

Chapter 2

This chapter will introduce a variety of abilities that were bloomed or demonstrated among the participating students based on the record of the externalizing cards that were described during NAKAHARA Animation activities. In previous reports, various abilities according to the practical field of the production activities were introduced. However, listing or categorizing those abilities was not implemented intentionally and they were introduced along with a time axis for a series of production processes because all sorts of abilities demonstrating or blooming more or less depended on a situation in which each student was involved.

This kind of way to introduce abilities along with a time axis was adapted for a long time. However, since a report that was made 3 years ago, regardless of a situation or time axis, listing and categorizing all sorts of abilities that were demonstrated during the production activities subjectively was tried still focusing on the 7 types of abilities that Mitaka city holds up to seek through carrier education. This fiscal year's report also tried to apply the relevant externalizing cards to a series of categorization.

As described in previous reports, the aim of categorization is definitely to prove the existence of various abilities. Therefore, there is no intention to add a value on the result of categorization and there is no classificatory criterion without the 7 types of abilities mentioned above. Basically if the author admits a feature more or less based on a subjective judgment and even only one externalizing card was found, it was accepted as a subcategory in the 7 types of abilities.

Furthermore, though each subcategory overlaps or contradicts each other in some parts of them, from the perspective of accepting the diversity of abilities according to situations or scenes, a principle that creates subcategories as much as possible still setting the 7 types of abilities as a primary criterion for categorization is adapted.

Here are 59 types of abilities that were categorized including newly added one. Essentially what kind of ability is demonstrated or bloomed deeply depends on a situation in which each student or group is involved. For example, we can point out that the content of production including a story or expression style differs in each group and eventually production process including actually making characters and shooting a film with them also differs in each group in the background.

Because of this kind of background, what kind of situation or scene that each group faces actually depends on activities that each one is involved in. In other words, it is impossible to precisely predict when, where and what kind of ability will be bloomed or demonstrated. Furthermore, there are some abilities or skills that will be perceived

through reflecting specific situations later. Therefore, it is true that actually many more abilities should exist that were never described on the externalizing cards.

Moreover, there should be a lot of abilities or skills that the author overlooked even they were described on the externalizing cards. It should be mentioned in advance that categorization was done by the author's subjectivity and there was a limit in it anyway.

On condition that there is no sample film to refer and the students need to produce an original film by their own hands, because it eventually depends on a situation or scene, one of features that carrier education in Nakahara Elementary School has is that blooming or demonstrating necessary abilities for each situation or scene is inevitably required instead of leadership by teachers to promote the activities. In this chapter, the author tried to confirm and categorize abilities as much as his subjectivity could recognize.

Because various abilities were confirmed more than expected during categorization, they were listed once again along with a series such as "A. Subjectivity series" in "1. Ability to communicate".

1. Ability to communicate

The number of subcategorized item: 17

A. Subjectivity series

1.1 Ability to appeal own opinion

1.2 Ability to give a presentation

1.3 Ability to lead a group

1.4 Ability to persuade others

B. Receptivity series

1.5 Ability to listen to others' opinions

1.6 Ability to adjust opinions

1.7 Ability to examine opinions

1.8 Ability to gather opinions openly

1.9 Ability to keep unpleasant things to oneself

1.10 Ability to keep watching a situation

C. Group series

1.11 Ability to confirm with each other

1.12 Ability to dedicate to own group

- 1.13 Ability to build collaborative relationships
- 1.14 Ability to mediate confrontation
- 1.15 Ability to create ideas like a chain reaction
- 1.16 Ability to build a consensus
- 1.17 Ability to keep communicating

A. Subjectivity series

Subcategories from 1.1 to 1.4 belong to a series of abilities related to subjective action. If we regard playing catch as communication, it is on the side of throwing a ball.

1.1 Ability to appeal own opinion

During NAKAHARA Animation activities, according to a current working situation, there are scenes to require thorough discussion among members in a group regardless of whether one likes it or not. At that moment, how much you can tell your own opinion to other members is the essence of this ability.

Following 1.1.1 case shows that a student who left the externalizing card could strongly appeal sales points that his/her proposal for planning had during a discussion about selecting one proposal in a group.

1.1.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-2, Role: Assistant director

Content of externalizing card: Today it was good that I could appeal advantageous points that my proposal had. Other members' proposals were also interesting.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 3. Interesting, none

Effort Type: 3. Tried

1.2 Ability to give a presentation

Though this ability is similar to above mentioned "1.1 Ability to appeal own opinion", it targets mainly other members in a same group, on the other hand, this ability targets third persons without own members. For example, the students try to appeal their own story that they planned or characters that they designed to an expert on animation production as much as possible in a planning presentation.

