SPECIAL ISSUE: How can social studies relate to youth civic engagement?

Social Studies Education Utilising Children's Motivations: Methodology to Connect Children and Society Through the Dismantling of 'Performed Consensus'

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Abstract

The pedagogical research in Japanese social studies (SS) faces major challenges, which have come to blur the relationship between SS educational content and children's motivation (for learning). The contents of SS education practices are often separate from the real world, for it perceives an ideal form of a democratic society (the ideal social image). There is a discrepancy between teachers' discussion of the 'idealised society' and children's reality. SS education aims to foster citizenship that moulds a democratic society independently. To promote 'independent formation', steps are required to nurture citizenship that encompasses children's participation in the real world (Tanaka, 2015).

This paper summarises how children's motivation (for learning) and urgency have been captured in relation to SS education research and brings out the implementation of results. Then, it proposes a lesson design concept based on the conclusions. First, information is presented with respect to the treatment of children's motivation (for learning) and urgency in past SS education research and practice. Afterward, a theoretical approach and lesson design plan are suggested for use in SS education. In other words, this research applies a sociological theoretical approach to the development of social studies lessons.

Traditionally, a significant question that prevails in the study of classwork is 'What is school/learning?' Schools and teaching do not always result in a successful learning of children. It is possible for a child to attend school and just pretend to learn. Thus, it is important to ask the question, 'How does school/learning work?' In essence, this question is reframed from the perspective of school and learning functioning as a formal scaffold to children's learning, serving as a category of implementation.

This perspective raises the following two questions. First, 'How does one perceive children's engagement with classes and society?' By reconsidering 'functions' as the 'effects' of school and learning, the goal of school/learning work can be changed to how to make improvements from the students' viewpoint (their epistemological reality). Second, 'How does one manage student engagement in the classroom?' This research focuses on 'performed consensus' by students. In other words, the students reconsider the state of engaging in a lesson as a formal participation of 'pretending to participate'. In order to dismantle the situation, this paper considers the development of a concrete methodology of engagement for students to autonomously and independently engage with classes and society.

Keywords: social studies, children's motivation, engagement, cultural studies, communication theory

Past Achievements and Future Tasks of Social Studies Education Research in Japan

Japanese social studies (SS) education research has aimed at cultivating agency in democratic societies. It has always focused on how to understand (i.e. content) and how to handle (i.e. method) society as the learning target. In conventional studies, Japanese SS pedagogical research has identified two main characteristics. The first characteristic is the need for a normative empirical research and practice. While 'normativeness' is the design of certain models and ideas, 'demonstration' is its realisation. An example of the former is the development of SS education research and the principles and logic of classroom practice. In other words, this type of research has been centred on the theoretical and practical verification of idealised studies and implementation strategies. The second characteristic entails the analysis of the relationship between social perceptions and civil qualities. For example, there is a debate on whether cognition and qualities are captured in a unified manner (monism), or separately as cognition-based qualities (dualism). How does one perceive social awareness and citizen characteristics as subjects? Further, how are they developed?

Japanese SS pedagogical research is faced with major challenges, which have blurred the relationship between SS education content and children's motivation (for learning). SS education practices content is often far removed from the real world, assuming the ideal form of a democratic society (the ideal social image). There is a discrepancy between teachers' discussion of the 'idealised society' and children's reality. SS education aims to foster citizenship that moulds a democratic society independently. In order to promote this 'independent formation', steps are required to nurture citizenship that encompasses children's participation in the real world (Makaiau & Tanaka, 2018). However, as mentioned above, research on SS education in Japan has been based on normative empirical research, with just a few investigations conducted on the relationship between children's perceptions and society. This tendency is also highlighted by the extremely low proportion of SS education research studies in Japan in comparison to the research studies in the US (Kiritani, 2012).

