

What are Classroom Activities (1)

Content of Activities

Classroom Activities (1) refer to "Participation in the creation of the classroom and school life". In these activities, students will discover various problems in the classroom and school life by themselves (e.g., those related to human relations and group discipline), propose suggestions, think about solutions through discussions, and implement them according to their decisions. These classroom activities also include Kakari activities and other assembly activities, in which students share roles, make the most of their strengths, and cooperate with friends to make classroom activities more enjoyable and fulfilling by themselves.

Significance of Activities

Classroom Activities (1) are voluntary activities by the students themselves, which are deeply related to classroom management by teachers and play an important role in facilitating classroom management. These activities also lead to build an attitude towards discussing various problems that they may encounter in society in the future with diverse people and resolving them peacefully. Furthermore, classroom activities will foster the basic democratic thinking to consider the best solution for oneself and everyone else, as well as the self-governing ability to improve one's life by oneself.

Qualities and Abilities to be Developed

The qualities and abilities to be developed through these activities are:

- **The ability to recognize problems in one's own life**
- **The ability to solve problems with respect for diverse ideas**
- **The ability to cooperate and practice what has been decided**



Let's Start a Classroom Discussion (Introductory Phase)

Video Overview and Key Points

The video shows how to conduct a one-hour discussion in the introductory phase of a Classroom Discussion. It is important for teachers to take the lead in conducting the discussion with students in this phase, such as in the first grade. Please watch the video with your students at the beginning of the school year to learn the basic procedures of classroom discussion, how to host and record, express opinions, and make decisions in the discussion and apply them to your instruction.

When to watch

At the beginning of the school year (before the first classroom discussion)

How to use

Although the video is well-structured for students to learn through watching, please be creative and use it effectively by, for example, stopping at each point or adding some instruction while watching.

Video Outline

Topic: Let's Have a "Nice To Meet You" Party



1. Before the discussion

- Introduce the hosts.
- Next, check the discussion topic, reasons for the proposal, and the precondition for the discussion. Then start the discussion.

2. Exchange opinions

- Give reasons for your opinions and present them loudly.
- Listen to various opinions that differ from yours.

3. Compare opinions

- Classify and organize the opinions presented to make it easier to compare them.

4. Summarize and decide

- It is essential to make sure that the decision is acceptable to everyone while also making good use of minority opinions.

5. Review the discussions

- Review the discussion to lead to the next one.

6. Teacher's words

- Talk about the good points in the discussion and encourage the next activity.

Let's hold a Classroom Discussion

Video Overview and Key Points

In the instruction of student-led classroom discussions, it is important to recognize the learning process, including proposing suggestions by students, discussing with others to reach a consensus, and putting them into practice. This video focuses on real scenes of classroom discussion, helping the viewers learn the procedure by showing actual activities.

When to watch

At the beginning of the school year (when conducting orientation on classroom discussion), etc.

How to use

After forming an image of the classroom discussion by watching the video, please collect suggestions and hold a classroom discussion. Suggestions should come from the students, but there may also be the same suggestions as seen in the video.

Video Outline

Topic: Let's hold a Year 4 Class 1 Mobilization Assembly

1. What kind of activity is a classroom discussion?

- Ask students what they liked about having a classroom discussion.

2. Proposal for the suggestion

- At the beginning of the school year, a student who struggled to build relationships proposes this to the suggestion box.



3. Deciding on the suggestion

- This is the role of the planning committee.
- All students in the class decide together what suggestion to discuss.

4. Preparing for the discussion

- These are the tasks of the planning committee.
- Take a record in the classroom discussion notebook and bring your own opinion.

5. Classroom discussion

- This is an example of a one-hour discussion flow.
- Discuss "what to do", "ways to deepen the relationship," and "necessary roles".



6. Working on the decisions made

- This part shows how to prepare for practices after the classroom discussion and how everyone should prepare for their roles.

How to Proceed with the Planning Committee

Video Overview and Key Points

When having a classroom discussion, it is necessary to have a planning committee that plans, prepares, and facilitates the discussion on the day. This video introduces how to proceed with a planning committee, how to choose a suggestion, what to decide before the classroom discussion, and how to prepare in advance.

