Making a better classroom/school life together

Special Activities

- Deciding on my own and making efforts are important.
- Classroom/school life becomes fun through class meetings, etc.
- Everyone feels happy for being helpful.
- Children and teachers are all friendly with each other and lively.
- Having a hard time and a good time together with children makes teachers grow.
- Realizing building of awareness of group in classroom

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Curriculum Research Center, National Institute for Educational Policy Research, Ministry of Education, Culture, Sports, Science and Technology
## Objectives of the special activities

To develop children’s qualities and abilities through exercising their ways of viewing or thinking as members of group or society, making efforts to do various group activities voluntarily and practically and solving problems in their own life or group life while making use of their good points and potentialities so that:

1. Children can understand the significance of various group activities that they conduct in cooperation with others and what is needed in conducting the activities and learn the way of acting:
2. Children can acquire the abilities to find problems in group or their own life and human relationships, make discussions for solving the problems, and try to form a consensus or make a decision on their own; and
3. Children can build a better life and human relationships in group or society using the abilities acquired through voluntary and practical group activities, deepen their thoughts about the way of living and develop attitudes toward self-actualization.

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Human relationship which they want to build
Point of view where children make efforts to build a better human relationship using their good points while cooperating with each other in the relations between "individual and individual" and "individual and group".

Society which they want to create
Point of view where children positively participate in various groups or societies to which they belong now and will belong in the future to make the groups or societies better.

Improvement of classes toward realization of "Proactive, Interactive and Deep Learning" in the special activities

Proactive learning
Children find problems based on the actual status of school or classroom and actual condition of themselves and try to make their life better while practicing or reviewing the ways of solving the problems.

Interactive learning
Children learn to expand their thoughts and think flexibly and multi-directionally by trying to form a consensus in order to solve problems in life or listening to various opinions in discussions toward decision making.

Deep learning
While exercising the "ways of viewing or thinking as members of group or society" and repeating a series of activities from finding of problems and setting of tasks to reviewing, children use their knowledge or skills to solve problems in group or of their own by comprehensively using the "ways of viewing or thinking" according to characteristics of each school subject.
Children grow up with richness of spirit through classroom activities.

- **Each child can realize his/her own growth.**
  - I learned to speak to others voluntarily, and so I can make more friends now. Thanks to my friends, I realized my good points.
  - Since I experienced doing things in cooperation with others, I can make friends with anyone.
  - By doing one thing together with others, I experienced such a pleasure that couldn’t be felt by doing alone.
  - Having discussed many things, I noticed that there were various ways of thinking.
  - Plenty of relationships with other people make children learn by themselves and have confidence in themselves.

- **Leading to development of a better group**
  - Through various group activities such as class activities, student council activities, club activities and school events, a classroom or school can be made a group in which children support and inspire each other.

Classroom in which children can properly communicate their ideas to others.
Classroom in which children are willing to do cleaning.
Classroom in which children teach each other and encourage each other.
Classroom in which children can properly communicate their ideas to others.
Classroom in which children are willing to do cleaning.
Classroom in which children teach each other and encourage each other.

"Enhancement of class activities (1)" is a key point.
Children can acquire the strength to live better in an inclusive society.

School is a society where people are related to each other.

School is a microcosm of society and a society most familiar to children. In the special activities, school life itself is a subject of education.

Classroom activities
- Toward fulfillment and improvement of the classroom life, every child makes his/her classroom or school life better in cooperation with others.
  - Fun event, etc.

Student council activities
- Student council is organized by all students to make their school life enjoyable and rich through voluntary and autonomous activities.
  - Jumping rope gathering, etc.

Club activities
- Through the same hobby, students of different grades develop their personalities and enrich their life.
  - Ball game club, etc.

School events
- Through connection with communities and nature or interaction with various cultures and people, children create a school culture.
  - School excursion, athletics meet, etc.

Experiences in the special activities become a memory that children cannot forget even when they become adults.

To workplace, home
- Making a better group or society with co-workers or family

To neighborhood council, assembly
- Making their community or society better through discussions and practices

To circle, club
- Making friends, deepening the bonds while developing favorite things and enjoying life

To community events, entertainments
- Having awareness as a member of group and having attachment to communities or the like through various events

What children practice and learn in the special activities leads to the way of living in various groups in the future.

In the special activities, children can get achievements by obtaining understanding and cooperation of parents and local community people. Using the column space for description about the special activities in the report card, or news letter from school, it’s desirable to report children’s activities and their good points to their parents and adults concerned.

Information

- Making a better life and human relationship through the special activities is correlated with academic achievement.

The cross tabulation of paper test survey and questionnaire survey was conducted. The analysis result shows that the larger the number of teachers who conduct the special activities with enthusiasm and children who affirmatively replied to the questions about the special activities is in a classroom, the higher the average correct answer ratio for many subjects in the classroom is.


- “Tokkatsu (special activities)” receiving attention even in foreign countries

Overseas educational professionals pay attention to the special activities, in which children cooperate with each other in group to solve problems, as one of Japanese-style education methods.
Practice of classroom activities based on characteristics

There are three kinds of classroom activities, (1), (2) and (3). The basic learning process is divided into two categories: class activities (1); and class activities (2), (3). Children conduct voluntary and practical activities, according to the characteristic of each activity, under an appropriate guidance of teachers, so that they enhance their autonomous abilities, self-leading abilities and self-actualization abilities.