Many such studies have been carried out in Japan primarily by Ueda (1994) and Ichikawa (2015). However, they have often presented an ambiguous link between 'teacher urgency' and 'child urgency', and have created no problem-solving learning strategies that involve 'problem finding', as originally described by John Dewey. In many cases, the problems have been treated ontologically. Stated differently, a few ontological issues are set to inspire children in earnest, and a few may voluntarily affect children's existing values and ideas with their own ambitions. In addition, since the pseudo-solutions are targeted towards a classroom context, inconsistencies may arise in the real world, which may carry the possibility of being unsolvable. In essence, teachers must (1) research children's awareness, interest and earnestness as they pertain to the lesson theme in advance; (2) scrutinise the socio-cultural setting in which the children's sharpness is generated; and (3) utilise children's sharpness in society. To date, no study on learning has critically examined the cultural context or considered the relationship between classwork and the real world. This paper summarises how children's motivation (for learning) and urgency have been captured with regard to SS education research and presents the implementation of results. Furthermore, it proposes a lesson design concept based on the conclusions.

Research on Children's Motivation in SS Education Research

Children's Motivation in Education Research

The relationship between children's interests and educational goals, content, and methods has always been a topic of research and controversy. For example, Turner defined motivation as 'a learning methodology that can be adjusted unilaterally at a high level' and explained in terms of an approach toward learning (Turner, 1995). Stipek organised various definitions of motivation in a historical context, arranged the characteristics of intrinsic and extrinsic drive based on Skinner's research, and came up with a motivation model called the 'cognitive-behavioural modification (CBM) approach' (Stipek, Rachelle, Denise, & Sharon, 1995). While previous definitions of motivation have comprised of cognitive investigations that trigger learning, Stipek emphasised children's own self-study, and presented a behavioural analysis model to modify learning. In applying these findings, Guay defined motivation as 'the root reason for behavioural expression' (Guay et al., 2010) and reiterated the importance of encouraging children to take part in educational activities. However, the motivating factor is extremely complex, in which all of the beliefs, perceptions, values and interests that a child already holds are closely related (Ito, 2013, 2017; Nishimura, 2017). As a result, some of the actions caused by motivation may or may not be recognised (Emily, 2011).

Research that captures children's motivations (i.e. motivation theory) can be broadly divided into the following four components: (1) Physiology and neurology: genetic features and physiological processes of arousal and regulation; (2) The behaviourist approach: operant conditioning, motivation through incentives, and sensory stimuli; (3) Expectations, value theory, social motivation, and attribution theory; and (4) Emotions and emotion theory.

However, according to Keller, it is difficult to construct an integrated theory because motivations differ depending on the speciality and context in which research is conducted (Keller, 2010). Therefore, as asserted by Kuhn, each theory has its own assumptions and research techniques, as well as limited applications (Kuhn, 1963).

In response to the aforementioned studies in the field of psychology, learning in schools and research in educational practices have also been transformed (Finn & Voelkl, 1993; Kage, 2013). Educational psychologist Lynley Anderman scrutinised intrinsic and extrinsic ambition, and noted the need to go through entrance exams and learn efficiently as a backdrop to a call for change in learning (Anderman, Andrejewski, & Allen, 2011). Anderman designed a learning environment based on objectives using the keyword 'goal orientation.' Meanwhile, Eric M. Anderman pointed out that such goals can be categorised into 'understanding' and 'skills', and that achieving both can inspire children and establish a learning milieu that makes use of these aspects (Anderman & Patrick, 2012).

Children's Motivation in SS Education Research

The findings of the (educational) psychology studies presented above have gradually influenced SS education. Oliver and Lump revealed that the significance of SS is linked to testing, and that subject learning is developed solely through extrinsic drive (Oliver & Lumpe, 1996). Martin, Weinberg, Wilson, Fraser, Bayford and Todd, among others, observed the relationship between children's motivation and SS in the US. They

demonstrated that children's motivation triggers SS learning, and that real situations are not fulfilled, in addition to suggesting the approaches for improvement. Thus, several studies aimed at investigating children's views have been underway since 1990s, which also includes studies in the realm of SS education.

