## Activity II: Classroom instructions

## 2.1 Introduction

### 2.1.1 Overview

Class instructions is an intentional and planned activity by the teacher that addresses common problems among pupils, and then guides them to solve these problems. However, the teacher does not try to force pupils to change their behavior, but rather deepens the thinking of each pupil individually through discussion and dialogue so that each pupil can - voluntarily and independently - make decision to achieve her/his goals and work to realize them.

This activity handles each of the following:
1. Adapting to daily life and learning, self-development, health and safety.
2. Career formation and self-actualization of each students

### 2.1.2 Objectives of the activity:

After completing the activity, the pupil is expected to be able to:
- Find the problems or points to be improved which he/she are facing.
- Decide his/her own solutions while referring to various opinions.
- In order to improve her/his life, work persistently to solve the problems in collaboration with others
- Respecting others and trying to form better relationships

### 2.1.3 Activity implementation time:

The activity to be implemented in the specified class in the schedule once a week for 45 minutes in rotation with Classroom Discussion.

### 2.1.4 The implementer of the activity: a teacher

This activity is teacher-centered where he/she instruct the class.

### 2.1.5 Life skills and targeted values (Zest for living)

| Main skill | Sub skills | Values |
|---|---|---|
| **Problem solving** | 1-Identify the problem.<br>2-Gathering data.<br>3-Implementing solutions. | Perfection |
| **Decision making** | • Choosing the suitable solution<br>• Applying the selected solution. | |
| **Self-government** | 1-Setting clear goals.<br>2-Good time management.<br>3-Reviewing progress in achieving goals. | |
| **Steadfastness** | 1-Adapt and make adjustments to successfully meet challenges when seeking solutions.<br>2-Show patience and anger-management. | |

**2.1.6 Contents and examples of topics addressed in the class instruction:**

Below table shows the topics that are addressed and handled in the class instruction, namely

**1. Adapting to daily life and learning, self-development, health and safety:**

| Contents | Examples of topics | |
|---|---|---|
| Forming basic life habits | • Let's give a greeting full of feelings.<br>• Let's think about organizing and arranging personal items.<br>• Let's get rid of forgetting things.<br>• Let's use nice and polite words. | • Let's keep time.<br>• Let's maintain rules & public decency.<br>• Let's keep our smile always inside the class. |
| Establishing better human relations | • Let's discover advantages of our friends.<br>• Let's cooperate with each other in the classroom<br>• Let's think of good words to improve relationships. | • Let's cooperate together "Girls and Boys"<br>• Let's accept our differences.<br>• Let's deepen the feelings of friendship. |
| Forming a healthy and safe lifestyle both physically and mentally | • Let's think about a healthy life.<br>• Have you noticed your body growth?<br>• What to do to avoid getting sick<br>• Let's think about your mental health.<br>• Let's act in a good way while its raining | • Let's think about personal safety around us.<br>• Let's consider traffic safety.<br>• Let's save ourselves from fires and earthquakes. |
| Forming desirable eating habits according to a nutritional education perspective | • Let's eat with pleasure.<br>• Let's have a balanced diet.<br>• Let's wash our hands properly before eating.<br>• Let's think about food additives and health | • Let's eat while praising God and thanking the person who made the meal.<br>• Let's think about dietary etiquette<br>• Let's eat without leaving any food. |

**2. Career formation and self-actualization of each students**

| Contents | Examples of topics | |
|---|---|---|
| Forming motivation and attitude to live with hope and goals in the present and future | • Let's define and decide our personal goals.<br>• Let's review what we have been able to do during this year. | • Let's define and decide class goals.<br>• Let's review our goals.<br>• Let's imagine ourselves in the future. |
| Fostering awareness of social participation and understanding the significance of working | • Let's clean our class (cleaning).<br>• Let's work for everyone in the class (one-day classroom coordinator). | • Let's enrich our class life. (classroom chosen tasks)<br>• Let's try what we can do. (voluntary activities) |
| Formation of independent learning attitude and utilization of school library, etc. | • Let's review and demonstrate learning methods.<br>• Let's learn and read books.<br>• Let's find the home study method that suits you. | • Let's think about what you will learn for self-actualization.<br>• Let's make good use of the school library. |

### 2.1.7 Basic method of Class Instruction

When looking at the topics covered in the Class Instruction, in general it seems that the instruction will be done by the teacher with a traditional method. On the other hand, Class Instruction in Tokkatsu activity takes a different method, which students will solve the problem by themselves.

Following is the comparison of these two methods, take hand washing as an example.

**1. The traditional method of instruction**

In this method of instruction, when the teacher gets awareness of the problem "Students need to wash hands", he/she instructs the pupils why they need to wash hands and how to do it, and then encourage them to wash their hands. In other words, the teacher, on his/her part, is trying to change the behavior of pupils.
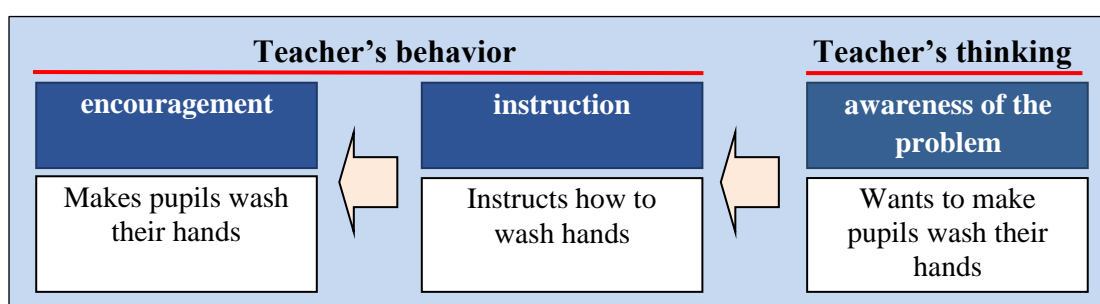