The classroom activities are activities based on "classroom". Classroom is a basic group to which children belong and are most familiar in school life. Through various group activities, children try to make a better life and human relationship and fulfill and improve school life, by discussing the ways of finding and solving group’s or individual problems in classroom or school life, trying to achieve “consensus formation” in group and practice in cooperation, or each child doing ‘decision making’ about how to solve his/her own problems and practicing the decision.

Learning processes (example) for class activities (1) and (2) (3)

(1) Participation in creation of life in classroom or school
Taking up issues, for example, things children want to do or make together or problems they want to solve together, in order to make classroom or school life enjoyable and fulfilling.

(2) Adaptation to daily life and learning, and securing growth, health and safety of individuals
Taking up issues in the present life for (2), and issues on life and learning in view of the present and future for (3).

(3) Career-building and self-actualization of each child

Activities in advance

[1] Finding/checking problems
Finding issues from various problems in life, and deciding "agenda" together by all the classmates.
Teacher sets a "subject matter" from common problems in daily life.

[2] Discussing how to solve problems, etc.
Exchanging or comparing opinions about the content, method and role sharing of the problem-solving.
Having discussion to search for the cause of a problem or the necessity to solve it and to find a specific solving method.

Recognizing differences of opinions and diversity, making a compromise and achieving "consensus formation" in group.
Based on discussion, each child does a "decision making" about a specific way of solving a problem and a personal goal suitable for himself/herself.

Actual activities/discussions of the period

[4] Practicing what was decided
Playing his/her own role on what was decided or practicing what was decided in cooperation with others using each other's good points.
Based on the way of solving problems decided by the "decision making", each child practices and persistently makes efforts toward realization of the goal.

[5] Reviewing
Reviewing achievements or problems in the practices and using it in the next problem-solving.
Reviewing the practices on a regular basis to keep awareness and using it in the next problem-solving.
Guidance before class meeting in order to "enhance the quality of discussion"

Sharing the necessity of solving a problem, making a plan of discussion and leading children to have their own ideas toward solving of the problem

*In the example of the agenda "Let's have a welcome gathering for ○○-san" (3rd grade)*

**[1] Finding problems**
C: "I want to hold a gathering where the transfer, ○○-san can get to know our class and we can make friends."
T: "I see. How about submitting your idea in the agenda post?"

**[2] Selecting agenda (At planning committee)**
T: "Let's select some agenda proposals."
C: "Let the proposers whose agenda proposals were not selected know about what we do."

**[3] Deciding agenda (All students in class)**
T: "Which agenda is related to everyone in the class and needs to be discussed now?"
C: "This time, let's talk about "Let's have a welcome gathering for ○○-san"."

**[4] Preparing activity plan (Planning committee, proposer)**
T: "Let's make a plan of class meetings for talking about the reason for the proposal, subjects to be discussed, purpose of discussion, etc. and prepare for them."
C: "In class meetings, let's talk about what we will do, how we can devise, or the like."

**[5] Awareness of problems**
T: "Put down your ideas in the class meeting notebook."
C: "According to the activity plan, let's post opinions, check the way of proceeding, etc." (Planning committee)

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**How to collect agendas**
- From proposals put in the agenda post
- From topics at morning meetings and end-of-the-day meetings
- From what is written in the class journal or the like
- From remarks about tasks or duties in classroom
- From requests of the student councils such as the representative committee and other committees or from proposals by classroom to the student councils
- From reviews of past activities

Based on the class management policy, a teacher may present a subject.

**Major preparations at the planning committee**
- **Specifying the "reason for the proposal"**
  - Clarifying "for what is the activity conducted?" and "how is the activity conducted?" while respecting the proposer's thought.
  - **[Content of the reason for proposal (Example)]**
    - ① Actual problem (Currently, the problem is like this.)
    - ② Possible way of solving the problem (By doing this)
    - ③ Image after the problem is solved (want to do this, want to be like this)
- **Deciding "what to discuss"**
  - The content should be what needs to be discussed in 1 unit time.
  - For example, "what should be done", "how should it be done", "how should the roles be allocated", or the like. In view of the development stage, importance should be given to "how should it be done".
- **Deciding the "goal of discussion", in some cases**
  - In the following cases, the goal may be set:
    - In the case where the reason for proposal should be clarified
    - In the case where the subject in the last discussion or the way of discussing should be set as a goal
- **Allocating roles and checking how to proceed and what students should be careful about**
- **Checking "what has been decided"**
Classroom activities (1) for children to realize their thoughts and fulfill their life at classroom or school

Classroom activities "(1) Participation in creation of life in classroom or school"/

Activities in advance

(1) Finding problems
- Finding an agenda from life. For example, what makes school life better, what everyone wants to do together or what everyone wants to make

(2) Selecting agenda (Planning committee)
- Thinking about which agenda should be discussed by all students in class and selecting an agenda

(3) Deciding agenda
- Agenda proposals are presented to all students in class and all students participate in deciding an agenda

(4) Preparing activity plan (Planning committee)
- Deciding the reason for proposal and what should be discussed, and making a plan about the way of proceeding class meetings

(5) Awareness of problems
- Raising awareness of the agenda by using the classroom activities corner or the like

<table>
<thead>
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<th>Classroom activities corner</th>
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<tbody>
<tr>
<td>What has been decided</td>
</tr>
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<td>(1) June 27, Friday, 5th period</td>
</tr>
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<td>(2) In the classroom</td>
</tr>
<tr>
<td>(3) Two games (for 30 minutes)</td>
</tr>
</tbody>
</table>

Presenting a rough content of the program clarifies what should be decided.

