The Learning Process of Junior High School Students about Family Relationships through Role Playing in Family Education of Home Economics Class

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Abstract

The aim of this research is to clarify the process of how junior high school students learn ‘family relationship’ through ‘role playing’ of family education which is based on the practice that reflects ‘Science of Relationships’ advocated by Kohei Matsumura.

In eight lessons of family education, the students worked on the role-playing twice. The subjects of this research were 175 2nd grade junior high school students in 2011 and 2012.

The handouts and students’ essays after the classes were also used as the research data.

The data were analyzed by the Modified-Grounded Theory Approach.

The following is the summary of our findings:

(1) Twenty concepts, ten sub-categories and three categories were created from the data.

(2) Students practiced the role playing methods on family education and learned about family relationships through the following processes.

   1 They identified with the others.
   2 They realized the difference between themselves and others.
   3 They discovered the reasonable relationship.

(3) Three-staged learning process is considered as the elements of the action in the Science of Relationships. The contents of the elements show the following three processes, affection, cognition, and action.

(4) The students are able to accept the feelings of their families through the role-playing in family education.

Key words; family relationships, role-playing, junior high school student, home economics, modified-grounded theory approach