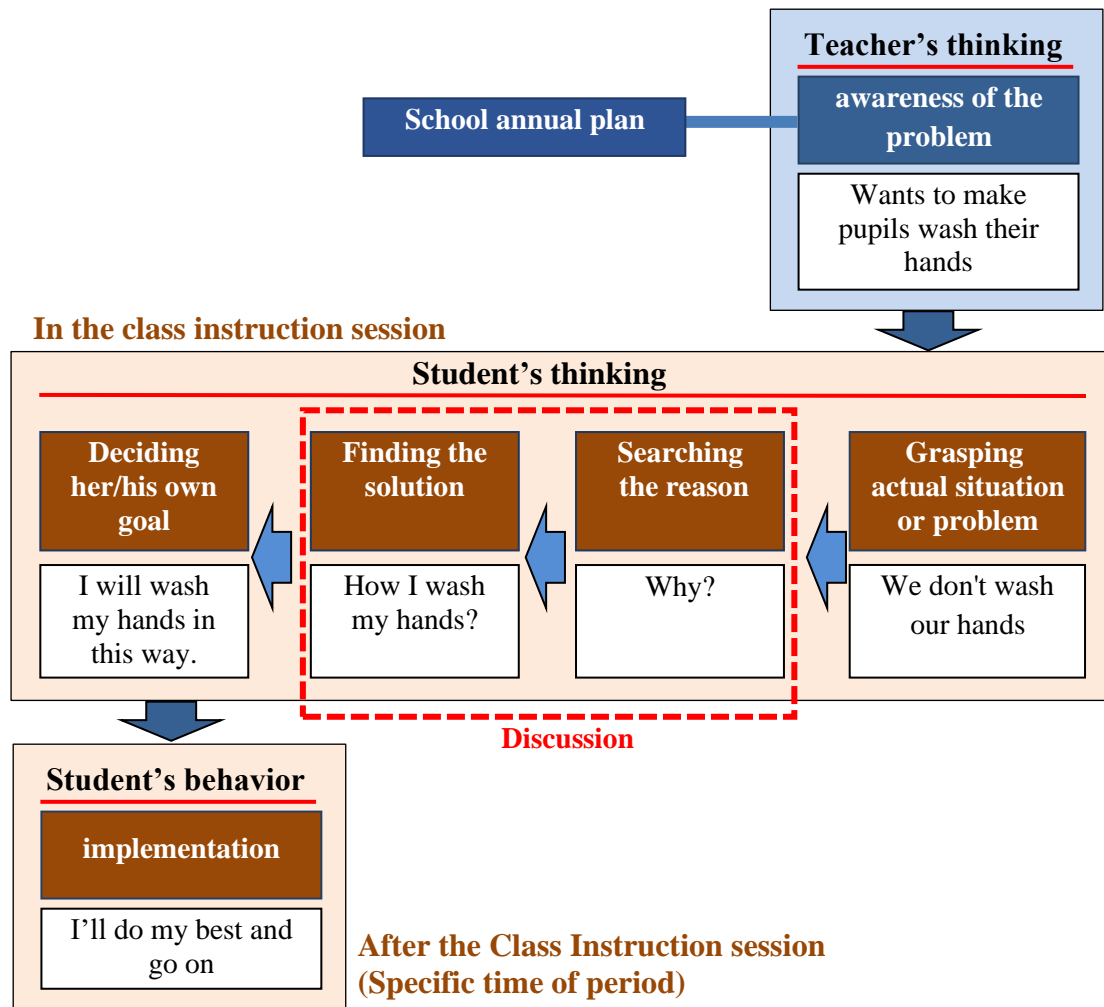**2. Instruction methods in Class Instruction**

In this method of instruction, when the teacher gets awareness of the problem "Students need to wash hands", the teacher let each student:

• Grasp actual situation "I don't wash hands properly"

• Search the reason "why I don't wash hands properly" (discussion in the class)

• Find the solution "how I wash my hands properly" (discussion in the class)

• Decide her/his goal "I will wash my hands in this way…"

The teacher makes students aware of the problem, then each student will solve the problem as his own. In other words, students will change the behavior by themselves.

**Teacher's thinking**

School annual plan → **awareness of the problem**

Wants to make pupils wash their hands

**In the class instruction session**

**Student's thinking**

| Deciding her/his own goal | Finding the solution | Searching the reason | Grasping actual situation or problem |
|---|---|---|---|
| I will wash my hands in this way. | How I wash my hands? | Why? | We don't wash our hands |

**Discussion**

**Student's behavior**

**implementation**

I'll do my best and go on

**After the Class Instruction session (Specific time of period)**

Worthy of special mention is that after the Class Instruction session, each student is provided specific time of period to work individually to achieve the goals they decided.