Welcome program

| [1] Opening address |
| [2] Singing |
| [3] Game |
| [5] Closing address |

Classroom activities corner

What has been decided

| Opening address (1) |
| Singing (2) |
| Game (3) |
| Remarks about the welcome gathering (4) |
| Closing address (5) |

Understanding of the agenda and the way of proceeding the discussion

- Understanding the content of the agenda and discussion, individuals being reconfirming their own ideas based on the reason and purpose of proposal, and understanding the allocation of time and the way of proceeding in class meeting

Discussion about how to proceed

- Presenting ideas
- Presenting their own ideas about "things to be discussed" while respecting individual thoughts and wishes

Children's thoughts or wishes, reviewing the previous activities, annual instruction plan

Clarification of what should be discussed

- Showing what is being discussed now by arrow or marking so that everyone can concentrate on thinking.

- Time is shown as a guide so that children can have a discussion paying attention to the time.

- Try to take more time to discuss the content to be focused on

- Considering the developmental stage or children's actual states, teachers shall speak about good points seen in this class meeting or issues for the next meeting so that children can discuss the matter toward a better consensus formation.

- Teachers may praise a group of chairpersons or speak to the whole class to enhance children's motivation to practice the activity.

Teacher's comment

- Considering the developmental stage or children's actual states, teachers shall speak about good points seen in this class meeting or issues for the next meeting so that children can discuss the matter toward a better consensus formation.

- Teachers may praise a group of chairpersons or speak to the whole class to enhance children's motivation to practice the activity.

Quiz and baskets are separated, and it's easy to understand, isn't it?
**Agenda "Let's have a welcome gathering for 〇〇-san" (3rd grade), as an example**

- **School**
  - **Classroom activities (1)** Participation in creation of life in classroom or school
    - Agenda: Let's have a welcome gathering for 〇〇-san's thoughts and wishes in the classroom or school

- **Decision of a problem-solving method**
  - Comparing
    - Having discussion while confirming the same points and different opinions through questions and answers, or giving affirmative opinions and opposing opinions, in order to find a better solving method or the like.
  - Settling (deciding)
    - Achieving "consensus formation" by recognizing differences of opinions and diversity, making compromises and organizing everyone's thoughts.

- **Teacher's guidance or advice**
  - Teachers shall give guidance or advice so that children can proceed discussion according to the reason or purpose of the proposal.
  - Teachers shall try to enhance the ability of the whole class to hold a discussion by advising not only children in the group of chairpersons but all students in class.
  - When someone says something that hurt others, teachers shall give an appropriate guidance.

- **Check and preparation for what was decided**
  - Confirming the "content of the welcome gathering" and the "efforts to let 〇〇-san know everyone in the class and have fun" and trying to have the prospect of practicing the gathering.
  - **Content of the welcome gathering**
    - "Fruit basket": "Class 3-3 quiz"

- **Preparation of the welcome gathering for 〇〇-san**
  - All children in class are assigned to roles and prepare in cooperation.
    - Everyone cooperates to practice what was decided at the discussion.

- **Visualization, operation, and organization of thinking**
  - Sticking the approval and opposition marks with different colors makes the discussion's state and progress easy to understand.
  - Use of cards with opinions written on them for classification and organization of opinions enables children to compare opinions easily.
  - Appropriate use of thinking tools as needed helps children deepen or organize their thoughts.
In the example of the agenda "Let's have a welcome gathering for ○○-san" (3rd grade)

[1] Check and preparation for what was decided
T: "Check what was decided or allocation of roles."
C: "Let’s allocate roles and tasks and prepare in cooperation."
C: "Let’s try to let everyone enjoy it."

[2] Practice of what was decided
T: "Considering the reason for proposal, let’s cooperate to make the gathering amusing."
C: "Let’s pay attention to time as well during the gathering."

[Welcome gathering for ○○-san (example)]
[1] Opening address
[2] Song of classroom
[4] Games
  - Fruit basket
  - Class 3-3 quiz
[6] Teacher’s comment ——
[7] Closing address

Teacher tries to praise individuals or group for good points to enhance their motivation to practice.

[3] Reviewing the activities
T: "Could you do the activities while considering the reason and purpose of the proposal?"
C: "I think everyone has made friends with each other and smiles more often."
C: "It was good that ○○-san had fun."
○○ "I’m glad that I could know about everyone through the one-word messages."

Practice
○Based on the consensus formation, the roles are allocated to all children and they are to cooperate to achieve the objectives.
○While preparing and practicing together in cooperation, children exercise their own good points or notice each other’s good points and efforts.
○Children’s feeling of belonging to the class is enhanced.

Reviewing
○After the practice, children express remarks or write in the review card, thereby not only reflecting back on the activities but recognizing each other’s good points and efforts.
○Reviewing along with the reason and purpose of proposal
○It is important for teachers to provide guidance on how children find each other’s good points, to conduct a self-evaluation for reviewing their own behaviors or a mutual evaluation for recognizing each other’s good points, and to organize the achievements and problems.
○By reviewing the pre-activities, actual activities and post activities, children can improve themselves using the reviews in the next activities.