Under this influence, research on SS education in the US has emerged as a field that probes the relationship between children's interests and SS based on the fieldwork involving specific children and action research. In a pioneering study, Newman highlighted the importance of student engagement based on a survey of secondary schools and found that, if achieved sufficiently, student engagement can enable students to not only learn to understand events, but also develop skills such as critical thinking. Newman discovered that teachers must consider children's standpoints when designing lessons because of their major influence (Newmann, 1992). Hootstein surveyed 60 students and 18 teachers of a middle school to examine the students' interests in learning about their country's history (US history). Hootstein (1995) verified that the following are crucial to furthering students' involvement: capturing their interests; cultivating their understanding of values, historical experiences and the significance of learning history; and organising active learning activities that connect students to the real world.

Meanwhile, Hahn derived a novel concept referred to as 'civic knowledge', and based on the interviews with middle school students, reinterpreted the theory of knowledge in SS and elaborated the logic that connects liberal arts education to citizenship development (Hahn, 1996). This reinterpretation analyses children's relationship with the broader society (Hahn, 1999). Similarly, Thornton arranged a number of US SS education practices into social sciences education strategies that deal with matters of social controversy. Thornton argued for teacher gatekeeping to prompt children to learn independently (Thornton, 2004). Instead of conducting SS classes as part of a liberal arts education approach, Summers developed value learning, which allows children to express curiosity in their coursework, and in turn fuels their interest in the content of SS lessons, thereby catalysing concern for the real world (Summers, 2008).

Manfra and Lee (2012) found that learning about SS does not increase children's interest, and that current classes do not encourage social participation. Some scholars have argued that using social media in classrooms encourages a sense of urgency among children, which can enable them to acquire SS education (Manfra & Lee, 2012). Manfra and Lee (2012) also proposed incorporating social networking services (SNS) and Internet blogs that are close to children's experiences and interests into lessons. There has been an ongoing research to develop approaches to spark children's interest in societal issues since the 2000s.

In this regard, work by Barton and Levstik (2004) deserves special attention. They examined children's historical perceptions of trends and issues in advance, and underscored the need to gain a grasp of their thought patterns (Barton & Levstik, 2004). For example, they observed how teachers capture children's understanding of the American revolution, the civil rights movement, and the Bill of Rights, as well as how students develop a certain general conception of these phenomena, and can thus act to strengthen such conceptions. Barton and Levstik also discussed the need to apprehend the complexities of children's cognitive processes (e.g. absorbing textbook passages, information in museums, and data about local landmarks for regional education). In addition, they probed children's level of activeness in learning history, as well as their interest in analysing it, visiting museums, and talking about historical events. Hence, when students come across new historical interpretations in various contexts (e.g. through lessons or interview research), they also investigate their own position with respect to the new information they encounter (such as whether to accumulate or scrutinise it). SS education

research in the US is now expanding to consider and examine children's awareness.

The above research presents a logic that will drastically change the curriculum theory of SS education. In the past, many US social studies education researchers pointed out that subject theory, which emphasises subject content based on the social sciences, is becoming ubiquitous. The situation is the same for learning about social problems (Hess, 2008). The sharpness of learning differs greatly depending on the questions posed by teachers and those discovered by children. However, there was not much debate in this regard until the late 1980s. The correlation between children's perceptions and motivations and SS learning has nonetheless transformed the logic underpinning US SS education research.

For example, one of the educational theories that has been attracting attention in the United States in recent years is Hip Hop Pedagogy (hereinafter abbreviated as HHP) advocated by Christopher Emdin of the College of Teacher Education, Columbia University. HHP is an educational theory that incorporates hip-hop music into classrooms (Mercedal-Sabbagh, 2005; Hill, 2009). The goal of HHP is to encourage critical dialogue about the cultural texts that children consume inside and outside the school. The main contents of this theory are confrontational phenomena, dilemmas, contradictions, etc., which deal with the beliefs and values of children, as seen in themes such as race, class, gender, and sexuality. The method uses critical dialogue. Critical dialogue is the reproduction/reconstruction of analysis, criticism, and cultural/social texts (contexts). The core idea is a critical inquiry, which regards hip-hop culture as the lens of society, and conducts learning to decipher the society represented by hip-hop culture (Tinson & McBride, 2013). The core teaching material of HHP is music. There are two major classes. The first major class is on the analysis of lyrics, the sociocultural context in which the song was created, and the social function of the song. We will select specific music and artists, and interpret the social context, claims, challenges, and ideas that are inherent in the songs and lyrics. The second major class is on the expression of social problems in songs (freestyle rap). Students are expected to analyse and interpret the society on their own, and express the analysis results and assertions in songs.