### 2.1.8 Insertion the topics into the annual plan

As Class Instruction is teacher-centered which the teacher instructs the class, the topics can be fallen within the scope of the annual plan. Deciding the topics for each grade and arranging them for each month in advance allow systematic instruction. If a big problem arises in the middle of the year, topic in the annual plan can be changed as needed and the problem will be instructed to be solved.

## 2.2 Preparation for Class Instruction session

The teacher performs the class instruction as a lesson. Therefore, he prepares to implement this activity, according to the following procedures:

### 2.2.1 Decide a topic and clarify the objective of the Class Instruction

- Example of Inappropriate objective

When conducting a lesson with the topic "Let's eat a balanced diet", sometimes teacher includes other food-related topics such as: "eating etiquette" "washing hands before eating" "cleaning and arranging after eating". But this is inappropriate because lots of topics will interfere with the achievement of the goal of the session. The teacher should only focus on one objective of the session "balanced food".

The teacher will make a teaching plan which realizes achievement of the objective of the session.

### 2.2.2 Presenting the topic to students in advance

Pupils are informed in advance of the topic of the next session, by teacher's asking in the form of a question, such as, "What do you think about handling this topic in the next class instruction?" This helps increasing students' awareness, interest and realizing to the issue or problem being addressed**.**

### 2.2.3 Preliminary survey

The teacher conducts Preliminary survey to find out information about students' real situation toward the topic. It will be a material which helps each student to look back on her/himself in the session.

### (1) Questionnaire survey

The related contents are searched through questionnaires.

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┌─────────────────────────────────────────────────────────────────────┐
│  Class Instruction "Kind Words" Questionnaire    (name          )   │
│  ┌──────────────────────────────────────────────────────────────┐   │
│  │ 1. Have you ever used offensive words towards your friends?   │   │
│  │                                                   (yes/ no)   │   │
│  │ (How did you feel when you said these words?)                 │   │
│  │                                                              │   │
│  │                                                              │   │
│  ├──────────────────────────────────────────────────────────────┤   │
│  │ 2.  Have your friends told you offensive words?   (yes/ no)   │   │
│  │ (How did you feel when your friend told you offensive words?) │   │
│  │                                                              │   │
│  │                                                              │   │
│  └──────────────────────────────────────────────────────────────┘   │
└─────────────────────────────────────────────────────────────────────┘
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Depending on the topic, it is also effective to take a questionnaire not only to children but also to parents.

## (2) Personal interview surveys

In comparison to questionnaires, although it takes time, it is through personal interviews that we can learn the ideas and thinking of the participants in detail through their answers.

## 2.2.4. Preparing materials

### (1) Making a table or graphs

Preliminary surveys are grouped and summarized in a table or graph. By appealing to the visual senses, each student can deepen understanding and grasp the actual situation easier.

For pupils in higher grades, if they are able to work with the teacher when aggregate data, then this is expected and anticipated to contribute to raising their awareness of the issue or problem and to deal and act independently and positively.

### (2) Preparing real objects, photos, videos and recordings

We anticipate the effectiveness of materials such as real objects, photos, videos and recordings, as they attract pupils 'attention to the actual situation. And handmade materials by the teacher will be helpful in many cases.

**Example of the preparation**

| Topic | Preparation |
|-------|-------------|
| Let's take care of things | Photos of graffiti on the desk, pencils thrown away, shredded book, etc. |
| Let's give a greeting full of feelings. | Video clips of pupils while saluting, etc. |
| Let's wash our hands | Photos of bacteria, video of how to wash hands, etc. |
| Let's save ourselves from fires and earthquakes | video of fire and earthquake, etc. |
| Let's think about our future. | Photos of People of various occupations, interview video or recording of some parents about their occupation, etc. |

**Note**: When the teacher prepares the videos or photos of students, she/he must be careful of the use of them. Those items must not be used to show inappropriate situation. In such a

case, if individuals are identified, each student not only cannot regard the issues as her/his own but also will blame the individual. It does not fit the purpose of Tokkatsu activities at all. But it is possible to use pictures or videos if the problem concerns all students of the class without exception.

In addition, we prepare other materials as necessary or needed, so the teacher prepares and creates other materials that he find it effective in the other steps, and it is not just the "**grasp**" step.

**(3) Planning of the timing to use materials**
The teacher needs to plan when and how they use the materials they prepared. They should be used in the scenes that show the maximum effect in the session.

When we use educational videos already prepared or web-based videos, it is necessary to pay attention to the content and clips used. In general, educational videos, and others all include from the introduction to the conclusion, so when viewing the entire video at the beginning of the session, we give the pupil the conclusions before he thinks about them himself.

In this case, teacher should show students excerpt from the video, for example, in the Step1:"**grasp**", which is explained later, the teacher only show the introduction of the video, and in Step3:"**find**", she/he uses the last part or conclusion.

**(4) Preparing the "individual goal cards":**
The teacher prepares "individual goal cards" that enable the pupil to evaluate her/himself during the specified period while implementing the goals which she/he "decides". The cards will be filled at the end of the session.

Design of the card should be various depending on the topic. If students receive the card with the same design every time, students will lose interest and motivation. Setting boxes for coloring what students were able to achieve will give students a feeling of pleasure, and this is one of the means that makes the students continue efforts to achieve the goal.