When to watch

- Before having a planning committee
- At the beginning of the school year (when conducting orientation on classroom discussion), etc.

How to use

- The roles and tasks of the planning committee can be identified through classroom discussions. Watching this video with students on the planning committee before preparing for the classroom discussion also helps them gain a better perspective in practice.
- How to proceed with the discussion on the day is introduced in another video, "For Better Discussion".

Video Outline

1. What is the planning committee?

- The roles and members of the planning committee.
- Preparations by the planning committee for the classroom discussion.

2. Let's have a look at the planning committee

- It shows how to select a suggestion for discussion from the suggestion box.
- It shows how to make plans for the classroom discussion.
- It shows how the planning committee puts the proposals together.
- It shows how to confirm "what is decided" in the conversation and think about "what to discuss".
- It shows how to reach a consensus before the classroom discussion to carry out activities purposefully.



For Better Discussion

Video Overview and Key Points

This video shows how to get a better consensus by utilizing each student's idea instead of only discussing and deciding during classroom discussions.

At the beginning of the school year, before or after a classroom discussion, please watch this video with your students and use it as a starting point to consider what the class should pay attention to.

When to watch

- Before having a planning committee
- At the beginning of the school year (when conducting orientation on classroom discussion), etc.

How to use

- The video gives students an image of a better discussion that best utilizes everyone's ideas. Next, hold a classroom discussion using the key points learned.
- This video is more effective in conjunction with "Let's Have a Classroom Discussion".
- The students of the planning committee can get an idea of how to proceed with a classroom discussion by watching this video.

Video Outline

1. Before starting a classroom discussion

- To have the best possible discussion, find out what preparations are necessary before the discussion begins.

2. The scenario of idea exchange

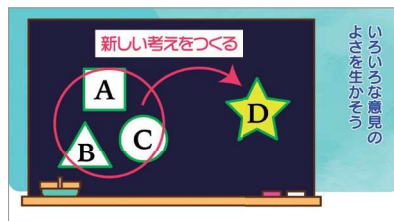
- The key points for the exchanging of ideas phase.

3. The scenario of comparing ideas

- How to organize and categorize ideas, making them easy to compare.
- The key points of comparing ideas through practical discussion.

4. The scenario when students jointly make decisions

- The key points when building consensus in the classroom based on discussion.



Let's Get Started with Kakari Activities

Video Overview and Key Points

Students' creative activities are essential to fostering a fun and productive classroom life. This video explains the significance of classroom activities, how they are implemented, and what ultimately motivates them.

When to watch

- At the beginning of the semester (e.g., discussion lead-in phase to determine types and assignment of activities)
- At the point when students' activities begin

How to use

- Start a classroom discussion after watching the video to clarify the distinction between the Kakari activities and Toban tasks. From there, discuss the essential activities and choose the positions. An efficient way to determine the various tasks is to survey other classes and grades.

Video Outline

1. Difference between Kakari Activities and Toban Tasks

- This part highlights the importance of Kakari activities.
- Think about the difference between Kakari activities and Toban tasks.



2. Determine the tasks

- The key elements for creating tasks for activities are described in this part.
- The method for selecting who manages these tasks is also described.

3. Participate in classroom activities session

- This part shows how "class news reporters" plan their activities.
- It also shows "Comedy Kakari" and "Story Kakari" running activities.

4. Enrich Kakari Activities

- This part shows the key points for how to review the activities.
- It also gives examples of how to activate the activities.



Let's Hold a Classroom Assembly

Video Overview and Key Points

The video contains a series of assembly activities in the class, from preparation to reflection. It also shows how important it is to have a classroom assembly by showing how a student who was not good at building relationships changed after attending.

When to watch

- At the beginning of the school year (before the first classroom discussion)
- When suggestions for an assembly activity are proposed, or before the preparation, etc.

How to use

- After watching the video and comprehending the point of holding an assembly activity, put it into practice. The objective of this activity and the value of teamwork should be emphasized to the class.