Tanaka (2015) points out to a method of SS learning based on cultural studies as a principle of such learning. This study brings out the thoughts and powers of things and events that are familiar to students with respect to the study of SS. As one of them, the contents of lessons deals with cultural issues such as subculture and pop-culture. Students who routinely come into contact with cultural issues are taken in, and in some cases accepted uncritically (Hall, 1981, 2018). By treating students to familiar cultures, through which they dismantle their thinking frameworks, they can become aware of the familiar politics to which they unconsciously interact. At the time, the important thing is to focus on one's own intrinsic interest, that is, motivation. This methodology stands for the development of learning that emphasizes students' awareness and motivation and thinks about the everyday society autonomously.

SS Education Research Based on Children's Motivation

Target Substantiation Based on the Changes in Research Questions

Classroom study in the backdrop of motivation greatly changes the research questions at hand, unlike conventional queries. Traditionally, a major question in the study of classwork has been '*What* is school/ learning?' However, schools and teaching do not always lead to children's learning. As explained in further detail (below), it is possible for a child to attend school and to pretend to learn. Hence, we must instead ask, '*How*

does school/learning work?' In essence, this question is reframed from the perspective of school and learning playing the role of a formal scaffold to children's learning and serving as a category of implementation. When questions are reframed in this way, the following lower-level questions are generated.

(a) How do schools function?

(b) How do subjects and learning affect children? (How do children approach learning?)

Brubaker stated that 'populations are maintained by the daily act of classification, categorisation, and identification. Race and ethnicity are used in our perceptions, interpretations, representations, classifications, and categorisations; race, ethnicity, and nationality are not tangible things in the world, but rather are views of the world—they are epistemic realities, not ontological realities' (Brubaker, 2016). This indicates that society, as seen by children, differs based on their perceptions, and is not ontologically concrete. In other words, children cannot innately discern a 'common society' (Tanaka, 2015, 2017; Tanaka & Makaiau, 2018). Given that each child views society from different angles, the class centres on the epistemological reality they perceive, and approaches their ideas on society, thereby realising their learning. This can be referred as 'genuine learning'.

Japanese SS education has confused this ontological reality with the epistemological one. For example, since the 1990s, lessons in school have often been conducted with children regarded as a part of society; furthermore, decision-making, consensus building, and policymaking are practiced accordingly. Yoshimura (1996) developed a learning theory in which consensuses on social issues are created in the classroom. He proposed various approaches (Yoshimura, 1996). However, children have different affiliations (e.g., schools, communities, countries, families, and gender identity). As a result, they often fluctuate based on the criteria of individual social issues and events based on the diversity of their affiliations (Edward, 2017). For this reason, decision-making and value judgements are not only different from others, but also extremely multi-layered within the self. This means that the grounds for urgency are distinct and that the solutions, the means for solving them, and the motivation will each be unique. That is, even if one makes a choice or forms a consensus in class, it will only be ad hoc. Children's criteria are epistemological rather than ontological. Children pretend that they have made decisions and reached a consensus with respect to the society and events that they have recognised on their own.

Social phenomena are nothing more than epistemological ideas. Students cannot gain approval, agreement, or find common understanding. Hence, by dealing with the society to which they belong (the epistemological one), they become aware of their own engagement with society and their own learning. In essence, motivation is children's impetus to take part in 'learning'. This is based on Luhmann's idea that 'understanding motivation aids retroactively, [distinguishing] whether an action exists in the first place' (Luhmann, 1986). Lessons must focus on the students' epistemological world to impel them to participate in authentic learning. This is the students' engagement with their lessons.

The Relationship Between Student Engagement and Schoolwork

What is the relationship between the drive for learning and engagement with classwork? In order to grasp the connection between these elements, the following two questions are posed:

● Do you foster student engagement in class?

● Do you utilise student engagement in class?