**(5) Planning how to coordinate the board**
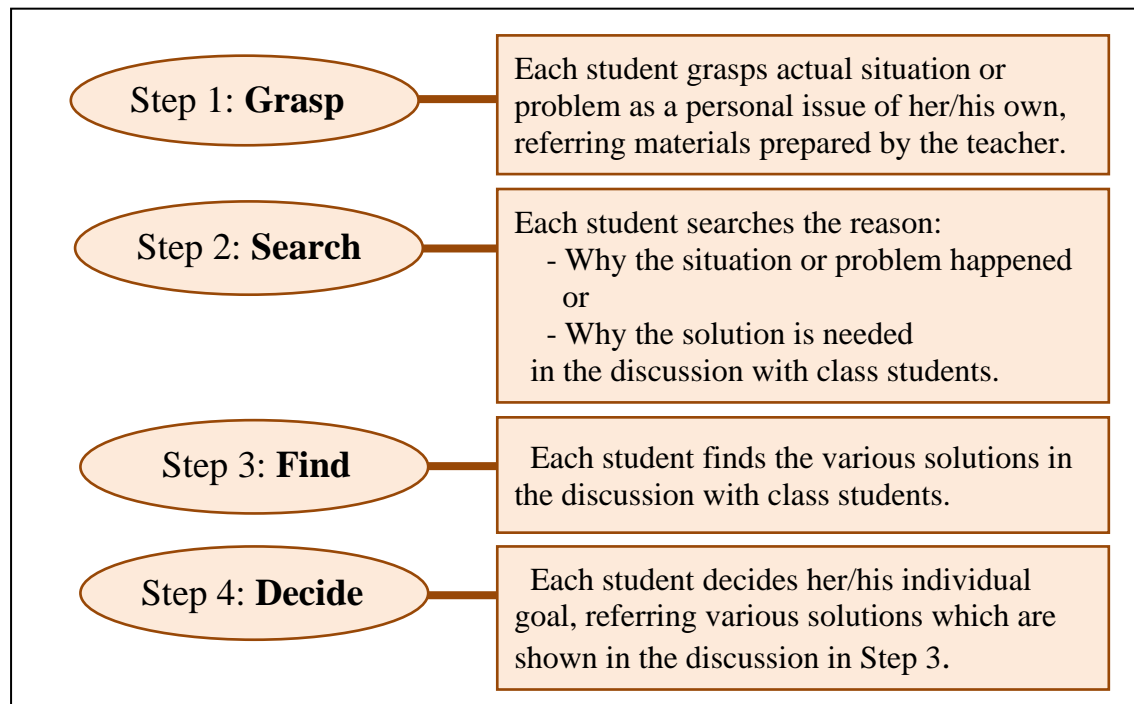In the class instruction, it is important to pre-plan the method and how to use the board.

**Example of planning and coordinating the board**
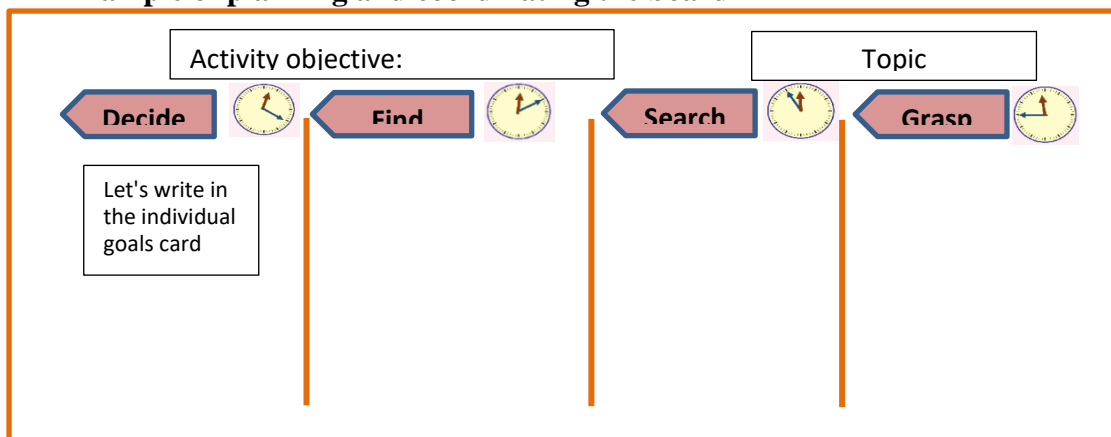
## 2.3 Implementing the actual Class Instruction

Class Instruction is implemented not by teacher's effort to change students' behavior but by each student's awareness of the problems and her/his efforts to change the behavior by her/himself. To realize this, following steps are used basically:

**Basic Steps of the session**

| | |
|---|---|
| Step 1: **Grasp** | Each student grasps actual situation or problem as a personal issue of her/his own, referring materials prepared by the teacher. |
| Step 2: **Search** | Each student searches the reason:<br>  - Why the situation or problem happened or<br>  - Why the solution is needed<br>in the discussion with class students. |
| Step 3: **Find** | Each student finds the various solutions in the discussion with class students. |
| Step 4: **Decide** | Each student decides her/his individual goal, referring various solutions which are shown in the discussion in Step 3. |

**Notes**: These are basic steps. There are some exceptions depending on the situation.

### 2.3.1 Step 1: Grasp (Each student grasps the actual situation or problem.)

**1. What the teacher does at the beginning of the session**
- To put signs of the four Steps, and illustration of the clocks on the board.
- To write today's topic and activity objectives, then let students read it aloud collectively, so that everyone can realize the goal of the activity.
- To show the individual goal card to the students so that they can understand what they are expected to do at the end of the lesson.