Video Outline

Topic: Let's Have a Semester-ending Celebration

1. The flow of organizing an assembly activity in the class

- This is the outlook for activities from classroom discussion to assemblies.

2. Preparation for the assembly activity

- Students share the roles in preparations, using everyone's strength and collaboration.

3. Participation in the assembly activity

- This is an example of a one-hour assembly flow.
- Students take the initiative in activities like "Memory Gesture Game" and "Things I've Tried Quiz".
- Do a review at the end of the assembly.

4. The significance and examples of the assembly activity in the class

- Examples of various assembly activities and their objectives.



Classroom Discussion

Video Overview and Key Points

Based on the videos for students, "Let's hold a Classroom Discussion" and "How to Proceed with the Planning Committee," these illustrate the significance of classroom discussion, preparation with the planning committee, and key points of teacher instruction during actual classroom discussions.

Teachers can study the basic flow of a classroom discussion and the key points of instruction to help students develop better consensus in classroom discussions. Teachers can also learn how to teach and give advice at the right time during the discussions.

When to watch

- At training seminars organized by the board of education, in-school research, grade meetings, etc.
- Before the planning committee's implementation, at the beginning of the year

How to use

- By watching this video at seminars, teachers can learn the points to pay attention to when holding classroom discussions, what is vital about instructing before and during the classroom discussions, and the flow of the discussion, and eventually use them in their daily teaching.

Video Outline

1. Significance of the classroom discussion

- It demonstrates qualities and abilities that students should cultivate in Classroom Activities (1) and the significance of the classroom discussion.

2. Proposing suggestions

- It shows how to find and propose suggestions from school life.

3. Preparation by the planning committee

- It explains the planning committee's role and how to choose a suggestion from a considerable number.
- It shows how to create activity plans such as "reasons for the proposal", "what to discuss," and "what was determined."

4. How to proceed with the classroom discussion

- This is the basic flow of the discussion, such as "exchanging ideas", "comparing ideas," and "summarizing".
- These are the key points for the teacher giving instructions, along with examples of how to summarize suggestions.

合意形成プロセスの例

- 新しい考えをつくる
 - 意見を合わせる
 - 優先順位を決める
 - 条件をつける
 - 少しずつ全部行う
 - 共感的に理解し、譲る
- 多数決を行う際は・・・
十分に思いを
分かり合ったうえで行う

Classroom Discussion

Overview and Key Points

Based on the video materials for students, “Let’s Get Started with Kakari Activities” and “Let’s hold a Classroom Assembly”, this video highlights the key points to pay attention to when giving instructions on classroom task activities and classroom assembly activities.

Since these activities tend to become entirely child-led, making them related to developing students’ qualities and abilities with suitable instruction methods is vital.

When to watch

- At the training sessions organized by the board of education, in-school research, grade meetings, etc.
- At the beginning of the school year or before the guidance of classroom assembly activities

How to use

- Teachers can learn the key points to pay attention to while giving instructions for actual Kakari activities and other assembly activities and use them in their daily teaching.
- * “Instruction in Kakari Activities” and “Instruction in Assembly Activities in class” are separate videos.

Video Outline

<Instruction in Kakari Activities>

1. Significance of Kakari activities

- Consider the distinctions between Kakari activities and Toban tasks.

2. Task types and assignments

- These are the key points to remember on the task assignments through classroom discussions.

3. Examples of Kakari activities

- Such as “class news reporters”, “class comedians,” and “class book club leaders”.

4. Key points for activating Kakari activities

- It demonstrates the perspectives on reviewing and presenting Kakari activities.



<Instruction in Assembly Activities in class>

1. Significance of conducting assembly activities in class

- Follow the transformation of the pupil who is not good at building relationships and consider the significance of such activities.

2. Prepare for the classroom assembly with an outlook

- The flow of the assembly activities from discussion to review.
- These are key points for students to take initiative in the activities.

3. Participation and review of the classroom assembly

- These are the key points for conducting an adequate review.
- These cover the various types of assembly activities and their objectives.