Step to the next activities
○"Reviewing" is a step to the next activities. The "satisfaction" and "sense of accomplishment" obtained in the activities become a source of energy for the next activities. The reviews will lead to the next problem-solving including proposal of new agenda.
○It is important to leave the activity records. For example, after the practice of the activities, what was practiced is posted at the classroom-activities corner so that children can always check them, enhancing the motivation to practice.
Task activities and gathering activities for making classroom life enjoyable and fulfilling

Guidance after the class meeting

- In the example of the agenda “Let's have a welcome gathering for ○○-san”
  - Reviewing the activities
    ○ “I’m glad that I could know about everyone through one-word messages.”
    ○ “It was good that ○○-san had fun.”
    ○ “I think everyone has made friends with each other before the gathering.”
  - T: “Considering the reason for proposal, let’s cooperate to achieve the objectives.”
  - C: “Let’s try to let everyone enjoy it.”
  - C: “Let’s allocate roles and tasks and prepare in advance.”
  - T: “Check what was decided or allocation of roles.”

○ It is important for teachers to provide guidance on how children find each other’s good points, and to conduct a self-evaluation for reviewing their own behaviors or a mutual evaluation for recognizing each other’s good points, and to cooperate to achieve the objectives.

- Making remarks
  - Reviewing along with the reason and purpose of proposal of new agenda.

- Practice of what was decided
  - Duties in classroom are allocated to all children so that their classroom life can be smoothly operated.

- Closing address
  - “Reviewing” is a step to the next activities. The reviews will be obtained in the activities become a source of “satisfaction” and “sense of accomplishment” for children.

Points on guidance for task activities

Clarifying the difference between task activities and duty activities

Teachers not only provide guidance intentionally but make children clearly understand the difference between task activities and duty activities. In a lower grade, teachers may talk to children so that their originalities are expanded from duty activities.

<table>
<thead>
<tr>
<th>Task activities</th>
<th>Duty activities</th>
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</thead>
<tbody>
<tr>
<td>Children find tasks to make their classroom life enjoyable and fulfilling together and make voluntary and practical efforts using their originality and creativity.</td>
<td>Duties in classroom are allocated to all children so that their classroom life can be smoothly operated.</td>
</tr>
</tbody>
</table>

Cooperate to do task activities using their originality and creativity.

- Kinds of tasks or contents of activities are discussed by each task group or at class meeting so that children can do tasks using their originality and creativity.
- In order to liven up all task activities in classroom, it is effective that a task-activities corner or task-activities post for collecting ideas is set or the efforts are reported at morning meetings or end-of-the-day meetings.
- By conducting a task-activities presentation, children can recognize good points of each task group, improve their own task activities based on the good points of others’ activities and have exchanges and cooperation among task groups, resulting in invigoration of task activities.

Points of guidance for gathering activities

“Great task activities guide a happy classroom life.” Clarifying the purpose and obtaining a common understanding in the whole classroom.

Activities in advance

- Conducting the overall reviews on discussion, preparation and gathering activities, according to the activity plan, considering the developmental stage. Using the reviews to improve next activities and classroom life.

Class meeting

- Making a detailed plan about “What”, “How” or “in which allocation of roles” to conduct the activities.

Roles are allocated to all children in class, and activities in which everyone has fun and makes friends are conducted. After activities, all children do cleanup together.

Reviewing

- Through orientations about various gathering activities, each gathering is made by all children and for all children.

Practice

[Example of gathering activities]

- <Assembly activities such as fun events> Game gathering/quiz event/gathering for appreciating those who worked hard in this term
- <Assembly activities such as sports> Long rope jumping event/Interclass Olympic Games
- <Cultural gathering activities> Interclass music competition/book report writing competition/newspaper competition/presentation of play or drama
Classroom activities (2) for children to look at their present selves and thinking about their own growth

- Classroom activities "(2) Adaptation to daily life and learning, and (4th grade), as an example

### Activities in advance

**Questionnaire in advance**

**Question [1]**
- Have you ever been left out, ignored or spoken ill of by your friends?

**Question [2]**
- Have you ever left someone out, ignored or spoken ill of someone?

The result of the questionnaire in advance is graphed and posted in the classroom.
- Exchanging opinions briefly while seeing the graph beforehand leads to clarification of problems in the actual activities.

The rate of elementary school students who have "left out, ignored or spoken ill of someone or been left out, been ignored or been spoken ill of by others" is over 90%.

According to the Follow-up Survey of Bullying by National Institute for Educational Policy Research in June 2016, the importance of the classroom activities as educational activities for prevention of bullying is indicated.

Significant point for preventing bullying is whether or not children can take the bullying as their own problem and face it head-on.

In the "Basic policy for anti-bullying measures (Decision by the Minister of Education, Culture, Sports, Science and Technology in 2013, Last revision in 2017)' the importance of the classroom activities as educational activities for prevention of bullying is indicated.

### (2) b. Building of better human relationships

#### Understanding of problems

- Lead children to understand the actual state of their classroom based on the result of the questionnaire.
- Lead children to notice the significance of learning and clarify their own problems by using the graph or the like
- Photos, video footages or the like may be used as materials.

#### Searching for causes, realizing the necessity

- Lead children to identify the cause of the problem and clarify the direction toward a solution
- Lead children to realize the necessity of improvement and find the points to be improved

#### Annual guidance plan

**Example of the board-written content in the 4th-grade**

**Graph [1]**

- I have "left out", "ignored" or "spoken ill of" someone.
  - Yes: 8 people
  - No: 22 people

**Graph [2]**

- I have been "left out", been "ignored" or been "spoken ill of" by others.
  - Yes: 25 people
  - No: 5 people

#### December 8th

**Value friends**

**Graphing**

- Many people don't think that they are doing anything that annoys someone.
- The number of those who "have" spoken ill of or left out someone is small, while the number of those who "have been" spoken ill of or left out by others is large.
- We may have said something that annoys someone without knowing.