Following 1.2.1 case describes that a student who left the externalizing card could firmly give a presentation to an expert on animation production when his/her group announced their plan.

1.2.1

Class: 6-1, Date: 2015-11-06, Course: 6-1-15-11-06

Group: 6-1-4, Role: Assistant director

Content of externalizing card: Today it was good that we could clearly speak out what each of us needed to appeal in the presentation. I would like to fix what Mr. Ito suggested.

Learning Type: 4. Change in Occupation Understanding, 5. Change in Communication

Emotional Type: 8. Difficult, none

Effort Type: 3. Tried

* Mr. Ito is a producer, working in a neighboring animation studio and for a long time collaborating with NAKAHARA Animation.

1.3 Ability to lead a group

This ability can be replaced by a word “leadership” and requires how to lead all members to a direction to efficiently use of human resources as long as it is necessary to create a film with other members making the best use of strength as a group.

In following 1.3.1 case, we can read that a student who left the externalizing card could initiatively move into action as a director and definitely lead to a direction to solve a problem when other members were in trouble. Through dealing with this kind of experience continuously, he/she can keep developing self-confidence as a director.

1.3.1

Class: 6-2, Date: 2015-10-27, Course: 6-2-15-10-27

Group: 6-2-2, Role: Director

Content of externalizing card: I think that I could fulfill a role as a director in today's session. When other members were in trouble, I could help them. I think that I should keep working hard as a director.

Learning Type: 1. Change in Self-Affirmative Tendency, 3. Change in Role Grasp and Recognition

Emotional Type: 6. Angry, 8. Difficult

Effort Type: 5. Tried Hard Enough

1.4 Ability to persuade others

This ability overlaps above mentioned “1.1 Ability to appeal own opinion” but this one focuses on not only appealing own opinions in a group but also how to convince other members.

Following 1.4.1 case is a typical example that a student who left the externalizing card could not persuade other members in his/her group and it describes that they did not show the understanding of his/her proposal for planning during discussion about selecting one proposal in a group.

1.4.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-6, Role: Director

Content of externalizing card: Today I knew the difficulty of appealing. Even I knew what I wanted to say but I could not lead other members to understand it. However, I will work hard with Mr. H's plan.

Learning Type: 4. Change in Occupation Understanding, none

Emotional Type: 8. Difficult, none

Effort Type: 4. Tried Hard

B. Receptivity series

Subcategories from 1.5 to 1.10 belong to a series of abilities related to accepting others' opinions. If we regard playing catch as communication, it is on the side of receiving a ball.

1.5 Ability to listen to others' opinions

Ability to communicate simultaneously requires ability to listen to each opinion closely in concert with ability to definitely tell your opinion and lead others to understand it as explained above in the section of “1.1 Ability to appeal own opinion”.

Following 1.5.1 case suggested that a student who left the externalizing card could closely listen to other members' proposals for planning and find features and advantageous points in each of them. Like this case, how to accept the truth that others' opinions or ideas usually tends to be different from yours is a basic premise to let this ability bloom.

1.5.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-3, Role: Animator

Content of externalizing card: Today we appealed own animation plan one by one. I thought that each of us had different plans to appeal. It was interesting to hear other opinions that were different from mine.

Learning Type: none, none

Emotional Type: 3. Interesting

Effort Type: 4. Tried Hard

1.6 Ability to adjust opinions

In comparison with other abilities that will be mentioned later, it is holistically true that ability to communicate is more strongly requested to demonstrate among the students who are a director or assistant director above all else as its nature. They are different from other roles such as an animator or cinematographer who is requested to carry out specific jobs including creating characters with clay or shooting a film one by one frame. It is safe to say in the background that making human relations based on mutual trust and building a cooperative structure in a group as soon as possible while adjusting opinions or ideas among members are main jobs that directors or assistant directors need to deal with.

Following 1.6.1 case shows that discussion in a group was held smoothly. Of course it should be a problem if discussion totally misses the right direction, however like this case, if discussion actively continues even the subject of conversation starts to turn away more or less, it is true that every member can satisfy with making a speech and they can adjust opinions more easily after that.

1.6.1

Class: 6-1, Date: 2015-10-30, Course: 6-1-15-10-30

Group: 6-1-2, Role: Animator

Content of externalizing card: Today it was good that we could discuss smoothly. Because sometimes our conversation was turned away, we should pay attention to it next time.