What are Classroom Activities (2)

Content of Activities

Classroom Activities (2), which refers to “Adaptation to daily life and learning, personal growth, health and safety”, include the following four aspects: (a) to acquire basic habits such as organizing one’s belongings and greeting others, and living modestly; (b) to discover each other's good points, respect differences, get along with each other, and trust each other; (c) to maintain and improve one's physical and mental health, protect oneself from incidents, accidents, and disasters, and act safely; (d) to form desirable eating habits mainly during lunchtime, and to improve relationships with others through meals.

Significance of Activities

In the Classroom Activities (2), the focus is on taking up common problems to all students, such as broadening their perspectives on the causes and solutions through discussions, making their own decisions, and persevering with a strong will to carry them out. By practicing these skills and improving their lives, students will develop a proactive attitude toward better living.

Qualities and Abilities to be Developed

The qualities and abilities to be developed through these activities are:

- The ability to work proactively toward the improvement of one's life issues and to improve one's daily life.
- The ability to become aware of issues in one's life and make decisions on how to solve them based on diverse opinions.
- The attitude to work persistently toward solving one's life issues in cooperation with others and forming better relationships with others by respecting them, in order to improve one's own living conditions.



Organize the Belongings




Objective

Review daily routines, think collaboratively about how to organize and decide what to do.

Preparation

Prepare "My Goal Cards" for writing down decisions.

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> ● Understand today's process. ● Examine the photos that show untidy belongings and grasp the current circumstances. • Consider where the issues are. (10 minutes) <p style="text-align: center;">Consider how to organize the surroundings</p>	<ul style="list-style-type: none"> ■ Based on the photos in the video, let students reflect on their life thus far and understand their own issues. 
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> ● Think about what would bother us if we do not organize. (5 minutes) ● Think about the reason why we did not organize. (10 minutes) ● Think about what would bother us if we do not organize. (5 minutes) ● Think about the reason why we did not organize. (10 minutes) 	<ul style="list-style-type: none"> ■ Encourage students to think about any real-life difficulties they've faced and be able to present them. ■ Advise students to think about specific situations and discuss them, rather than saying things like "I will clean up properly", to help them learn decision-making.  
<p>Ending (deciding)</p> <ul style="list-style-type: none"> ● Decide the most important things to do and write it on the "My Goal Cards". (5 minutes) ● Present decisions to each other. (5 minutes) 	<ul style="list-style-type: none"> ■ Write down decisions on the "My Goal cards". ■ Increase motivation to work hard together through talking about decisions to each other.

Eat Healthy Without Being Picky

Objective



Understand the importance of not being picky eaters and decide what to do to avoid leftovers at school lunches.

Preparation

Prepare "My Goal Cards" for writing down decisions.

*Conducting a questionnaire survey on students' likes and dislikes in your class is also advisable.

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> ● Understand today's process. ● Watch the nutritionist's interview and understand that school lunches are prepared with nutritional balance (10 minutes). • See the questionnaire results in the video. ● Think about likes and dislikes and be able to see the issue as one's own. (5 minutes) <p style="text-align: center;">Consider how to eat without likes and dislikes</p>	<ul style="list-style-type: none"> ■ From the interview with the nutritionist, students can learn about the importance of eating everything, as school lunches are nutritionally balanced. • See the questionnaire results in the video and discuss the points. ■ From the graph of the questionnaire survey, realize that dislikes of food varies from person to person. 
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> ● Think about why we like or dislike food and the advantages of eating without picking. (10 minutes) • Listen to the nutritionist talk about the role of food. ● Discuss ways of eating without being picky, using the ideas in the video as a reference. (10 minutes) 	<ul style="list-style-type: none"> ■ The nutritionist's talk helps students realize the importance of eating everything. • By categorizing the ideas from the discussion into points and items, it will be easier to decide what to work hard on when making decisions. ■ From the graph of the questionnaire survey, realize that dislikes of food varies from person to person. 
<p>Ending (deciding)</p> <ul style="list-style-type: none"> ● Decide the things to do and write it on the "My Goal Cards". (5 minutes) ● Present decisions to each other. (5 minutes) 	<ul style="list-style-type: none"> ■ Write down decisions on the "My Goal Cards". ■ Increase motivation to work hard together through presenting decisions to each other.