#### I, too, have been annoyed by my friends.

- We may have said something that annoys someone without knowing.

#### What are the causes of troubles?

- Causes of "ignoring" or "speaking ill of" someone
  - I lost my temper.
  - I was upset.
  - I was envied.
  - I wanted the same friend.

- How to become friends.
  - "Let's play together.
  - During break time, try to play with the same friends as usual.
  - I wanted to play with the same friends as usual.
  - I didn't speak to friends much.

- During break time, try to speak to him/her.
- I wanted to play with the same friends as usual.
- I didn't speak to friends much.

- I wanted to play with the same friends as usual.
- I didn't speak to friends much.

- During break time, try to speak to him/her.
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Using materials effectively, children decide their own goals in life and learning in order to improve their daily life and make efforts to achieve those goals.

growth and health and safety of individuals”/Agenda “Value friends”
Classroom activities (3) for children to foresee the future and make efforts to become what they want to be

Classroom activities "(3) Individual’s career development and self-actualization"

Activities in advance

Looking back on oneself in the 6th grade

Portfolio-like teaching materials may be used so that each child can connect the present self and the future self in his/her thought and he/she can recognize his/her own growth on his/her own.

Let’s look back on the past year in the 6th grade. Read the classroom activities notebook including the past records again and add anything that is newly noticed.

[1] What was your goal you set when you became a 6th grader?
[3] What abilities do you think you acquired in this one year?
[4] What are your good points you noticed in this one year?

Questionnaire in advance

Toward junior high school life

○ What type of junior high school student do you want to be?
○ What are you looking forward to?
○ What are you worried about?
○ What experiences in the elementary school do you want to draw on?
○ Where do you want to try to use your good points?

Example of the board-written content in the 6th grade

(3) a. Development of ambition and attitude for living

Understanding of problems

• Lead children to take the subject as their own matter by using the questionnaire, etc.
• Lead children to understand the significance of connection between the present and the future and of learning, and to meet challenges on the future perspective in relation to the subject.

Searching for causes, noticing possibility

• Lead children to look back on the past themselves, picture their wish about “what they want to be” and search for their own good points and potentialities
• Use of the classroom activities notebook, photos and video footages is effective.

Annual guidance plan

February 26th Toward junior high school life

Grasping

What are you worried about or looking forward to in junior high school life?

○ Looking forward to
○ Worried about

What you want to use effectively

- My strong points
- My experiences
- Efforts I made
- My good points

Graph the result of a questionnaire in advance so that children can understand it visually.

Guide children so that they can realize their own growth by utilizing the classroom-activities notebooks and the like.

Searching

Let’s get to know about pleasures and challenging things in junior high school life

Amazing school events

- Subcultural talk with outside person
- Study seriously

Let’s think about the image of a junior high school student you want to be

Soccer, piano

I was a leader in the friendship activity.

Energetic, persistent, gentle

I did the tasks of the ocommittee with responsibility.
The special activities play an important role for career education. Through the activities, children look back on the past activities, foresee the future way of learning and living and make decision about individual goals. Each child decides his/her own goal in life or learning and practices toward achievement of the goal.

"/Subject "Toward junior high school life" (6th grade), as an example with hope and objectives now and in the future

**Finding**
- Referring to others' ideas, let's find many things that each of us will do from now in order to become our ideal selves as junior high school students.

- Things that we will do from now
  - School events
    - in order to play actively in the athletic meet, I will do exercise every day with persistence.
    - I will do my best in the music lesson in order to sing well with others at the chorus festival.
  - Club activity
    - I'll do my best in club activities and lessons to play an active role.
  - Study
    - I like Japanese class. I'll continue to read books to further improve my Japanese ability.

- Guide children so that they can deepen or broaden individual thoughts through discussion.

**Deciding**
- Let's have a discussion and expand our ideas on what we should do.

- Let's decide what we should do from now before graduation and make efforts to carry it out.

- Decision making for individual goal
  - Expand what children can do in order to pursue "what I (they) want to be" through discussion in small groups or together as the whole class.
  - Setting a place of information exchange, providing information as materials and use of guest teacher are effective.
  - Guide children so that each child can set his/her own specific goal and own practicing manner with a firm resolution
  - Guide children so that each child can achieve his/her goal by himself/herself and that they can make a self-assessment.

**Practicing**
- Practice of what was decided
  - Practicing what they made decision to do and recording it

- Practicing one’s aim in a fixed period of time and talking about the actual states of the practice

**Reviewing**
- I achieved my goal. What shall I challenge next?

- Making efforts is very important in the future life as well, isn't it?

- Set the time for looking back on the past regularly in order to keep the motivation to practice the aim and keep the consciousness of the way of living from now on.