**2. Teacher's activity to let each student grasp the actual situation or problem**
**(1) Display things prepared**

The teacher will show students results of the questionnaire, picture, videos and real things and records that he/she prepared in advance.

For the teacher to let each student can grasp the actual situation or problem as her/his personal matter, not the problem of others, the teacher will shows:

- The results of the questionnaires he prepared in advance
- Real objects, photos, videos and recordings that he prepared
- Making a small play, puppet theater or paper plays, in the case of younger graders.

**(2) Points to note**

When teacher shows the things, he/she should put in consideration some points among it:

1. The teacher must not refer to any judgments, whether good or bad
    It is not a good idea for the teacher to judge the values, such as saying:
    "You should not…", or "it is bad thing for you to do something like this."
    These kinds of words will deprive each student an opportunity to think about by her/himself and as a result she/he relies on the teacher instead of thinking.

2. It should not be too funny or interesting.
    Some teachers tend to show thing comically and entertaining especially when they make small play. But the result will be counterproductive in many cases. If students are interested too much with the play, the play can hinder them from achieving its goal. The teacher should never forget that the most important thing for each student is to realize problem and to treat it as his issue or problem, not to enjoy themselves.

### 2.3.2 Step 2: Search (Students search the causes or the necessity of a solution in the discussion.)

Pupils try to know the reasons or the necessity of the solution in this step of discussion, and although the teacher is the one who mainly conducts the discussion, yet she/he does not impose ideas on the pupils, but rather plays the role of facilitator, and extracts the ideas of the pupils.

**(1) Practical example of the discussion: to search for the reason**

The following example shows the stage of the search for the reason, "why I do not wash my hands".

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**[Example 1]**

Teacher: In the previous step (grasp), it became clear that the majority of the pupils do not wash their hands properly.
        In this step, you will consider the reasons why you do not wash your hands properly. Please give your opinions.

Pupil A: I don't wash my hands sometimes because it's annoying.
Pupil B: And also like "A", I don't wash my hands because it's annoying.
Pupil C: I do not wash my hands when there is no water.
Pupil D: And I add on the words of "C," I do not wash my hands when there is no soap.
Pupil E: I do not wash my hands on cold days because the water is cold.
                            (To be continued)

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**(2) Practical example of the discussion: to search for the necessity**

In the following example, they search <u>the necessity of solution, "Why I need to solve this problem"</u>.

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**[Example 2]**

Teacher: Okay, let's think why should we wash our hands?

Pupil A: If my hands are dirty, clay and germs will enter the house.
Pupil B: I think if I eat with my hands dirty, germs will enter my body.
Pupil C: Previously, germs got into my eyes, my eyes swelled, and when I went to the doctor, he told me that it might be because I didn't wash my hands.
Teacher: There are many opinions that if we do not wash our hands, germs will enter our bodies and we will get sick. Well let's see this.

**…..The teacher displays the pupils a microscopic photo which he prepared for them in advance…..**

Pupils: Yah, disgusting and alienating.
Teacher: Guess what this is?!
Pupil D: I think they are the germs that are stuck in our hands.
Pupil H: Not washing hands causes these germs to enter our mouths and make us sick.

(To be continued)

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The reasons may be represented in the contents of step (search), and it may be the necessity of the solution, depending on the purpose of the class. It is important to divide them according to the goal of the class.

As shown in [Example 1] and [Example 2], there are two ways of "search".
Teacher shouldn't confuse these two and basically choose one way which is appropriate for the objective of the session.

The teacher summarizes the pupils' opinions that appeared during the discussion, follow-up and writes them on the board. Referring to the written content, each student deepens her/his thought.


**2.3.3 Step 3: Find (Students find the solution in the discussion.)**

Students try to find the solution in the discussion. As the same as Step2, there are two ways of "Find" in this step. One is to find the solution: "how I can change my mind." and another is to find the solution: "what is the better way." Teacher shouldn't confuse these two and basically choose one way which is appropriate for the objective of the session.

The teacher again summarizes the pupils' opinions that appeared during the discussion, follow-up and writes them on the board. Referring to the written content, each student deepen her/his thought.

**(1) Practical example of the discussion: to find the solution: "how I can change my mind."**

> **[Example 3]**
>
> Teacher: Everyone gave a lot of opinions in the step "search", so now let's find " How you can change your mind to wash hands?
>
> Pupil A: Because I don't like germs, I think it is better to wash my hands even if it is bothering and annoying me.
>
> Pupil B: I think it is best to carry wet wipes so that I can clean my hands in places where there is no water.
>
> Pupil C: If I decide to wash my hands every time when I return home, I think I will be able to.
>
> Pupil D: I add to what C said, if I decide to wash my hands every time after coming back to my house and cleaning the class, I think I can wash my hands more often.
>
> (To be continued)

**(2) Practical example of the discussion: to find the solution: "What is the better way."**

> **[Example 4]**
>
> Teacher: Okay, now let's find "how you can properly wash hands."  Can you give your ideas?
>
> Pupil A: I think it is a good idea to use soap. Because only washing with water is not enough.
>
> Pupil B: I add on "A" that it is a good idea to use soap and taking time to wash our hands.  I'll spend more than 30 seconds every time.
>
> Pupil C: I think it is best to wash between nails and fingertips well, because we learned from the previous picture of germs which our teacher showed that germs are hiding between nails and fingertips.
>
> (Omission )
>
> Teacher: Well, you expressed many opinions.
> Today we have the school nurse as a gest teacher and she will show you the proper way to wash hands.
>
> **…..The nurse explains the proper way to wash hands and students try actually…..**
>
> (To be continued)

In both previous examples, the teacher follows class instruction so that pupils find ways to solve from multiple perspectives through discussion. This is why discussion is used in the Class

Instruction. Even things each student can't think of alone, if students think about it together, they can come up with many ideas.