Learning Type: 4. Change in Occupation Understanding, none

Emotional Type: 2. Happy, none

Effort Type: 4. Tried Hard

1.7 Ability to examine opinions

In activities that require creativity, there are few cases that good ideas are created from the beginning. It is more common that good ones come up while a variety of and numerous ideas are exchanged. Therefore, as the title of this ability suggests, it is necessary to foster ability to find something truly valuable among a lot of opinions and ideas.

In following 1.7.1 case, we can read that a student who left the externalizing card could examine each good proposal for planning and narrow down to one during discussion to select one proposal. From the other perspective, going through this kind of process will work like a filter to select better ones.

1.7.1

Class: 6-1, Date: 2015-10-24, Course: 6-1-15-10-24

Group: 6-1-4, Role: Assistant director

Content of externalizing card: It was difficult to narrow down to one because ideas that other members made were excellent. I would like to make the selected one become a better film.

Learning Type: 5. Change in Communication, none

Emotional Type: 8. Difficult

Effort Type: 3. Tried

1.8 Ability to gather opinions openly

While “1.7 Ability to examine opinions” mentioned above puts emphasis on examining the content of idea or opinion, the feature of this ability is to broaden the scope of a search in order to seek more possibilities through gathering opinions or ideas once again when no ones can convince all members in a group.

1.8.1 case shows that members in a group could actively exchange opinions and ideas to further deepen the content of a selected plan.

1.8.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-3, Role: Director

Content of externalizing card: It was nice that all members could discuss good points about every plan that each member proposed. It was difficult for me to appeal sales points that my plan had.

Learning Type: 5. Change in Communication, none

Emotional Type: 8. Difficult, none

Effort Type: 4. Tried Hard

1.9 Ability to keep unpleasant things to oneself

While working together with other members as a group, sometimes a serious clash of opinion about a production course among members happens. Even facing that kind of severe situation, it is necessary to handle a conflict at some point or another as long as making a film as a part of occupation. At the time though it is ideal to find a solution that can convince all members, some cases in which a few member is forced to accept opposing opinions regardless of his/her will actually exist.

Following 1.9.1 case describes while film shooting was fully in progress that a group was forced to start over making a film from the almost beginning because not only the entire work did not proceed as intended but also a shooting style itself was changed abruptly without a firm agreement among members. We can read that a student who left the externalizing card tried to move film shooting forward as much as possible even he/she felt a frustration in this kind of unreasonable situation. We can easily guess that he/she was worried that film shooting would be more delayed if he/she intentionally disturbed the situation.

1.9.1

Class: 6-1, Date: 2015-11-27, Course: 6-1-15-11-27

Group: 6-1-7, Role: Animator

Content of externalizing card: This time it was very difficult. Shooting a film did not proceed as expected and it frustrated us. However, I kept working hard. Because we could not shoot a film smoothly and the style of shooting background pictures was abruptly changed, we needed to restart film shooting from the almost beginning. It was so called OK because we tried to work as swiftly as possible.

Learning Type: 2. Change in Self-Discovery Tendency, 4. Change in Occupation Understanding

Emotional Type: 6. Angry, 8. Difficult

Effort Type: 4. Tried Hard

1.10 Ability to keep watching a situation

When we try to define ability to communicate, we tend to have only two selections that are self-assertion and listening to others' opinions. As the phrase of strategic withdrawal straightly suggested, there are some cases that stepping away intentionally is the most ideal action on the scene. This ability definitely belongs to a part of strategic withdrawal.

Following 1.10.1 case was described by a student who was a cinematographer while making materials. Like this case, sometimes we have no way without still watching other members' working. If human resource is enough in your group, the most suitable choice on the scene is being patient and keeping a strong will to work fully once your group needs your commitment.

1.10.1

Class: 6-1, Date: 2015-11-10, Course: 6-1-15-11-10

Group: 6-1-6, Role: Cinematographer

Content of externalizing card: Because I could not help other members today when we made a storyboard and background pictures, I will definitely try hard when shooting a film starts.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 8. Difficult, none

Effort Type: 2. A Little Insufficient

C. Group series

Subcategories from 1.11 to 1.17 belong to a series of abilities that are expected to demonstrate in a group as an aggregation rather than individual ones.

1.11 Ability to confirm with each other

Even good friendships are established among members and agreement is always reached in a group, human cognitive performance has its own limits and in reality it is impossible to realize perfect communication in a group. Only we assume that we share common perception, once a reality is revealed, it is rather common that difference in perception comes out more or less.

Moreover, when common perception is wrong, we feel more disappointed and it tends

to become the flash point of confrontation. Therefore, to bear in mind that difference in perception will always happen and to confirm things that we take for granted once again in a group in each case if necessary are essential to this ability.