Traditionally, it has been difficult to quantify results with respect to the first question (the degree of engagement). Although Ishido (2008) remarked that teachers cannot apprehend students' 'understanding' (the double binding of the subject), it is inherently difficult for teachers, a third party, to completely grasp students' epistemological perspective. As such, it is necessary to appreciate the lessons conducted based on the outcomes of using and applying the knowledge transmitted, in addition to the qualities and skills that students acquire during such lessons. In other words, since it is difficult to verify whether the student engagement is actually nurtured, it is better to utilise the 'engagement' that students already display.

Teaching Practices that Leverage Children's Motivation

SS Education Theory, Drawing on Communication Theory

Next, this paper discusses how 'student engagement in class' can actually be utilised by presenting specific cases. The lessons outlined in this paper are grounded in the communication theory developed by Niklas Luhmann, a sociologist who considers society to have been formed by communication (Luhmann, 1986, 2009). He divided communication into three elements – information, message, and understanding – based on the principle of selection (Nagaoka, 2006; Tanaka, 2015). Luhmann calls this 'understanding of operation by self-compliance'. That is, lessons cannot be completed through the function of teachers' deductive communication alone. Children's socialisation does not go as intended by teachers, but depends on their own knowledge and social image, as well as the position and context in which they are located. For example, the teacher selects and discards information 'A' in the lesson and uses it as teaching material. Usually, the teacher communicates it to students in lesson and seeks understanding of the phenomenon. However, students do not always understand the phenomenon as a perfect 'A'. They interpret it in the knowledge that one already has (existing knowledge) or the image of society (image) that one considers, and then accept it. Therefore, there is a possibility that they will have a slightly different understanding such as A+, A−, and A°. In addition, some students may have a completely different understanding than B or C, or may not accept it. Especially, when it is different from a student's own interpretation, understanding, and cultural background, or when it constitutes knowledge, which is separate from the student's real world (life). There is a limit to intentional socialisation and counter-socialisation (Tanaka, 2014, 2016). In order to further children's understanding (i.e. to broaden and deepen their awareness), it is necessary to capture their existing social image and comprehension, as well as to negotiate with them. That is to say, it is necessary to set up a lesson as a negotiation process between the teacher and child, or between the children (versus a lesson as a communication process).

In addition, the educational content to be dealt with is distantiated from the ideal social image and normative society. The society in which children live realistically is targeted for learning. Some events are difficult to agree on in actual society, and there are circumstances where they do not develop as expected. This does not necessarily entail that Habermas' 'ideal speech situation ('every subject with the competence to speak and act is allowed to take equal part in a discourse') is guaranteed in all social settings' (Habermas, 1984). Rather, it is necessary to simulate a more realistic community and aim towards negotiating with the wider society rather than reaching an agreement or coordination with others. The following is a summary of this SS theory:

《Selecting the educational content》

● Children's social reality (i.e. the epistemological reality)

● The use of children's social image

● (Premise) Starting after accepting reality (not modelling an idealistic society)

《Selecting the educational method》

● The class as communication → The class as a negotiation process

● Considering the connection between self and society

《Educational goals》

● Fostering the ability to reconcile with society (no consensus building)

Luhmann thinks that structural understanding of the real world is difficult. The reason for this is that society is always changing, and it is considered as a structure composed of multiple communications. Society is unobservable and can only be inferred. However, we cannot but live in that ambiguous society. SS theory based on communication theory aims to assume such a society, position itself in it, and imagines (anticipate) a future society. The SS theory, based on communication theory, has three core assumptions. The first is the unification of social awareness and citizenship. Citizenship comprises of social recognition and equality, and does not take the position of dualistic SS education theory grounded in liberal epistemology, which is not related to citizenship development. SS education is positioned as a subject that cultivates citizenship with the goal of spreading awareness of living in the society.

The second premise is to select educational content and methods based on children's own perceptions. This educational theory does not take the position of nurturing the so-called 'smart children' with the objective of understanding and accepting the results of social sciences. It promotes the use of children's social awareness and social image as educational content based on the analysis and criticism of social phenomena. It, however, does not only strive to teach the achievements of social sciences but also attempts to reinterpret those achievements by considering the respective roles of society and oneself. There is no need to devise or grasp lofty theories or knowledge. Instead, the goal can be to acquire a stance with which one can live smoothly in society, that is, to raise 'children who can make a compromise with society'.

