Characteristics of Social Studies Lesson Study in Mikawa Area, Aichi Prefecture, Japan: The Case of 6th Grade “I Want To Know More About The Nearest Country, Korea!”

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Abstract— The purpose of this research is to clarify the characteristics of social studies lesson study in the Mikawa area of Aichi Prefecture in Japan and to show comparative viewpoints on social studies lesson study in Indonesia. For that purpose, I took up the practice of “I want to know more about the nearest country: Korea!” Through the examination of this practice, I identified the following three points as what we achieve through social studies lesson study: (1) we are creating a conceptual diagram of the social studies unit; (2) we are preparing a teaching instruction plan; and (3) we are conceiving a temporary arrangement and a method of practice. In this study, I examine the significance and the problem.

1. Characteristics of Social Studies Lesson Study in Mikawa Area, Aichi Prefecture, Japan: The Case of 6th Grade “I Want to Know More about the Nearest Country, Korea!”

In the previous research, the characteristics and problems of Indonesian social studies lesson study methodology were cleared (Nastion, 2015). The purpose of this research is to clarify the characteristics of social studies lesson study in the Mikawa area of Aichi Prefecture in Japan and to show comparative viewpoints on social studies lesson study in Indonesia. As my framework, I used something I learned while working with elementary school sixth graders in Mikawa, which I summarize as “I want to know more about the nearest country: Korea!” Since we are discussing the world around us, and the nearest country to us was Korea, I used learning more about Korea as my test case in social studies lesson study.

I took this up for the following three reasons. First, the practice of learning more about something in particular can be regarded as a representative social studies lesson practice in schools in the Aichi Prefecture. For example, this practice was reported on at the Aichi Prefectural Educational Research Conference in 2005, and it received high evaluations (Shirai, 2004). Second, this practice is a jointly developed practice based on social studies lesson study. It is argued that social studies lesson study in the Mikawa area is a typical classroom study in Japan (Shirai, 2018a). Third, the method of researching social studies lesson study by focusing on “I want to know more about...”-type projects has been verified as a useful and effective way to examine children’s thoughts and awareness (Shirai, 2018b).

For the above reasons, I would like to clarify the actual situation of the area’s social studies lesson study through analyzing materials related to this practice and consider the characteristics of social studies lesson development research in the Mikawa area, Aichi Prefecture, Japan.

2. Outline of Social Studies Lesson Study

A. Process of social studies lesson study

At the time of development of this practice, social studies lesson study as a joint research was conducted in the elementary school social studies education research circle organized in the Hoi district (present: Toyokawa City). The basic policy of social studies lesson study in elementary school social studies education research circle is as follows:

- Let’s bring practice together and let’s “research” everyone.
- Let’s be in force of each person.
- Let’s build up research.

As you can see, in the Mikawa area of Aichi Prefecture, the teaching culture is deeply rooted in joint study, including social studies lesson study. It is distinctive that faculty members from other schools
gather together to jointly discuss and study research ideas, unit concepts, and lesson plans.

B. Determining the target of practical research

Based on such research consultations, the goals of practical research were decided, and temporary construction of hands-on research, methodology, unit concepts, and lesson plans were created.

The goal of this practical research is to encourage students to have and recognize various ways of thinking. Therefore, I thought it important to touch on different ideas and to recognize that there are differences. Also, to deepen our thoughts, I wanted to make people aware of the benefit of listening to the opinions of others.

C. Research hypothesis and method

Next, to approach such a goal, I thought it necessary to notice different ideas from the viewpoint of a child, and I believed I could do this by listening to and valuing relationships with other people. Therefore, I decided to position the hypothesis of the research and concrete measures as follows and to practice it.

D. Creation of unit concept plan

Figure 1 shows a unit concept plan (from 10/16) based on social studies lesson study. This unit concept diagram is meaningful in that it is centered on children’s learning about problem-solving methods.