**2.3.4 Step 4: Decide (Each student decides individual goal)**

**(1) Take decisions about individual goals**

Each student makes a decision about individual goals referring to the ideas for the solution that students have come up to through class discussion. Of course, the decision of each pupil will differ from the other.

Personal goal will be the one which is clear whether the goal was achieved or not so that each student can easily evaluate her/himself later. Entering numerical targets may make it easier to understand the achievement.

**Example of Inappropriate goals and appropriate ones**

| Inappropriate goal | Appropriate goal | The reason |
|---|---|---|
| - I don't eat too much snacks | - I only eat snacks which I take out on the plate first. | It is clear whether it was achieved or not |
| - I'll greet with full of feelings. | - I'll look at the other person's face and say hello. <br> - I'll greet with a smile | |
| - I'll get along with everyone | - I will not quarrel with friends | |
| - I'll get along with everyone | - I'll talk to 5 friends every day | There is a numerical target. |
| - I'll cooperate with friends | - Once a day, I'll ask someone, "may I help you?" | |
| - I will study hard at home. | - I'll study at home for 30 minutes every day | |

**(2) Writing individual goal on the card**

The teacher distributes each student "individual goal card" that she/he prepared in advance. Although the content of the card is changed according to each topic, it is important to leave the individual goals column or place blank. Each pupil writes the individual goal that she/he decided in her/his own words, specifically.

A space in the card shall be made for parents' comments after students practice the activity. It will be a link between school and home. Also, a space should be made for teachers to comment on to praise and encourage students' efforts after implementation, and this will increase students' motivation and interest.

After completing the filling of the individual goal cards, the whole class or colleagues close to each other present their individual goals and encourage each other so that they can achieve their goals. They can also listen to their friends 'opinions, and adjust their goals themselves if needed, and the teacher encourages pupils to achieve their goals.

**Example of individual goals cards**
(Topic: Let's wash our hands well)

Filled by the pupil at the time of Class Instruction

Example:
(When do you do it?) Before eating, after using the toilet, after cleaning
(How do you do it?) With soap for thirty seconds
(Other) Dry the hand with a tissue after

Self-evaluation at the end of the in the same day and for 1week

Write after implementation

Communication with parents and getting their comments

Teacher encourages

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Individual goals card "washing hands"

Name (……………….……………)

- The goal I decided: (what shall I do?)

When I will do it ……………………………………….
How I will do it ……………………………………….
Other………………………………………………

- Color what you been able to do

| Date | | | | | | | |
|------|---|---|---|---|---|---|---|
| | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

- Write down things you have been able to do and things you want to continue.

- Parent's comments

- Support and encouragement by the teacher

**(3) What teachers should be aware of at the making decision**

- The teacher must not give instructions, such as: "do this."  Instead, if the teacher find a student who cannot decide the goal, she/he approaches the student and from the same level as the student, says like: "what goal should you decide?" and encourage her/him to make decisions.
- To students who is going to set goals which is likely to be difficult to achieve, teacher will give advice to set the goal which doesn't require great effort to achieve.

Even such a case, the teacher needs to respect the student's self-esteem and motivation.

**2.3.5 Practical example of the actual progress of the session**

Following is a teaching plan (detailed version) of a Class Instruction session. It can show the development of the session with the four steps: **"grasp"** - **"search"**- **"find"** - **"decide"**.

**1. Topic:** Let's use nice words.
**2. Objective:**

Each student can be aware that there are many "words that make ourselves happy to be told" and are willing to use them to create desirable relationships.

**3. Preparation:**

(1) Pre-questionnaire: "Words that make ourselves happy"

| Class Instruction " Words that make ourselves happy " Questionnaire  (name: …….) |
|---|
| 1. Have you ever used offensive words towards your friends?          (yes/ no) <br> (How did you feel when you said these words?) |
| 2. Have your  friends told you offensive words?          (yes/ no) <br> (How did you feel when your friend told you offensive words?) |
| 3. What do you think are words that make you happy? |
| |
| 4. What do you think are words that make you unhappy? |
| |

These words are grouped and summarized in a table as follows:

■ **Words that make you happy**
Thanks - let's play together - it's good, don't worry – you did your best - you are good
■ **Words that make you unhappy**
You are a fool - I hate you - go away - You are an obstacle on my way - I will not play with you