Precious Friend

Objective



Be aware of small acts of teasing that might lead to bullying, think about how to stop them in class, and decide what to do.

Preparation

Prepare "My Goal Cards" for writing down decisions.

* It is also advisable to conduct a questionnaire survey to find out if students have ever done or been "ostracized", "ignored," or "badmouthed".

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> ● Understand today's process. ● Compare the questionnaire results about whether one has made fun of others or been teased. ● Consider why so many respondents claim to have been teased. (10 minutes) <p style="text-align: center;">Think about how to get along with friends</p>	<p>■ Learn to focus on the similarities between the class and the video in the survey findings.</p> <ul style="list-style-type: none"> • Be able to recognize that there are more victims. • Be aware that other mean behaviors, such as 'ostracizing', 'ignoring', and 'badmouthing', are similar to teasing. • Be aware of unconscious acts that are mean to others. • Be aware that different people feel differently. 
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> ● Listen to the student's experience in the video and recall your own experiences. (5 minutes) ● Think about the reasons why people make fun of others. (10 minutes) ● Discuss ways to stop being mean and get along with friends. (10 minutes) 	<p>■ Be able to realize whether you are being overly emotional.</p> <p>■ Be careful not to attack specific individuals.</p> <p>■ Advise students to also refer to the ideas in the video.</p> 
<p>Ending (deciding)</p> <ul style="list-style-type: none"> ● Decide the things to do and write it on the "My Goal Cards". (5 minutes) ● Present decisions to each other. (5 minutes) 	<p>■ Write down decisions on the "My Goal Cards".</p> <p>■ Advise students to make decisions about concrete actions that will improve relationships.</p>

Ways to Protect Ourselves from Infectious Diseases




Objective

Understand the importance of preventing infectious diseases, think together about ways to protect ourselves from infectious diseases, and decide what to do.

Preparation

- Prepare "My Goal Cards" for writing down decisions.
- Prepare materials that are used in daily health instruction.
- Understand today's process.
- Learn about the different types and routes of infectious diseases. (5 minutes)

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> ● Understand today's process. ● Learn about the different types and routes of infectious diseases. (5 minutes) <p style="text-align: center;">Think about ways to protect ourselves from infectious diseases</p>	<p>■ Think about what we know about infectious diseases and what vaccinations we have received to see the issue as our own.</p> <ul style="list-style-type: none"> • Know the main routes of infection and the causes of infection. 
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> ● Think about what we unintentionally do, even if we were careful. (10 minutes) • Listen to the school nurse talk about infectious diseases. (5 minutes) ● Discuss ways to protect ourselves from infectious diseases. 	<p>■ Think about things we cannot do when preventing infectious diseases.</p> <p>■ Learn the key points of infection prevention and deepen understanding from the talk of the school nurse.</p>  <p>■ Advise students to refer to the ideas in the video.</p>
<p>Ending (deciding)</p> <ul style="list-style-type: none"> ● Decide the things to do and write it on the "My Goal Cards". (5 minutes) ● Present decisions to each other. (5 minutes) 	<p>■ Students who can't think of initiatives can choose from the examples in the video.</p> <p>■ Increase motivation to work hard together through presenting decisions to each other.</p>

How to Use SNS Wisely

Objective




Think through discussions about problems and things to be careful of when using SNS and determine how to use SNS wisely.

Preparation

Prepare "My Goal Cards" for writing down decisions.

*Conducting a questionnaire survey on SNS use in your class is so advisable.