**Post activities**

- Class, Grade

- Efforts "Toward junior high school life" card
  - What kind of junior high school student do you want to be?
  - Doing my best at both study and club activity
  - Special efforts to make in order to realize what you want to be in junior high school
  - Practicing the piano for 30 minutes every day
  - Doing push-ups 30 times every day
  - Reading books in unfamiliar genres by 5 pages a day

- Toward a better yourself
Student council activities which are voluntary and autonomous activities for making school life enjoyable and fulfilling

**Let’s find problems**

<table>
<thead>
<tr>
<th>Activities planning at the representative committee</th>
<th>From the student council post or the like and activity plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. Decision of allocation of roles and purposes of activities</td>
<td>In the student council post, there was a letter saying “Many students run on passageways or stairways. It is dangerous.” I’ll propose this as a subject for making our school life safer.</td>
</tr>
<tr>
<td>May Toward the athletic meet</td>
<td>From proposals by classroom</td>
</tr>
<tr>
<td>Jun. Reviewing of the athletic meet</td>
<td>In my class, the proposal was made that there are many fallen leaves in school yard and we want to sweep them up. I propose this because all students should make efforts together to clean our school.</td>
</tr>
<tr>
<td>Jul. Report about activities by each committee</td>
<td>From committees</td>
</tr>
<tr>
<td>Jul. Planning of club presentation</td>
<td>(From the library committee)</td>
</tr>
<tr>
<td>Aug. Planning and preparations for the farewell party for 6th-year students</td>
<td>Book Week is approaching. I want everyone in school to read many books. This year, we want to conduct a campaign in the whole school and liven up Book Week. So, we will propose this.</td>
</tr>
<tr>
<td>Sep. Summary of activities in this one year</td>
<td>From the teachers</td>
</tr>
<tr>
<td>Oct. Toward the next year</td>
<td>in the lower grade</td>
</tr>
<tr>
<td>Nov. About the welcome party for 1st-year students</td>
<td>Children in lower grades often say that they want to play with elder students in their vertical section stairways. It is dangerous.” I’ll propose this as a subject for making our school life safer.</td>
</tr>
</tbody>
</table>

**Reviewing activities to improve future activities**

Reviewing practices regularly to raise children’s awareness, continue their practices and find new problems.

Among the agenda examples are “Welcome party for 1st-year students”, “Farewell party for 6th-year students”, planning of student council gathering activities, etc.

**Informing children of what was decided and having them practice it**

All the students in school are informed of what was decided through the student council paper, school broadcast or the like. It is effective to implement it by connecting each committee activity or student council gathering activity with one another.

**We-love-books gathering**

- Chairperson: Gathering committee
- Display: Posting committee
- Broadcast: Broadcast committee
- Program: Newspaper committee

- Reading books.
- The broadcast committee surveys what books are popular and introduce the best ideas.
- The library committee introduces books recommended by the library committee.
- The library committee gives bookmarks to those who read many books.
- Let’s think about what each committee should do.
- Comparing ideas
- The broadcast committee reports ideas about books.
- The library committee reports ideas about reading books.
- We want to hold a rope jumping event in lunch break so that everyone in school is able to jump rope well. So, we will propose this.
- Children in lower grades often say that they want to play with elder students in their vertical section stairways. It is dangerous.” I’ll propose this as a subject for making our school life safer.

**Interaction among children of different ages**

In activities such as gatherings planned and operated by student council, excursion, playing and school lunch, children in different grades and classrooms spend fun time together and have interaction with each other.

In the case where school sets activities for continuous interaction among different-age students in daily life, separately from student council activities, it is important that teachers clarify the qualities and abilities to be developed through the activities and instruct the students on the activities in concert with “Interaction among children of different ages” conducted in student council activities.
Let’s discuss/decide activities together

The flow of implementation of the children gathering activity “We-love-books gathering” is shown here as an example. In it, students at the representative committee discuss what efforts should be made towards Book Week by all the students in school. What is decided will be implemented.

[1] Have the student council planning committee decide agenda, inform the whole school of it, and discuss what activities could be conducted by students at classrooms or each committee.

[2] Classroom representatives, committee representatives and club representatives (depending on the agenda) gather and hold a representative committee for discussion.

Preparations such as preliminary survey of opinions of lower and middle graders should be made so that they can be reflected to discussion. Making a system for certainly informing everyone of what was decided raises students’ consciousness that they belong to school.

Discussion time should be set at the time when higher graders and teachers of other grade can participate in or observe the discussion. It is important to make sure that activities can be implemented throughout the year.

Discussion is made on the drawing on the experiences in classroom activities. Unifying the tools used in classroom discussions contributes to smooth proceeding.

Opinions from classrooms collected at morning meetings or the like and opinions from committees collected at preliminary committees are brought to the representative committee.

The whole school is informed of the agenda and the reasons of proposals through student council paper, school broadcast and the like. It is essential to fully inform children of the proposers’ thoughts and wishes.

Committee activities

In principle, all students in higher grades are divided into several committees and conduct activities of each committee for making the whole school life enjoyable and fulfilling together.

* It is desirable that students belong to the same committee throughout the year.

- Use children’s initiative or ideas and exercise their originality and creativity.
- Lead individuals to play a role and fulfill their responsibilities while elevating their consciousness of self-usefulness and membership of school.
- Lead children to build better human relationships in a group of students of different ages by discussing various problems of activities in order to form a consensus or making efforts in cooperation with others.

These are examples of kinds of committees to be set. Other committees can also be set in connection with important items of education at each school.
Club activities in which students pursue common hobbies or interests in a group of students of different ages

**Orientation**

Lead children to understand necessaries for club activity such as its purpose, significance, contents and examples of clubs.

- Orientation is conducted before observing club activities
  - Orientation is conducted in the end of the 3rd year. It may be conducted in the 4th or 5th year as well.
  - Select a club in which you can conduct activities with interest. The important thing is what you want to do.

- Activities in which you enjoy what you like or what interests you.
- Upper-grade students and lower-grade students help each other in activities.
- Everyone thinks about planning of activities together.

- Club activities are fun because I can select myself.
- Planning on our own is a pleasure.