The third assumption is the non-enforcement of civil behaviour. The lesson's purpose is limited to individuals' citizenship development, and specific activities are left to the discretion of individuals' own judgements. This is a text theory for awareness/reflection/renewal of one's own value judgement criteria.

Classwork Implementation, Designed to Dismantle the 'Performed Consensus'

Next, as an example, we present the case of an SS class that utilises student motivation based on communication theory. The lesson theme was 'modern society from the perspectives of characterisation'.

The lesson used media material that the students found familiar and interesting: the movie *Library Wars*. The work is a novel by Hiro Arikawa. She produced many works that indirectly talk about society by linking it with fictitious societies. She raises various phenomena of the real world, such as 'Ground Self Defense Force' and 'Maritime Self Defense Force'. This work, which was published between 2006 and 2008, has been republished as a comic book from 2008 to 2019. In 2013, it was made into a movie, and in 2015, it was made into a TV drama and a movie. More than six million copies of the work have been sold in Japan. The work is popular across different generations. When I

asked the school students about the work before practicing the lesson, more than 80% of them had come across the work in either novels, manga, or movies. This shows that the work was not only a popular work in general, but was also a work, which was familiar to the students who practiced the lesson.

The plot focuses on middle and high school students, and depicts a future Japanese society with complex media regulations, most prominently the government's *Media Improvement Act*, which was passed to allow government censorship. In the class, the students did not watch the entire film, but rather only a characteristic scene lasting approximately five minutes. The project practiced was the 'News Paper in Education' project, which actively used newspapers for lessons. Thus, the students were exposed to the newspaper media on a daily basis in their classes, and they learned to critically analyse the media in their classes. Since the students who attended this class had already learned the theory of media literacy, they were also interested in the issue of media regulations covered in this work. The lesson's main flow proceeded as follows:

- Some students watched a portion of the movie, while the others were excluded. They analysed and evaluated the Media Improvement Act depicted in the work (some students had insufficient information). They then created a scenario.
- Some students who did not watch the scene returned to the classroom, and the pre-listening students conveyed the content of the *Media Betterment Act* to the returning group of students. In this activity, students who did not watch the scene were made aware of the process through which other students in a minority accepted the information shared by the majority. They pondered over the emotions of subjects in a state of not having enough information.
- They explained 'characterisation' as a sociological concept. (Characterisation is the process of labelling oneself or others to a certain extent and capturing its properties within a framework.) The students had to explain that it required a certain character who could understand the situation by properly supplementing the knowledge of hearsay in a situation where there was no sufficient information.
- The students analysed the characterisation that occurs in society, and attempted to define characterisation in order to lead public opinion in a certain direction by themselves.
- The students thought about how to characterise themselves and how to deal with the abundant 'characterisation' in society.

The following table1 provides further details regarding this class.

Table1. Structure of lesson

	Teacher's instruction	Students activity
	○ Show video of "Library Wars" (In order to create an information gap, some students does not watch it: called Team A)	・View video ①
	○ Listen to the impression of "Society after the Enactment of the Media Improvement Act (society where the bill regulating the media is adopted and information on the library and the Internet is censored)". (→ There are many disagreements as a whole class) → Illustrate "Reason for Opinion Against Media Improvement Act"	△ I think it's too much to crack down on the expression. △ I think you should just read and judge. △ I think there is no better law.