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> ● Understand today's process. ● Find out about the SNS survey results. (5 minutes)  <p>Think about how to use SNS wisely and what to be mindful about</p>	<ul style="list-style-type: none"> • It is recommended to raise awareness of SNS by conducting a questionnaire on the current situation of SNS usage and linking it to the safety class. ■ Collecting questionnaires on actual situations in the class is advisable so that the students can consider it as their matter.
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> ● Think about the causes of trouble from the video. (10 minutes) ● Discuss the reasons why trouble tends to occur on SNS. (10 minutes) ● Discuss how to avoid trouble. (10 minutes) 	<ul style="list-style-type: none"> ■ Consider the causes of trouble from the talk in the video and actual stories. • Create a board divided into categories such as "how to communicate" and "rules and manners" to make it easier for decision-making. 
<p>Ending (deciding)</p> <ul style="list-style-type: none"> ● Decide the things to do with the best effort and write it on the "My Goal Cards". (5 minutes) ● Present decisions to each other. (5 minutes) 	<ul style="list-style-type: none"> ■ Through quantifying and increasing awareness of 5W1H, students learn to set specific goals. ■ Increase motivation to work hard together through presenting decisions to each other.

Instruction in Classroom Activities (2)

Video Overview and Key Points

This video provides an overview of classroom activities and uses the fifth-grade lesson "How to use SNS wisely" as an example to explain the learning process of classroom activity(2) and points to pay attention to when guiding the class. In classroom activity(2), appropriate guidance and advice are given at four stages to enable the students to make better decisions for themselves.

When to watch

- At training seminars organized by the board of education, in-school research, grade meetings, etc.
- When researching teaching materials before teaching classroom activities(2), mainly by class teachers

How to use

- By watching the video at seminars, teachers can concretely grasp the key points of instruction when teaching classroom activities(2) and apply them to their daily classes.

Video Outline

The first half [What are Classroom Activities (2)?]

- Let's learn about Classroom Activities
- About Classroom Activity (2) and Classroom Activity (3)

The first half [What are Classroom Activities (2)?]

Subject: Grade 5 (2) e. "How to Use SNS Wisely"

1 Preliminary guidance

- Questionnaire survey and preparation of materials, etc.

2 Instruction during teaching

- Grasp:** Grasp the problems from the questionnaire.
- Explore:** Realize the need to solve the problems.
- Finding out:** Discuss the ways to solve problems.
- Decide:** Make decisions on specific personal goals that suit you.

3 Post guidance

- Teacher:** Give students advice and encouragement and keep them motivated to put it into practice.
- Student:** Continuously strive to reach personal goals and keep a record.

What are Classroom Activities (3)

Content of Activities

Classroom Activities (3), which refer to “Career development and self-actualization of each individual”, are about self-actualization by making decisions on specific goals and methods that suit oneself to live better now and in the future. The contents of these activities are to (a) live a better life with hopes and goals, (b) develop a sense of social participation to assume responsibilities and roles as a member of a group and society, and (c) realize proactive learning concerning one’s career development.

Significance of Activities

Classroom activities (3) connect the overall educational activities with the perspective of career education. These activities will enable students to reflect on their past, examine themselves, and make decisions to strive to become the person they want to be while making the most of their strengths and potential. The students’ proactive efforts will enhance their sense of self-efficacy and self-affirmation, such as “I can do it” and “I am glad I did my best”.

Qualities and Abilities to be Developed

The qualities and abilities to be developed through these activities are:

- The ability to understand the significance of working, learning and what is necessary for self-actualization while making the most of one’s strengths, and then act on it.
- The ability to think about one’s own life and studies, find issues to live better, discuss and make decisions to solve them, and work proactively by making the most of one’s own strengths and cooperating with others.
- The attitude to set goals that are appropriate for oneself in order to live better now and in the future, and to act proactively while utilizing one’s strengths and cooperating with others to achieve their goals.



Toban Tasks

Objective



By thinking about the significance of Toban tasks, students can take the initiative to do these Toban tasks as class members.

Preparation

Print out worksheets and let the students fill in the goals they have decided.

*It is also advisable to conduct a questionnaire survey on the Toban tasks.