<table>
<thead>
<tr>
<th>Hypothesis 1</th>
<th>Hypothesis 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you support learning based on children’s interests, you will be able to notice different ideas.</td>
<td></td>
</tr>
<tr>
<td>If you care about a place where children engage with each other’s thoughts, you will become aware that friends recognize that others have good ideas, too, and gain respect for other ways of thinking.</td>
<td></td>
</tr>
</tbody>
</table>

○ Understand that Korean people value cultures different from Japan’s, and can respect the difference in thinking.
○ In activities to pursue Korean culture, you can deepen your thought while listening to your friends’ opinions.

3. Outline of Practice

Since Friday evening, Adam came to Canada from Homestay in Canada. It is said that Adam is in Japan for a week. I have never known Canada, but I felt that my impression changed and people in Canada did not change much with Japanese people either. I would like to teach more about Canada in a week. — life diary of Child A, 9/12
**Unit concept plan "I want to know more! The nearest country / Korea" (All 16 hours scheduled to be completed) As of 10/16**

### The flow of learning

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8 (Monday)</td>
<td>1 hour&lt;br&gt;Let's talk about knowing about people's lives in Korea</td>
</tr>
<tr>
<td>1/10 (Monday)</td>
<td>1 hour&lt;br&gt;Learn the overview of Korea&lt;br&gt;I want to know more about Korea</td>
</tr>
<tr>
<td>11/22 (Monday)</td>
<td>4 hour&lt;br&gt;Let's investigate about people's lives in Korea</td>
</tr>
<tr>
<td>11/24 (Wednesday)</td>
<td>2 hours&lt;br&gt;How to summarize?</td>
</tr>
<tr>
<td>11/29 (Monday)</td>
<td>2 hours&lt;br&gt;Let's experience Korean culture</td>
</tr>
<tr>
<td>12/1 (Monday)</td>
<td>1 hour&lt;br&gt;Let's announce what we learned about the goodness of Korean culture</td>
</tr>
<tr>
<td>12/6 (Monday)</td>
<td>1 hour&lt;br&gt;Scheduled lesson study meeting&lt;br&gt;When inviting Korean people to a Japanese house, what should I do?</td>
</tr>
<tr>
<td>1/15 (Saturday)</td>
<td>4 hours&lt;br&gt;Sousui Festival&lt;br&gt;We want people to know more</td>
</tr>
<tr>
<td>1/17 (Monday)</td>
<td>1 hour&lt;br&gt;How can Korea and Japan make more friends?</td>
</tr>
</tbody>
</table>

### Examined learning in small groups

- **Keyword in materials**
  - Kimchi<br>Football<br>Chima Choogi<br>Osual<br>Food culture<br>Sports<br>clothes<br>Home life<br>trend<br>Korean food set<br>Taekwondo<br>Entertainment<br>Sharing

- **Interview**
  - Interview with a Korean food store in the school district and ask them to tell me about their interests.

- **Support and Evaluation**
  - I want to visit a Korean food store in the school district to understand the overview of Korea (a place different from Japan) through work of actually writing maps and graphs.

- **11/22 (Monday)**
  - Let's announce what I want to investigate
  - Let's investigate about people's lives in Korea

- **11/24 (Wednesday)**
  - How to summarize?

- **11/29 (Monday)**
  - Let's experience Korean culture

- **12/1 (Monday)**
  - Let's announce what we learned about the goodness of Korean culture

- **12/6 (Monday)**
  - When inviting Korean people to a Japanese house, what should I do?

### Discussion and activities throughout the class

- **1/15 (Saturday)**
  - 4 hours<br>Sousui Festival<br>We want people to know more

- **Summary**
  - Let's spread Korean culture more
  - We hope Korea and Japan will be able to make friends
A. Capture the Child A

Child A wrote the sentence above when international students from Canada were visiting. What came to mind was the word “Canada,” way of thinking about international exchange. Child A said her impressions changed and she wanted “learn more about Canada” through a homestay experience. I wanted to further develop such honest feelings, and I hoped that Child A could be touched in various ways of thinking and be able to accept each way of thinking.

