, bullying is unacceptable, because bullying is a violation of human rights.

Children learn and grow through conflict with each other. However, bullying in these times is behavior that violates children's rights by obstructing the development that should occur through natural conflict. During Human Rights Week, I hope everyone scorns bullying as a major violation of human rights.

### References:

Ministry of Justice: Human Rights Bureau 『「いじめ」させない 見逃さない』 ( *"Ijime" Sasenai Minogasan"* )

## December

Date	Day	Event	After-school
1	S		
2	M	Substitute holiday	
3	Tu	Safety lesson	3 - 6
4	W	Human Rights Week begins, 4 periods	x
5	Th		3 - 6
6	F		4 - 6
7	Sa		
8	Su		
9	M	Committee, <i>Kodomo Summit</i> (G6 student representatives)	5 - 6
10	Tu	Human Rights Week ends, Emerg. evac. drill, Red Cross donations begin	3 - 6
11	W	Tax lessons (G6)	x
12	Th	PE Assembly (lower grades), Red Cross donations end	3 - 6
13	F	PE Assembly (upper grades)	4 - 6
14	Sa		
15	Su		
16	M	Club, Music appreciation (G5)	4 - 6
17	Tu	Student assembly	3 - 6
18	W	Jump rope competition	x
19	Th	Music assembly	3 - 6
20	F		4 - 6
21	Sa	Saturday school, <i>Mochitsuki Taikai</i> , Japanese Culture	x
22	Su		
23	M	Club	4 - 6
24	Tu	School lunch ends	3 - 6
25	W	Closing ceremony, 4 periods	x
26	Th	Winter holiday begins	
27	F		
28	Sa		
29	S		
30	M		
31	Tu		

## Notices

### December's Emergency Evacuation Drill Dec. 10<sup>th</sup>

The children will practice responding to an early earthquake warning.

We encourage families to discuss at home what to do when your child is alone and an earthquake warning is announced.

### Human Rights Day Wed, Dec. 4<sup>th</sup>

The lunch will be Korean bibimbap.

### Human Rights Week Dec. 4<sup>th</sup> - 10<sup>th</sup>

We must protect our own individual human rights as well as the rights of others. It is a week to reflect on the words we use everyday.

### December's Open Schoolyard

7<sup>th</sup> Saturday 10:00 - 12:00

13:00 - 16:00

14<sup>th</sup> Saturday 10:00 - 12:00

21<sup>st</sup> Saturday 13:00 - 16:00

### School Closing Dec. 28<sup>th</sup> - Jan 3<sup>rd</sup> 2020

Winter break is from December 26<sup>th</sup> to January 7<sup>th</sup>, 2020. The school will be closed from December 28<sup>th</sup> to January 5<sup>th</sup>, 2020. Please note that during that time, the faculty will not be at school.

Educational Counseling  
Motoki Takahashi  
Educational Counselor

### December's Goal

#### "Let's Clean the School!"

Another year is already coming to a close. Let's clean up our school and classrooms by cleaning our desks and lockers and then welcome a new year.

## After the Hakone Trip

6-1 Kenji Kurihara  
6-2 Hiroshi Kurokawa

Grade 6 went on their Hakone Trip from October 29<sup>th</sup> to November 1<sup>st</sup>. We were worried about the effect of the record amount of rain from Typhoon Hagibis, but they were able to travel safely without altering their schedules.

One difference from their Hakone Summer Trip in 5<sup>th</sup> grade is the emphasis on learning, and before leaving for the trip the children researched and learned about Hakone. One characteristic of the Hakone Trip are the study course groups. Students chose one course out of four and participate in studies and experiences. In all the courses, the students were able to see and hear firsthand the things they researched before and deepen their understanding.

The students spent the 4 days in groups, paying attention to what they should be doing and how to help each other. As they helped each other with preparing and cleaning up after their meals and being ready 5 minutes early, we could see the children had grown up on this trip.

On this trip, the students were able to think about others, follow the rules, and experience living together. We hope the children will make use of the things these lessons at school as well.