(2) Individual goal card

**4. Session Development**

| Steps | Teacher's role | Pupils role | Remarks |
|---|---|---|---|
| 1- grasp | **Before the class starts**, the main headings are attached (grasp, search, find, decide) that represent the path of dialogue and discussion. | | • By pasting the path of discussion and dialogue on the board, pupils can anticipate the path of activity. |
| | **When the class begins**, the teacher writes the subject of the class on the board and it's aim and shows to pupils the individual goal card used in the step (decide) so that each pupil can determine his goal when using the card<br>The teacher pastes on the board the results of the questionnaire that were written on a flip chart<br>"I summarized the results of the questionnaire you answered the previous day.<br>"Let's say and show what we notice." | ■ **Words that make you happy**<br>    Thanks - let's play together - it's good, don't worry – you did your best - you are good<br>■ **Words that make you unhappy**<br>    You are a fool - I hate you - go away - You are an obstacle on my way - I will not play<br><br>    As pupils watch the results of the questionnaire, they express their opinions of what they have noticed when they use words that have a good impact.<br>  On the other hand, they realize that they use bad words and show what they have noticed. | • Helping pupils note that there are many words that have a good effect, and note that these words improve human relations and the general atmosphere of the class.<br>• Helping pupils notice that there are bad words if they are said will have a bad impact. |
| 2- Search | Question 1 "Think about why we say bad words?!" | Pupils search for reasons for saying bad words. (Expected opinions)<br><br>• Because I get angry and feel nervous<br>• Because there was a bad thing<br>• Because things did not go well or as I wanted<br>• I do not wish to lose<br>• Because I think the other is weak | • Provide an atmosphere in which pupils express their true and frank opinions.<br>• Writing pupils' opinions on the board without repetition. |

| | | | |
|---|---|---|---|
| | Question 2 "When you say offensive words, do you say them aware that they are hurting others? Or do you say them not aware of that?" | (Expected opinions)<br>• I say it without thinking.<br>• I said it, realizing it was bad for others. | |
| 3- Find | Question 1 "Let's think about what to do in order to spread the nice words in the classroom? | Pupils think of ways of solutions and show their opinions<br>(Expected opinions)<br>• We think about the other's feelings, then talk.<br>• We look for the virtues of our friends.<br>• We write nice words and paste them in the classroom.<br>• We must say nice words every day.<br>• Play with friends we haven't played with before. | • When it is difficult to express opinions, it is a good idea to deepen and broaden the thinking of each pupil through group discussions or pair discussions.<br>• Writing the opinions of pupils on the board without repetition. |
| 4- Decide | "Everyone showed a lot of solutions".<br><br>The teacher then distributes the individual goal cards to the pupils.<br>Instructions 1 (Well, let's make decisions about our goals, so write, for example, on the individual goal cards, we write: "I'll try to do it this way" "I'll try to do, and prepare that way")<br>Instructions 2 (Let everyone show their goals they decide) | Pupils follow Instructions 1 the teacher said and decide goals that correspond to them, and write them down on the individual goal card.<br>They follow instructions 2 which the teacher said and display their efforts.<br>(Expected goals)<br>• When I ask someone something, I will say, "Please – if you please ...."<br>• I will paste nice words in the classroom and use them three times a day<br>• I will invite others to say "Let's do it together" ...<br>Everyone claps, acknowledging each other's goals. | • Work to be able to make decisions about specific implementation methods.<br>• Work to be able to write specific goals, use numbers and explain "when" and "how".<br>• By displaying the individual goals card - which was filled out by pupils – to each other and showing what the pupil has written to everyone, he will have the motivation to implementation, and it will provide an opportunity to adjust the goals that suites each pupil. |
| | The teacher concludes his words by saying, "Let everyone do their best so that each of you can achieve the goals he has decided." | | |

## 2.4 Students implementation

### 1. Implementation to achieve the goals

Each student makes are expected to make effort to achieve the goal which she/he decided for "a specific time period" and writes the results of her/his efforts every day in the individual goal card to follow up the results.

The exact duration of the "a specific time period" which is set for achieving the goals is not fixed. It depends on the topic. However, most often it is a week, and can extend at most for one week. Only two or three days will be too short for the implementation and if more than a week is set, some students may lose their motivation to keep trying.

Even if students cannot continue their effort after the period, it should be tolerated. Tokkatsu regards that what is important is to repeat the process of making effort to reach the goal for a specific time period. Of course, if student's continuation effort goes beyond a week, then it is a good thing.

### 2. After the implementation

After filling out the card, each student shows the individual card to parents and the teacher to get some comments. After that she/he keeps it in files so that she/he can review the goals he achieved and have a sense of accomplishment and self-esteem.

### 3. The role of the teacher
### (1) During a implementation period

While each student is implementing, the teacher gives direction to the pupils positively by praising them, encouraging them and acknowledging their efforts to work towards achieving their goals. It will make each student feel self-efficacy, and the desired result of the activity will be achieved.

### (2) After the implementation

The teacher praises each student's effort towards the individua goal. Even if the goal wasn't achieved or the problem wasn't solved perfectly, the teacher will show positive view with a comment "There was a result of efforts" or "It's heading in the right direction" so that each student can think "It is important to make an effort".

And also, teacher should avoid inspiring competitiveness among pupils with punishment and reward or criticizing specific students because of their failure to achieve the goal.

## 2.5 Collaboration with other teachers or local human resources

It is efficient that having collaboration with school personnel, such as a school nurse or a doctor, the social worker, and etc., depending on the topic. And it is also possible to seek the help of parents and local human resources. These collaborations will broaden and deepen the content covered in Class Instruction and then achieve the targeted goals efficiently.