B. What do you know about the hottest countries and Korea right now?

Since this year, in the conversation of children, Korean celebrities and foods have come to appear on a daily basis. It seems that the Korean TV drama Winter Sonata is booming. So, as an introduction to the unit, we started to ask “What is it that you know about the hottest countries and Korea right now?” Thus, we started exploring the children’s image of Korea.

The Figure 2 shows a webbing mind map for “Korea” done by Child A. As you can see, the Child A has only a narrow field of knowledge, with basic topics such as “clothes” → han and “food” → kimchi, as an image for Korea.

The students seemed to be intrigued by Korea because the things that interest them (such as clothes and food) were not too different from those same items in Japan, and since what they knew came from the TV show, they were not deep or philosophical. Sadly, some of the items that came up were based on stereotypes, as if all of Korea is like Korean food. “Korean people look very similar to Japanese” also appeared. These remarks seemed to have been based on a lack of weighty knowledge of Korea. Our response to the students was to say that we hoped to deepen their knowledge and awareness about Korean culture and Koreans’ way of thinking that is the background of culture.

C. Let’s be Korean experts!

In conducting investigative learning, we came up with the motto, “Let’s be Korea experts!” and provided support so that we could have a challenge about a theme of interest. The themes that the children were interested in were Korean sports, food, clothes, the Hangul language, epidemic drama, and so on.

I understood that Korean clothes are traditional ethnic costumes “Hanbok.” “Han” means Korea, “me” means “to wear.” People in Korea thought that they usually wear chima chogori, but I understood that they wear it when there are special occasions. — infant card of Child A, 11/24

One of the girls who studied Korean clothing using the Internet and book materials said that she had thought Korean women wore chima chogori (a traditional outfit) all the time, but she learned that they did so only for special events—but only once she asked herself why someone was wearing chogori.

D. Let’s hold an interim presentation

Next, we held an interim presentation so the students could share what they learned with each other and put them on the same knowledge level. I thought this would be a good way to receive advice from my friends for future study research. Child A produced Korean clothes, made samples with vinyl bags, showed the items to the others, and acted out a play about usual life in Korea. However, Child A was unable to answer questions not already answered by the presentation, such as “Why do Korean people value chogori?”

In a reflection after lesson, Child A wrote the following comment:

Many children did not understand the idea behind Korean culture, like the girls who got knowledge about clothing but not its context, but from this interim presentation, it was clear that what they learned from the Internet and book materials on Korea would not allow us to conduct sufficient study research on the way Japanese people think about clothes.
I thought that it was necessary to make these children aware of the way of thinking behind Korean culture. For example, jogging in Korea is valued because of reasons such as cold weather. Confucian thinking, diet culture differences, etc. To expand their awareness about this, I decided to take the opportunity to share some of what I have learned in my studies of the two cultures.

E. Discuss the difference between Japan’s and Korea’s ways of thinking

In Korea there is a custom that says, loosely, that men eating together is business, so they sit and the women stand. This is related to the concept of Confucianism in Korea, the influence of *ondol* (underfloor heating) and the lack of ease of sitting while wearing *chogori*. I thought that differences in meal manners in daily life would be easy for children to recognize and learn, so I watched a scene related to sharing a meal in the Korean drama *Winter Sonata* beforehand, and then I explained that Korean women general stands (or knees) during meals.

In this lesson, children saw a lively discussion on “Why meal manners are different,” Confucian thinking, and different cultural climates. There was also a figure of a child to think about. Based on what we had studied so far, we believed that it was possible to look at differences between Korean and Japanese culture by having them interact with each other.

In Child A’s summary of my discussion, appears below.