**Observing and experiencing club activities**

Observing and experiencing club activities in preparation for deciding which club you will belong to in the next school year

- Guide children so that they can take more interests in club activities and make a better choice.
- Club observation card is prepared, in which children can write the order of clubs to observe and what they felt.

- We found the pleasure of the clubs through the trial session. We are looking forward to joining club activities in the next year.

**Setting of clubs and membership**

In club activities, children pursue common interests. To that end, the club activities shall be organized with respect for children's hope.

- Children from different grades belong to the same club and are led to cooperate to conduct the activities.
- Children can continuously conduct the activities throughout the year.
- The environment for activities shall be made through securing of places for activities, preparation of tools and so on.
- Characteristics and tradition of local community and school shall be considered.
- Children are led to observe school rules and conduct the activities safely.
- Care should be taken so as not to make individuals bear high expenses.

Generally, teachers conduct survey of what clubs children want, and decide what clubs to be set, considering children's request basically as a top priority and the number of teachers or facilities in school. Various other methods for respecting children’s proactive choice may also be adopted. A questionnaire or a survey on children's desires may be used to raise their awareness of participation or children may propose clubs that they want to have and invite members.
In club activities, students mainly in the 4th grade or higher pursue common hobbies or interests with like-minded peers. An appropriate number of class hours for each month, term, and year should be secured so that the goals of club activities can be fully achieved and three contents below can be implemented. In addition, club activities should be incorporated in the annual event schedule and class schedule so that activities can be continuously conducted.

(1) Organization of club and planning/operation

At the beginning of the year, all children who belong to a club gather and hold a discussion and prepare activity plan. Roles are allocated among the children and the club operation is conducted.

(2) Activities through which children can enjoy the club

Based on the annual, term or hourly activity plans, children enjoy the club in pursuit of common interests while exercising initiatives and originalities in cooperation with friends from different grades.

(3) Presentation on achievements in club

Presenting merits and achievements of clubs to the whole school, parents of the students, and/or people in local community at a presentation session or the like contributes to lift children’s motivation for activities.
School events which represent landmarks in school life or color school life according to the characteristics of school

Five kinds of school events below are conducted in all grades. Teachers guide children so that they
Giving orientation is an important part of children’s guidance on school events. Teachers guide children so that

1. Ceremonial events
   - Having a fresh feeling and setting landmarks in life
   - Examples of words to give from teacher
     - The opening ceremony of school term is a turning point of your school life. This event reminds you that you should be thankful to people who support you, and leads you to make a determination of what kind of person you aim to be from then on.
     - The graduation ceremony is the last lesson of 6-year school life. At this ceremony, you hold a new hope toward junior high school life.

2. Cultural events
   - Enriching children’s life with culture and arts
   - Examples of words to give from teacher
     - In the school play, you can act in your own way and find your friends’ good points by using what you’ve learned.

3. Events for health and safety
   - Developing a healthy mind and body
     - Examples of words to give from teacher

4. School events promote children’s proactive activity under appropriate guidance by teachers.
   - Graduation ceremony is an important ceremony, so let’s attend it with respect. We shouldn’t be lax while being seated during the ceremony for the sake of 6th graders.
   - Let’s liven up the athletic meet this year with cheering squads. Let's devise how to perform our own cheering and teach it to lower graders.
   - Concerning the local-community-cleaning activity, what about sending letters of invitation to people in the local community from our beautification committee? Making posters and posting them up may be nice as well.
   - In group-lodging activity, we can enjoy nature, such as looking for insects or plants that we cannot see in our daily life. Also, we can deepen our friendship by cooperating in orienteering or the like.

5. Deepening ties among children and making a place to which every child belongs
   - Children requiring special care can conduct activities in their own way and at their best.
   - I am very happy to meet these friends.
   - Let’s work hard for the whole school. I am glad to make everyone happy.
   - The class has become a better group with united children cooperating to conduct activities toward a shared goal.

Depending on the kind of school event, activities based on a plan in which children’s initiative or ideas are incorporated or activities in which the contents of student council activity are implemented may be conducted.
Each child can understand the significance of each school event and conduct with his/her own objectives. 

- Have children keep the record of their own growth by writing a summary or drawing a picture of each activity in school events.
- Take some time to share individual reviews of activities by using words even when conducting preparation and practice.
- By repeatedly summarizing and reviewing their experience-activities, children have come to take more initiative and show more forwardness even in their ordinary life and learning.

**Review points**

- Checking to what degree the goal was achieved
- Finding good points and problems to be solved of their own and of other pupils
- Utilizing what they learned in school events in their daily life
- Setting a new goal toward next activities

**Examples of the methods for making a summary by words or presenting what children experienced**

<table>
<thead>
<tr>
<th>Speaking/Listening</th>
<th>Presenting individual reviews in front of everyone and deepen their own thoughts based on the mutual reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Painting</td>
<td>Writing about impressions on school events and compiling an anthology</td>
</tr>
<tr>
<td></td>
<td>Making a file for school events, in which reviews are written and kept</td>
</tr>
<tr>
<td></td>
<td>Writing letter of thanks to those who gave help</td>
</tr>
<tr>
<td></td>
<td>Writing reviews of the performances of other graders, compiling them on a large simili paper or the like, and posting it up</td>
</tr>
<tr>
<td>Presenting</td>
<td>Announcing what children learned in school events to students of other grades and parents as well</td>
</tr>
</tbody>
</table>

**Announcing the results of children’s activities to parents and people of the local community will result in obtaining trust and cooperation from them.**

- In reviewing, lead children to think by themselves according to the significance of the school event and the goals set on their own which were checked in the orientation.