In these cases, the teacher will have meeting with them to clarify:
- The objective of the session
- The contents
- Preparation
- The role sharing, etc.

## 2.6 Developing the Class Instruction Annual Plan

### 2.6.1 Number of times of Class Instruction period

In the Tokkatsu period, both "class instructions" and "classroom discussion" are conducted and approximate 32 classes a year are distributed to these two activities.
(See: 1.8.1 Number of times of Tokkatsu period for each activity.)

So, each school needs to estimate number of the classes for those activities in advance.

### 2.6.2 Annual plan for class instructions

While topics of Classroom Discussion cannot be pre-determined by school, those of Class instruction can be pre-determined and fallen within the scope of the annual plan because Class Instruction is teacher-centered activity. School decides the topics for each grade and arranges them for each month in advance in order to enable systematic instruction.

1. **Identification of topics for Class Instruction**
   When defining the topics for the class instruction, the following contents will be are arranged equally:

   (1) Adapting to daily life and learning, self-development, health and safety:
   (2) Career formation and self-actualization of each students

The following are examples of class instructions' topics that might be covered with third grade students.

(1) Adapting to daily life and learning, self-development, health and safety

| Content | Examples of class instructions' topics |
|---|---|
| Forming basic life habits | ① Let's say greeting full of feelings<br>② Let's get rid of forgetting things |
| Establishing better human relationships | ③ Let's make more friends<br>④ Let's solve our problems with words |
| Shaping lifestyle behaviors for safety, physical and psychological health | ⑤ Evacuation drills (fire and earthquakes)<br>⑥ Avoiding to be kidnapped<br>⑦ Let's review how we wash our hands |
| Establishing desirable food habits according to the perspective of food education | ⑧ Let's eat a balanced meal<br>⑨ Let's learn how to snack appropriately |

(2) Career formation and self-actualization of each students

| Content | Examples of class instructions' topics |
|---|---|
| Establishing the desire and behavior to achieve present and future goals | ⑩ Determine class goals and individual goals<br>⑪ Let's review ourselves during the first semester<br>⑫ Let's review ourselves during the school year |
| Enriching and enhancing awareness of community participation and understanding the meaning and significance of work | ⑬ Let's clean the class well<br>⑭ Guidance for improving the class (guidance on how to monitor "classroom discussion " and "optional tasks") |
| Create independent and self-directed learning behavior and using the school library | ⑮ Let's review the rules of learning<br>⑯ Let's benefit from the school library |

It is also possible to take up the same topics that were covered in the first grade, in the second grade as well. In this case, instead of giving the same instructions that were given to first graders, we change the orientation content according to the child's stage of development and experience. So we apply the same content for a different grade. For example, we can develop the practical abilities of children by repeating evacuation exercises or guidance on how to build relationships, so that we can direct children according to their life experiences and growth.

**2. Distribution of class instructions' topics on the annual plan:**
The topics identified for the grade will be distributed in the annual plan according to the actual situation of the school and the children.

At the beginning of the year, we envision what could happen to children in their lives during the year and set goals related to safety and security content. The topics are also distributed taking into account the status of children and the timing of guidance, such as

talking, for example, about preventing colds at the beginning of winter, or dealing with content related to relationships between friends at the beginning of the second semester when friendships between children are strengthened.

As mentioned before, the Tokkatsu classes are not only restricted to class instructions, but also the classroom discussion is held, so their classes are arranged in a balanced way.

Following is an example of the annual plan that the classroom discussion is held twice a month (including the implementation of what has been decided) and the class instructions twice a month.

**Proposed annual plan for second-grade class instructions:**

| No. | Topics | |
|---|---|---|
| 1 | Sep. | ⑩ Determine class goals and individual goals |
| 2 | | ⑤ Evacuation drills (fire and earthquakes) |
| 3 | Oct. | ⑭ Guidance for improving the classroom (guidance on how to monitor "classroom discussion" and "optional tasks") |
| 4 | Nov. | ⑯ Let us benefit from the school library |
| 5 | | ⑨ Let's learn how to snack appropriately |
| 6 | Dec. | ⑦ Let's reconsider how we wash our hands |
| 7 | | ④ Let's solve our problems with words |
| 8 | Jan. | ⑥ Not to be kidnapped |
| 9 | | ⑪ Let's review ourselves during the first semester |
| 10 | Feb. | ③ Let's make more friends |
| 11 | Mar. | ⑮ Let's reconsider the rules of learning |
| 12 | | ① Let's say warm greeting |
| 13 | Apr. | ⑧ Let's eat a balanced meal |
| 14 | | ② Let's get rid of forgetting things |
| 15 | May | ⑬ Let's clean the class well |
| 16 | | ⑫ Let's review ourselves during the school year |

NB
The numbers next to the topics in the table show the different type of topic content. This is to emphasize to teachers that there are different categories for the content of the topics chosen in the discussions (as clarified on page 78) and to avoid the teacher choosing topics from the same category when developing the annual plan, but to balance between categories. The order of topics in the different categories can be changed depending on the school's condition, necessity, timing, etc., not according to the order of the teacher's manual order.

School develops the annual plan at the beginning of the academic year, and keep in mind that there are some new issues that may appear during the year. In this case, some topics can be changed in the annual plan and we provide guidance and instructions accordingly. Even so, not all problems that may arise during the year can be covered. We sometimes provide instructions during the school day, morning and end-of-the-day meetings.