<table>
<thead>
<tr>
<th>T</th>
<th>What do you think is different from Japan, considering Korean food scenery as an example?</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Eat with metal dishes, spoon</td>
</tr>
<tr>
<td>C2</td>
<td>Eat without elevating the vessel</td>
</tr>
<tr>
<td>C3</td>
<td>Men are agoras and women are knees</td>
</tr>
<tr>
<td>C4</td>
<td>I start eating by seeing my father eat</td>
</tr>
<tr>
<td>C5</td>
<td>Do not eat all, leave a little</td>
</tr>
<tr>
<td>T</td>
<td>Why do you think that meal manners are different?</td>
</tr>
<tr>
<td>C6</td>
<td>Because culture is different</td>
</tr>
<tr>
<td>C7</td>
<td>The mechanism of politics is different.</td>
</tr>
<tr>
<td>C8</td>
<td>In Korea, my father is the biggest person and I will start eating first. Is not it because there is a way of thinking to respect your father?</td>
</tr>
<tr>
<td>C9</td>
<td>I turned on, Confucian thinking.</td>
</tr>
<tr>
<td>C10</td>
<td>Because the meals are different</td>
</tr>
<tr>
<td>C11</td>
<td>As I put it on, Korea is a metal dish to eat lots of hot things</td>
</tr>
<tr>
<td>C12</td>
<td>Because it is attached, the climate is different. Korea is cold, Japan is rather warm</td>
</tr>
<tr>
<td>C13</td>
<td>Japan is a wooden dish, because Japan has many trees?</td>
</tr>
<tr>
<td>C14</td>
<td>Korea has a lot of rocky in textbooks too.</td>
</tr>
<tr>
<td>C15</td>
<td>Child A: Also, the woman stands knees because the clothes are different. If it is not a standing knee or chocolate becomes dirty, if ingenuity it is not because manners are different? (Somewhat)</td>
</tr>
<tr>
<td>T</td>
<td>So, what do you do when you invite Korean people to a Japanese house for dinner?</td>
</tr>
<tr>
<td>C15</td>
<td>Teach me Japanese dietary manners and eat it in Japanese manner. We also teach Korean manner of manners. —Lesson record, 11/30</td>
</tr>
</tbody>
</table>
Figure 3. Teaching plan at the time 11/30

(1) Target
- With regard to differences in dietary manners between Korea and Japan, I can think out about their cultural background and notice that there is good culture in each country.

(2) Preparation <Child> Social Studies File <Teacher> Cards Card Metal Tableware Chogoli

(3) Expansion

<table>
<thead>
<tr>
<th>Process of learning</th>
<th>☆ Support and ○ evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children’s play (Korean meal manners)</td>
<td></td>
</tr>
<tr>
<td>What is different about the dietary manners of Korea and Japan?</td>
<td></td>
</tr>
<tr>
<td>Korea</td>
<td>Japan</td>
</tr>
<tr>
<td>- Eat with metal tableware, spoon.</td>
<td>- Use wooden chopsticks and cups.</td>
</tr>
<tr>
<td>- Eat without lifting equipment.</td>
<td>- It’s okay to lift the bowl to your mouth.</td>
</tr>
<tr>
<td>- A man stands as sitting cross-legged and a woman, the lance.</td>
<td>- Everyone sits while eating.</td>
</tr>
<tr>
<td>- The oldest person starts eating first.</td>
<td>- Try a little of everything.</td>
</tr>
<tr>
<td>- Do not eat every everything you are served; save a little.</td>
<td>- May I be excused from the table.</td>
</tr>
</tbody>
</table>

| Why do you think Korean and Japanese diet manners are different? |
| Cold climate | Warm climate |
| Korean style | Japanese style |
| - Because Korea is cold, it eats a lot of hot things, so it will become metal tableware? (child N) | - Is there a tree in Japan often? (child I) |
| - Because the floor is warm, in the agor? (child H) | - Because the tatami does not hurt, is it sitting right? (child K) |
| - The skirt is caught, what’s within the knees? (child J) | - Old people were knees at case? (child M) |
| Confucian thinking | Samurai’s way of thinking |
| - Is there a way of thinking to respect your father? (child R) | - Samurai’s way of thinking, excuse me to leave to eat? (child A) |

