

2. Basic Teaching Process of Class Instruction (Summary) ¹

The basic teaching process, from preparation for class instruction to in-class and post-class activities, is as shown in the following table.

<Preparation for class instruction>

Description	Preparation by Teachers	Preparation by Children
Decision of Theme	- To decide the theme of class instruction according to the school's annual plan. (They could also deal with any emerging problems.)	
Announcement of Theme	- To announce the theme to the children in advance. This makes the children aware of the problem	- To know the theme and raise awareness of the problem
Class Preparation	1. Preliminary survey (questionnaires, interviews etc.)	- To answer questionnaires and interviews
	2. Creation and preparation of materials [Examples] - Aggregation of preliminary surveys (shown in graphs and tables) - Preparation of real objects, photos and videos, recordings, etc. - Creation of teaching materials, learning materials - Preparation of a skit or short play - Collection and preparation of existing materials	- To work with the teacher in order to raise awareness of the problem if it is possible for the children to participate in preparation works, such as aggregation of the preliminary survey,
	3. Preparation of personal cards	

<Time for Special Activities>

Step	Activities by Teachers	Activities by Children
1. Grasp	- To demonstrate the title of the four steps of class instruction on the blackboard before class - To Write down the theme on the blackboard and start the class. At that time, to show the personal cards to be filled out in step 4 and give the children a prospect of the lesson. (They do not need to distribute the personal cards to the children).	- To understand the today's them and what they should do

¹ Refer to Teacher's Guide for Special Activities (Theory).

	<p>To demonstrate the children what the challenges are, by using the materials and skits which have been created and prepared in advance.</p> <ul style="list-style-type: none"> - To demonstrate materials and skits and have the children develop a deeper understanding by interacting with them about what they can understand. - To make the children aware that the problem is not a general problem but a problem that each child must solve on their own. 	<p>To recognize the task as their own challenge, not as someone else's.</p> <ul style="list-style-type: none"> - By viewing the materials and skits to be presented by the teacher, to grasp what is their task.
2. Understand	<p>To ask the children about the “cause” that may raise the problem and “necessity of solution”, and make the children think about them through mutual discussion.</p> <ul style="list-style-type: none"> - In this respect, the teacher will proceed with the discussion, but should devote themselves to play a role of facilitator and will not impose on the children their own opinion - To summarize the opinions given by the children and write down them on the board - The teachers could demonstrate to the children additional materials as required. 	<p>[Discussion]</p> <ul style="list-style-type: none"> - As for the problems that have been grasped by the children in Step 1, to pursue “why they happen” and “why they must be solved”. <p>To listen to their friends' opinions, come into contact with different ideas, look back on their own experiences, and come up with new ideas.</p>
3. Find	<p>To ask the children about the “solution” to the problem and make the children think about it through discussions</p> <ul style="list-style-type: none"> - In this respect, the teacher will proceed with the discussion, but should devote themselves to play a role of facilitator and will not impose on the children their own opinion. - To summarize the opinions given by the children and write down them on the board - If necessary, the teacher could demonstrate additional materials or invite a guest teacher to impart new knowledge 	<p>[Discussion]</p> <ul style="list-style-type: none"> - Based on what they understood in step 2, to find out “how to solve” the problem through mutual discussion. <ul style="list-style-type: none"> - To listen to their friends' opinions, come into contact with ideas that are different from their own, and find out solutions based on them.

4. Decide	<p>To make each child decide on a solution on her own will and have her fill out the personal card.</p> <p>- The teacher should not instruct the children to “do this”, but will give an advice so that they can make a decision which is right for the individual child</p>	<p>Each child decides her own specific personal goals by choosing the solution that is right for her from among the solutions which have been found out through the discussion in Step 3, or instead finding out a new solution.</p> <p>- To enter their personal goals in their personal cards in their own words</p>
	<p>- While listening to the children's presentations, to encourage them to achieve their personal goals in the future.</p>	<p>- To present her personal goals to other children and encourage one another to achieve their personal goals in the future</p>

* The children's personal goals should be clear so as to evaluate whether they were achieved or not, so that they can be easily self-assessed later. If you set the numerical targets, it may become easier to understand the degree of achievement.

Bad examples of goals	Good examples of goals	Reasons
- No to eat snacks too much	- To initially take snacks on the plate only as much as you can eat	It is clear whether the goals have been achieved or not.
- To greet anyone politely and cheerfully	- To greet anyone to his/her face - To greet anyone with a smile	
- To get along well with friends	- Not to have a fight with friends	
- To get along well with friends	- To speak to 5 friends every day	The numerical targets have been set clearly.
- To cooperate with friends	- To ask anyone of classmates once a day, “Is there anything I can do?”	
- To study hard at home	- To study 30 minutes at home every day	

<Instruction after time for special activities>

Description	Assistance by Teachers	Activities by Children
Practice of decision making	<p>- To recognize the children working on their personal goals which they have decided</p> <p>- To praise, encourage, and advise the children so that they can achieve good results.</p>	<p>To make an effort to achieve the personal goals they have decided for about a week.</p> <p>- Make a self-assessment and record the results on their personal cards at the end of the day</p>