A large group of children in school or in the grade conduct school events in cooperation. The real experiences they had together with friends enrich their school life. Also, children realize school membership and togetherness, which fosters their sense of responsibility to shoulder an inclusive society.
Devising classroom environment to enrich the special activities

Visualization of "classroom records"
To put up on the wall the "classroom records" which include school events or activities children discussed and practiced will help visualize the history of the class, lead them to look back on their own growth and foster attachment for the school and pride in it.

Setting of the Classroom Activities board
On the Classroom Activities board, an agenda, etc. is posted in advance of class meeting using cardboard or the like. Children can freely use the tools set on the corner for them to use at the planning committee in class meeting. Also, by posting the flow of activities toward class meeting, children can plan and operate the activities with prospects. In addition, by writing the agenda on strips of paper, the strips can be posted on the blackboard at class meeting or used for notifications and records.

Notifications about student council activities or club activities
A section for notifying of committee activities, representative committee and club activities is set to elevate children's motivation.

Stationery, activity materials
Stationery which children can use freely should be prepared so that they can conduct activities on their own initiative at class meeting, task activities, gathering activities or the like. Materials and books which children can use for class meeting, task activities, gathering activities or the like should be also prepared in order to help children exercise their originality and creativity.

The whole class can they learned or were with in the activities, them as fulfilling. It may be a good idea photos of each an easy review or the school events and activities.

Classroom Activities board
- Visualization of "classroom records"
- Setting of the Classroom Activities board
- Notifications about student council activities or club activities
- Stationery, activity materials
In guidance of classroom activities, improvement of the classroom environment including putting up bulletins, etc., is effective in motivating children. Through guidance before/after an activity related to posted bulletins or posters, children come to make efforts to improve their life voluntarily and practically, and their motivation to practice those things is elevated.

**Task Activities section**

Teacher sets the task activities section so that children can visualize "members in charge of tasks" and "goals of activities for reviewing." Setting of the task post for collecting ideas on activities and the task-activities notebook (in which what was discussed, etc. is recorded) which children can read at any time will lead to improvement of the contents of activities.

**How to speak/listen**

By using a posting board, teachers can appropriately teach children about how they should speak about their own ideas to "let others see my ideas" and how they should listen to others to try to "understand others' ideas," at a class meeting or in lessons of subjects.

**Examples of efforts toward school-life goals**

(2) a. Development of basic lifestyle

Giving an effective guidance so that children can take practical attitudes for "(2) a Development of basic lifestyle," by connecting with the postings of life goals and school rules.

(2) c. Development of healthy mind and body and safe lifestyle

Guiding children so that they can lead a healthy and safe life, by relating the guidance with posted notification such as health goals, health newsletter, and evacuation route.

(3) b. Fostering awareness of participation in society and promoting understanding of the significance of working

Pick up a subject on duty activities in the lesson of the classroom activities (3) so that children can understand not only the importance of playing their assigned roles but the significance of working in general.

**Examples of use of health newsletter or school-lunch newsletter**

(2) c. Development of healthy mind and body and safe lifestyle

In guidance of eating food which is dealt with in the classroom-activity lesson, school lunch shall be used as teaching material. Try to give guidance in various ways, for example, by effectively using lunch menu and related bulletin posters.

**Agenda post (Proposal form)**

By setting the agenda post, teachers can raise children's awareness of problems and guide children to propose an agenda when necessary. Also, teachers guide children to value agendas not selected and show respect to any proposal, by replying to the proposer and tell him/her how they'll deal with matter.

**Duties and the day duty**

(3) b. Fostering awareness of participation in society and promoting understanding of the significance of working

Pick up a subject on duty activities in the lesson of the classroom activities (3) so that children can understand not only the importance of playing their assigned roles but the significance of working in general.

**Organizing singing**

**Let's conduct the Classroom Olympics**

**Let's greet this month**

**Evacuation route map**

**Slogan of Class A**

**Promises (Rules) at Elementary School**

**Health Newsletter**

**Lunch newsletter**

**Menu of this month**

**Day duties**

**Duty schedule**

**Color magnet**

**Plate magnet**

**Various goods for class meeting**

Cards to put on blackboard at class meeting (agenda, what was decided, clock card, decision marks, strips, name cards, etc.)
Key to career education

- Playing a role as a member of a classroom or school develops child’s ability and attitude required for his/her living independently.
- Through activities in which a child makes efforts using his/her good points and capabilities, the child learns how he/she can realize what he/she wants to be. (Career development)

Helping classroom management

- Through activities toward a better classroom life, the cooperative relationship in classroom group is enhanced.
- Through activities in which everyone feels pleasure in being helpful and respects each other’s good points, a classroom where individuals are valued is made.

Improving academic ability

- The ability to solve problems together in a group, which is acquired through class meetings or the like, can be used in learning of each subject.
- When children develop a better life and human relationships on their own, an atmosphere in which they learn together in a classroom is created and their motivation to learn grows.

Preventing occurrence of problems in guiding students

- Learning the importance of living with respect to each other’s personality leads to prevention of bullying or the like.
- Through activities or opportunities when children make decisions on their own and make efforts, their self-guidance ability is enhanced.

Connecting to moral practice

- Group activities and experiences in the special activities provide children the main field for learning of moral practice and play an important role in moral education.
- By interrelating the special activities in which children learn through practice and the subject of moral which nurtures their heart, their thoughts about how to live are deepened.

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