| Which culture has good points? |
| - I taught Korean people how to practice Japanese, and I also learn how to write Korean. (child H) |
| - Both cultures should be respected and you do not have to force them. (child N) |
| - If Japanese people and Korean people eat according to their own culture, is not it a problem? (child E) |

| What do you do when you invite Korean people to dinner at a Japanese house? |
| - Both Korean culture and Japanese culture have good points in each. |
| - I think that culture can be various and I want to keep it carefully. |
| - In different cultures, it is important to understand each other well. |

| Let’s look back on today’s discussion. |
| - We really want to experience Korean culture! |

☆ Look at the acting role of the student who made the meeting in order to make the image of the realistic scene gather.

☆ Advice to look back on your own life and speak so that opinions from various fields will come out.

☆ Have you noticed that Korean people value the different culture from Japan? (remark / learning card)

☆ Have the learning card write the grounds of your thought so that you can make remarks based on facts and grounds, and make a deliberate appointment.

☆ To be able to explain their opinions while hearing the context of the opinion of friends, prompting an afterthought or disagreed, the question.

☆ As you listen to your friends’ opinions, instruct them to take notes of your friends’ comments and new thoughts so that you can deepen your thoughts.

☆ If not well transmitted, ask an auxiliary question such as “Why do you think so?”

☆ Have you been able to speak with evidence based on your life experience or what you studied? (remark)

☆ Let me confirm the content of today’s discussion with a board book, give guidance for a period and give advice etc.

☆ Were you able to deepen your thoughts on the way of intercultural exchange? (Learning card)
<table>
<thead>
<tr>
<th>IM</th>
<th>Characteristics of Social Studies Lesson Study in Mikawa Area, Aichi Prefecture, Japan: The Case of 6th Grade “I Want To Know More About The Nearest Country, Korea!”</th>
</tr>
</thead>
</table>
| YY  | 1. In Korea, the production of wood is small so the metal tableware?
2. I use the metal tableware. Take out fast food. |
| NR  | 1. I’m the biggest among family members. Why?
2. Adjust to your opponent. |
| OH  | 1. I would like to emphasize that men are better in Korea.
| KH  | 1. The meals are different. Because Koreans are the best for my father.
2. Bean rice, mixed chajam, wakame soup, spinach salad, barley tea, kimchi etc., make meals that Korean people are likely to eat. |
| KR  | 1. A man is the biggest in Korea.
2. Adjust to the manner of Koreans. (However, cooking serves those of both countries) |
| JE  | 1. Because clothes and something are different. The clothes became dirty, easy to eat, if you devised the sides, the manner was different. Because my father works or because it is a major pillar.
2. I will tell you that “This is to say in Korea.” |
| TK  | 1. The manner manners decided in the past were accidentally reversed from Japan.
2. ≈ I want to make aware of the way cultures have culture that suits the country through discussion. |
| KR  | 1. Because Korea is big country.
2. As usual you are eating normally, and when you overuse Agun etc, pay attention to the table.
≈ I also work to make an eye on geography, climatic place. |
| JE  | 1. Because it is the country’s decision. How to eat according to existence.
2. Take a meal while teaching Japanese culture. |
| ON  | 1. In Japan, it is a waste to leave. Even though I made all the time, it is waste to leave.
2. I will go to suit people in Korea. (Because I think Korean people do not understand Japan’s manner of manners) |
| HS  | 1. In Korea, I think that it is still not enough to eat it all, so I wonder if I will leave it.
2. Take out what can only be eaten in Japan. Also, I will tell you how to eat Japanese. |
| KD  | 1. Because in Korea my father has the most power. Dad is the big boy so start eating first.
2. Korean style meal with Korean meal. |
| ON  | 1. Japan should do its knees on its knees.
2. Teach me how to eat in Japan.
≈ I want to notice JE’s remarks as to why you can’t stand up in Japan. |
| YK  | 1. Because there are many trees in Japan, I use wood chopsticks.
2. I would like to match Korean food as much as possible. |
| MK  | 1. Because wood is more in Japan than Korea. Wood is probably metal because there are not so many trees.
2. Eat as usual. |