After this Hakone Trip, we hope to bring the progress and maturity they learned over to Higashimachi.



Group A  
Odawara Castle - Paper lantern making

They learned that traditional lantern-making is very complicated and requires great skill.



Group B  
Dried fish making→Odawara Castle→  
Hakone Town History Museum

Dried fish is all quickly cut by hand!  
Their hand-made dried fish was so tasty!"



Group C  
Chikuwa/Kamaboko-making→Museum  
of Natural History

They were surprised to hear that it takes 30 years to become a professional. And, making kamaboko was harder than they thought.



Group D  
Sengokuhara→Little Prince Museum→  
Glass Forest

At the Little Prince Museum, they learned about the Antoine de Saint-Exupery, and at the Glass Forest they experience Italian atmosphere.

## Taking On the Jump Rope

Hiroshi Kurokawa  
Head of Physical Education

At school, we can see the students trying their jump rope skills by either helping their friends count how many jumps they do on the short rope or jumping the long jump rope with their class and shouting along.

At the PE Assembly in October, the grade 6 students modeled different jumping styles. When they began the forward jump with both feet together and the backward jump, and the other students saw the extremely difficult *hayabusa* jump their motivation to take on jump rope was heightened.

In November's PE Assembly, the students tried the long jump rope as a class. It was a good chance for them to try as a class and decide what their goal should be.

As they practice to achieve their personal goals in the short jump and set a new class record in the long jump rope, their ability to overcome obstacles will also improve. They can also look forward to deepening their bonds with friends and strengthening the solidarity among their classmates. Individual growth and growth as a group are the spirit of jump rope.

As the take on the jump rope competition, the whole school will be riled up and the children will grow stronger. Parents and guardians are invited to watch as well. Please refer to the class newsletter for details.

### Changes in Individual Jump Rope Styles

The individual jump portion of the jump rope competition will change from the 3 levels of hop, step, and jump to 5 levels. This is to allow students to focus on different styles of jumping, like more backwards jumping, instead focusing only endurance.

Lv. 1: basic jump (jump with both feet per swing) (forward) 1 min.

Lv. 2: basic jump (backwards) 1 min.

Lv. 3: basic jump→right foot jump→left foot jump→alternate step jump→basic jump→cross jump→criss-cross jump (forwards) 1 min.

Lv. 4: basic jump→right foot jump→left foot jump→alternate step jump→basic jump→cross jump→criss-cross jump (backwards) 1 min.

Lv. 5: basic jump→cross jump→criss-cross jump→basic→double-under (forward) 10 times each 3 min.

## Tension and Release

Keiichi Hatanaka  
Music Instructor

The other day, I came across an article mentioning the words of the late *rakugo* storyteller, Shijaku Katsura II, who said, "Comedy consists of tension and relief. People are happy when they break away from tension and feel relief. Laughing is a part of that relief." I have also seen Sanma Akashiya and Hitoshi Matsumoto say the same thing on television. This could be said about all aspects of expression. Even in music, "tension and relief" is one of the most important components. Like, stress or harmony, there are many different places where it can be used, but you cannot make music that is only stress or only relief. Forte (meaning "strong") is paired with piano (meaning "soft") to liven the music, so when a discord is played in the middle of a soft melody it creates tension and the song can progress effectively. Composers pay careful attention to that balance when they compose songs, and performers too play along with the variations when performing the song. In short: balance is key.

When I teach a song and composition, I make the children think really hard about how to express that "tension and relief." I use the word "*meri-hari*" when teaching the students about this concept, but, when playing music, it is very important for children to distinguish the parts with tension and the parts with release and to express them intently.

I believe the same thing can be said about our daily lives. When we tell the children, "There's a time to learn and a time to play," we are telling them that they have an ON/OFF switch in them. It's good to put all of your effort into whatever you do, but there are many cases of people working too hard and burning themselves out. It is important to stay focused as well adequately rest your body and mind. I wish to teach the students to relax and play with their friends during free time, and stay focused during class time.