○ Meet Team A, and the team members explain to Team A the society where the Media Improvement Act was enforced. Team A writes the impression they received and writes it on the whiteboard. (Based on the impression given by the team members, it grasps the "pretending" of understanding the information despite the lack of information.)	· Team A students come back to lesson. ▲ I don't know because I was out. ▲ Censorship has been started by the Media Improvement Act. ▲ The Media Improvement Act is a law that controls expression. ▲ Even if the media is correct, it is too much.
* Is the improvement law really bad? (View the whole picture again)	· Watch video ① again · Write to worksheet ①.
· Distribute worksheet (1) and explain the concept of "characterization". (We pretend to grasp the tendency of the target using a certain framework based on existing knowledge and recognition) [Characterized and experienced]	
○ Show and explain a picture of a "women-only vehicle." Challenge "Let's characterize the world"	○ Explanation of the example (presenting an article that leads to an opinion in favor of "Mt. Mushroom" with "Takenoko no Sato vs Mushroom Mountain" as the subject)
○ Make an ad explaining "women-only vehicles". However, create ads that inspire specific people to specific values based on the conditions presented. (Men in their 20s, women in their 20s, men in their 60s). In that case, please use it as information to guide the newspaper at hand. · Receive a paper on which "who will lead to what opinion" is written and make an article. (After completion, write on the whiteboard and present to the front)	· Write the headings and information characteristics of each team on worksheet ②. -Analyze the next group of your group.
○ Analyze the headings of each group and write on the worksheet (2) who they are targeting. After that, each group announced the target of the article, the opinions they wanted to guide, and the articles they referred to.	
○ Using the figure used earlier, explain the structure of characterization using a female-only vehicle as an example (explained by students → graspd by teacher)	△ The sender of the information, the video part is an article I made. △ The recipients of information and people are the target gender, approval and disagreement. (△ People who are not interested in information.
○ In the real world, information is not a simple form as handled in class, but a visual device in the form of a flyer or newspaper.	· Exchange of opinions

○ We are included only in the characters that the majority have. Also, we are characterizing ourselves. How do we face society now that society is becoming a character? (Group exchange, overall exchange)

○ Please analyze the media using "Characterization" in the future. Also consider the process of characterizing yourself and the current status.

The following is a summary of the above based on the lesson's goals:

(a) Capture the fact that we are making judgements based on limited information (capture the 'performing self');

(b) Create a situation in which the student does not have sufficient information, highlight the emotions and behaviours that appear in such a situation, and then make specific value judgements that also capture the happenings in the real world (capturing the realities of society through 'play'); and

(c) Realise the 'characterisation' that occur in society (actually 'characterise'; capturing the reality of society through 'performing' and 'self-acting').

In this lesson, we first aimed to dismantle Luhmann's 'performed consensus' (Luhmann, 2004). As a matter of course, a circumstance in which the students perform an act that they understand can be viewed in the following two ways. The first way is to view the concept of approval as a 'learning ability'. This is a feature of learning driven by consensus building and learning propelled by decision-making, which has already been discussed. During the lesson, the children act on a position, which is designated as correct. In other words, learning is based on the premise of an ideal society. The second approach involves a concept that does not require acting (for which this paper advocates). However, since schools and classes create an inherent power relationship, students do a considerable amount of 'acting'. Hence, it is difficult to maintain a complete distance from acting. For this reason, in this exercise, we first set the stage to capture the actual reality of society through 'playing', and then establish a procedure to reflect 'self-acting'.

Conclusion

This study aims to describe the concept of SS teaching by utilising children's motivations. Firstly, as a method, the information related to the treatment of children's motivation (for learning) and urgency in past SS education research and practice was organised. After that, a theoretical approach and lesson design plan were proposed for use in SS education.

The conclusions of this study are twofold. First, with respect to the question, 'How do you perceive children's engagement with classes and society?', by reconsidering 'functions' as the 'effects' of school and learning, the object can be changed to, 'how to realise improvement from the viewpoint of students' (the students' epistemological reality). This suggests that students take part in the lesson content, as each lesson engages with their consciousness and identity. Second, the question of 'How can we handle student engagement in the class?' is better conceptualised as an evaluation of the outcomes of each lesson (the students' understanding) when applying acquired knowledge. There is no need to force social participation. This makes each lesson a playful

interaction in which students can express themselves as they engage. In this paper, we examined these factors with a class that attempted to dismantle 'performed consensus'.

SS education and its research are currently at a crossroads. How should we perceive diversifying societies and children, and actualise learning? Needless to say, all students are already taking part in the society. Schools and classroom lessons are the main drivers of students and social divergence. SS education research is already expanding into normative research, which includes empirical studies. However, it will be necessary to continue seriously observing children and find ways to make them feel truly motivated.

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