**Figure 4. Seating chart and discussion, 11/30**

Shirai. Characteristics of Social Studies Lesson Study in Mikawa Area, Aichi Prefecture, Japan: The Case of 6th Grade “I Want To Know More About The Nearest Country, Korea!”
From this discussion, you can see how Child A understood more about chogori by learning more about traditional thinking in the Korean cultural climate and Confucianism. I like the part that says, “I would like you to tell me the dietary manners in Japan and tell me about the dietary manners in Korea,” which suggests that the idea there are different ways of thinking in Japan and Korea has been transmitted.

After this lesson, many of the children wrote, “I really want to experience Korean culture.” For that purpose, we decided to plan and carry out experience activities that took advantage of the children’s thoughts the next time.

F. Experience! Discovered! Korean culture!

Using the thoughts of children, we invited international students from South Korea as guest teachers and established a scene of interaction to conduct interviews and experience activities. One guest teacher, Ms. Seo Young Suk, gave an explanation about the Hangul language and Korean food culture. After that, I had the opportunity to experience Korean instrumental performances and wear samunori and chogori. In experiencing activities, Child A was allowed to dress in chima chogori and was able to enact happily a skit about the theme of interest. The following sentence is the impression of Child A after experiencing chogori.

Child A, after listening to Ms. Seo, wrote, “It is important to understand the same human beings, different cultures is important.”

Another sentence said, “I thought that it is really a clothing that is really easy to get on and knees easily,” we see that Child A was able to perceive the characteristics of chima chogori through experience and to notice similarities between Japanese (traditional) clothing and chima chogori. I also reviewed the kimono in Japan and found that I noticed the connection between Korean chocolate and the Japanese kimono.

The thing that remained in the impression in the experience is to wear chima chogori. It looked like a Japanese kimono. But the other thing is that when you wore chima chogori, it was easier to wear than Japanese clothing. I thought it was really a clothing that was easy to kneel.

— infant card of Child A, 12/3

G. Let’s think about international exchange between Japan and Korea

Through exchange activities with Ms. Seo, I now consider exchanges between Korean and Japanese social studies students a valuable learning experience. The students did, too, so we asked them to write to Ms. Seo and thank her for visiting.

To Mrs. Seo Young Suk
Thank you very much for telling me about Korea variously before. What I remained the most impressed was that I was wearing Hanbok. There are still many things we do not know about Korea. I thought that we can make friends if we discuss and understand each other’s culture with one another. — letter written by Child A, 12/5

From the words “I thought that we can get along if we discuss and understand each other’s culture with one another,” Child A is asking for future exchanges between Korea and Japan. It is clear from the words “talking about each other’s culture well” that Child A knows that there are different ways of thinking and respect those of both Korea and Japan. Through writing letters, the children seemed to be able to see future exchanges between Japan and Korea as a way of solving a familiar problem.

H. Let’s connect hands with people of the world

Figure 5 shows the webbing map on South Korea by Child A. We can see that the students have extended their view of Korea to include more about its culture and Confucian thinking. Now, “the nearest country: Korea” is understood to be a country with a culture different from that of Japan, yet familiar. Child A’s new cross-cultural learning shows us that it is possible to acknowledge the culture of countries.

— infant card of Child A, 11/30

Figure 5. Child A’s South Korea Map

4. Outcomes and issues of social studies lesson study

A. Achievements of the practical research

About Hypothesis 1

As the children could actively and vigorously engage in research activities on Korean culture, activities to announce what was expressed and interact with guest teachers from Korea was an
invaluable group learning experience. In addition, by having studies and learning based on the children’s interests, the students were able to learn about Korean culture in ways that were both familiar and deeply related to culture and economics. I believe that it is important for cultivating the foundation of human relations free of prejudice—not just for sixth-grade social studies students but for all citizens of every society—to promote and engage in international exchanges with people with different cultures.