Learning Process

Student's activities	Key points of video
<p>Introduction (understanding)</p> <ul style="list-style-type: none"> • Understand today’s process. • See the questionnaire results about Toban tasks and grasp today’s issue. (5 minutes) <p>Think about how to do the Toban tasks for everyone</p>	<ul style="list-style-type: none"> • By thinking about the results of the class questionnaire together, students can grasp the issues as their own. ■ Discuss why there are Toban in the classroom.
<p>Development (searching and finding)</p> <ul style="list-style-type: none"> • Think about what to pay attention to when doing Toban tasks. • Understand the significance of Toban by watching the explanations in the video. • Watch the fourth-grade students’ interview video and think about how to do Toban. (20 minutes) • Think about how to do Toban tasks in the future, using the interview video as a reference. (10 minutes) 	<ul style="list-style-type: none"> ■ Review the ways of doing Toban tasks so far. • Referring to the “Career Passport” or the classroom journal when reviewing Toban tasks is also considerable.  <ul style="list-style-type: none"> ■ Discuss how to do Toban tasks from now on.
<p>Ending (deciding)</p> <ul style="list-style-type: none"> • Decide on “your goals” and present them to each other. • Decide what to keep in mind when doing Toban tasks in the future and write it on the “My Goal Card”. (10 minutes) 	<ul style="list-style-type: none"> ■ Write down the goals on the “My Goal Card”, referring to the discussion. ■ Increase motivation to work hard together by sharing decisions. 

Improve learning capacity

Objective

Active learning can be achieved by thinking about how learning contributes to our present and future life and what we can do to improve our learning capacity.

Preparation

Prepare “My Goal Cards” for writing down decisions.

*Conducting a questionnaire survey on their learnings in your class is so advisable.

Learning Process

Student's activities	Key points of video
Introduction (understanding) <ul style="list-style-type: none"> ● Understand today's process. ● See the questionnaire results about learnings and grasp today's issue. (5 minutes) 	<ul style="list-style-type: none"> • By thinking about the results of the class questionnaire together, students can seize the issues as their own.
Consider how to improve learning capacity	
Development (searching and finding) <ul style="list-style-type: none"> ● Think about how learning has benefited us. (10 minutes) • Watch video messages from adults. ● Think about how to improve learning capacity: • Learn examples of how to speak, present, and take notes. • Watch video messages from seniors and think in groups about improving learning capacity. • Listen to groups' presentations and organize perspectives. (20 minutes) 	<ul style="list-style-type: none"> ■ Learn to think concretely. • Using My Goal cards or career passports are also advisable. • Helping them recognize that what they learn in primary school is helpful in adult life.  <ul style="list-style-type: none"> ■ Listen to seniors, and discuss ways to improve learning capacity in groups and classes.
Ending (deciding) <ul style="list-style-type: none"> ● Decide on “your goals” and present them to each other. • Decide what to remember when studying and write it down on the “My Goal cards”. (10 minutes) 	<ul style="list-style-type: none"> ■ Refer to videos that provide insight into improving learning and fill in the “My Goal cards”. ■ Present decisions to the whole class and increase motivation to work hard together.

Instruction in Classroom Activities (3)

Video Overview and Key Points

This video provides an overview of classroom activities and uses the fourth-grade lesson “Towards Grade 5” as an example to explain the learning process of Classroom Activity(3) and points to pay attention to when guiding the class. In Classroom Activity(3), appropriate guidance and advice are given at four stages to enable the students to make better decisions for themselves.

When to watch

- At seminars organized by the board of education, in-school research, grade meetings, etc.
- When researching teaching materials before teaching classroom activities (3), mainly by class teachers

How to use

- By watching the video at seminars, teachers can concretely grasp the key points of instruction when teaching classroom activities(3) and apply them to their daily classes.

Video Outline

The first half [What are Classroom Activities (3)?]

- Let's learn about Classroom Activities
- About Classroom Activity (2) and Classroom Activity (3)

The second half [Classroom Activity (3) ~ Points of Instruction ~]

Topic: Grade 4 (3) a. “Towards Grade 5”

1 Preliminary guidance

- Questionnaire survey and preparation of materials, etc.

2 Instruction during teaching

Grasp: Grasp the topics from the questionnaire.

Explore: Review and understand your strengths and growth using the “Career Passport”.

Finding out: Discuss how to put it into practice.

Decide: Make decisions on specific personal goals that suit you.

3 Post guidance

Teacher: Give students advice and encouragement and keep them motivated to put it into practice.

Student: Continuously practice to reach personal goals and keep a record.