About Hypothesis 2

By incorporating various discussion activities into the unit, we were able to actively exchange opinions, not just lecture. The students and (regular and guest) teachers’ interactions and sharing facts and opinions had these benefits: (a) reinforced that people have differing but still valuable ways of thinking; (b) expanded the students’ horizons; and (c) encouraged the students to see past superficialities and into the contexts of Korean and Japanese culture. Having the students write out their map cards from the discussions was an effective way of reviewing what they learned, including the idea that recognizing various ways of thinking is the first step toward a more symbiotic society.

B. Challenges of practical research

As a matter of practice, I focused on one area in Korea, so I could not complete my learning until I followed the guidelines’ instructions to “cover a number of countries deeply involved in Japan, economics, and culture etc.” However, through learning about Korea, the students learned about more than a different culture—they learned to recognize and value others’ ideas, contexts, and cultures. This bodes well for their future learning.

C. Significance for the study of social studies lessons

In the Hoi Direct Social Studies Circle, the following points were presented as a summary of this research. “By having children study Korean matters of their interests and interests on the Internet and books materials, inviting Korean international students as guest teachers, and having them talk about Korean culture, I tried to taste the more specific Korean culture situation to children. Both of them are interesting experience activities for children, and as we work on solving problems ambitiously digging up their problem consciousness, children are ‘pleased to learn’ I think that I felt like I was feeling.” “By focusing on the difference between dietary manners in Korea and Japan,” letting children think and think about ‘why such a difference exists,’ in each country, it produced in history and tradition I think that various cultures have been able to cherish them and to live by cherishing them and treating each other’s culture and understanding the importance of the two countries to continue to interchange. And in that I felt to share the joy of learning” and I could have my opinion about “ways of symbiosis.” “To make children feel the joy of learning,” we thought it best to focus common problems children struggle with by engaging them in problem solving, so we set up common subjects. Although the content was good, but there were still some challenges left to address, so next fiscal year we will focus on the neighborhood, and I would like to promote further research. The summary is rooted in the Hoi Direct Social Studies Circle’s appreciation for social studies lesson study that says “Let’s take advantage of children’s thoughts and awareness.”

5. Social Studies Lesson Study in Japan’s Mikawa Area, Aichi Prefecture

Through the examination of this practice, the following three points have been clarified as characteristics of social studies lesson study in Japan’s Mikawa area, Aichi prefecture.

First, through the social studies lesson study, we are creating a conceptual diagram of the social studies unit. Specifically, through social studies lesson study at Hoi direct social studies circle, we will acknowledge a variety of ideas centered on children’s problem-solving learning, which will give us a chance to think about how to live up to a symbiotic society. It is meaningful that we were conceived jointly with a unit conceptual diagram that enables conflicting learning.

Second, we are jointly preparing a teaching instruction plan, including discussions on teaching guidance and the guidance and transformation of children’s ideas by making use of the seating chart. Specifically, through social studies lesson study at Hoi direct social studies circle, we will set up the image of the child aimed at, and cooperated jointly with the creation of the teaching instruction plan and the utilization of the seat table towards the child image aimed at It has its significance.

Third, we are conceiving a temporary arrangement and a method of practice, and I am examining the significance and the problem to jointly verify whether children’s thoughts and awareness could be learning tools. Specifically, through social studies lesson study at Hoi direct social studies circle, we set up hypotheses and means in practical research and verified the outcomes and issues jointly through social studies class analysis, is there.

I think that it is great to suggest social studies lesson study in Japan’s Mikawa area, Aichi prefecture with such a collaborative character, to Indonesian social studies lesson study.

REFERENCES


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