Following 1.11.1 case is a typical example that a student who left the externalizing card noticed the importance of confirmation. We can read that the student strongly recognized while shooting a film one by one frame in 1000 units that it was quite difficult to take only one picture in which his/her hand was also photographed once again when he/she failed to check a film on site and found it after shooting was finished.

1.11.1

Class: 6-1, Date: 2015-10-09, Course: 6-1-15-10-09

Group: 6-1-5, Role: Cinematographer

Content of externalizing card: Today how to shoot a film was the most important job for me. Though shooting a film continuously was almost what I needed to do, I felt scared when I made a shot and was slow to check it on site.

Learning Type: 3. Change in Role Grasp and Recognition, 2. Change in Self-Discovery Tendency

Emotional Type: 3. Interesting, 8. Difficult

Effort Type: 3. Tried

1.12 Ability to dedicate to own group

Though this ability means literally as its name, of course it is completely different from sacrificing oneself for the nation in old times. When personal wish to contribute oneself to own group with actual actions is entirely shared in a group and realized, we can expect the maximization of working efficiency. Behind actual actions, it is necessary to have no compulsion by someone else and it should be done by personal autonomous will.

If this autonomous will is ignored, a feeling of being forced by someone else starts to hang in the air and it is difficult to expect not only positive and constructive actions but also opportunities to make good ideas based on free thinking.

Following 1.12.1 case shows that a student who left the externalizing card devoted all his/her energy to the production activities until the last phase. Because this kind of dedicated member exists in a group, needless to say it can complete an animation film. Of course ability to create stories or characters that can attract an audience is necessary, at the same time strong will to dedicate oneself to group activities and showing it with

actual actions continuously is also necessary.

1.12.1

Class: 6-1, Date: 2015-12-24, Course: 6-1-15-12-24

Group: 6-1-7, Role: Animator

Content of externalizing card: Today was the last day for NAKAHARA Animation and I dedicated all my energy to it. Because our group was significantly left behind our class, we still started today's activities from shooting a film. Somehow we could finish a credits roll, add sound effects on some important scenes and enhance the quality of our film. Though there were some scenes that were difficult to understand, anyway it was nice that we could complete shooting a film.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, 8. Difficult

Effort Type: 5. Tried Hard Enough

1.13 Ability to build collaborative relationships

This ability is closely related to "1.12 Ability to dedicate to own group" mentioned above. Because a wish to dedicate oneself to own group that exists independently at first starts to be united with each other as a group, it turns to be a driving force that promotes collaborative work.

In following 1.13.1 case, a student who left the externalizing card pointed out that collaborative structure had already been built firmly inside his/her group as the reason why his/her group could work on jobs smoothly without a problem even one member was absent. This case straightly indicates that the more a critical situation deepens, the more human beings hold together.

1.13.1

Class: 6-2, Date: 2015-11-16, Course: 6-2-15-11-16

Group: 6-2-4, Role: Director

Content of externalizing card: Today I made materials and prepared for shooting a film. Most of them were completed and we can start shooting a film. Though today one member was absent, we could complete what we needed to do. I think that it is the proof of our collaboration.

Learning Type: 4. Change in Occupation Understanding, 5. Change in Communication

Emotional Type: 3. Interesting, none

Effort Type: 5. Tried Hard Enough

1.14 Ability to mediate confrontation

During NAKAHARA Animation activities, the conflict of opinion or altercation frequently happens even among good friends and there are chances to see the unexpected side of friend. It is rather strange if there is no conflict more or less considering different personalities, the different types of strong or weak abilities and different capabilities that each member has.

Therefore, on condition that difference or disparity definitely appears, how to overcome a conflict as soon as possible is essential to this ability. If this ability demonstrates at the right time, it will lead to keeping solidarity as a group. If this ability misses the timing, it will lead to continuous conflicts responding to every difference or disparity nervously.

Following 1.14.1 case describes that different opinions were proposed in a group and a student who left the externalizing card as a director could smoothly handle a situation that might turn to be a conflict among members.

1.14.1

Class: 6-1, Date: 2015-11-10, Course: 6-1-15-11-10

Group: 6-1-8, Role: Director

Content of externalizing card: At last we could start making materials for animation. I enjoyed it very well because I loved handicrafts. Though our opinions about a character were divided, I could deal with them smoothly.

Learning Type: 5. Change in Communication, 1. Change in Self-Affirmative Tendency

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 5. Tried Hard Enough

1.15 Ability to create ideas like a chain reaction

Having a good idea contains a perverse part more or less and nobody can predict when and where it will come up. If everybody can predict it anytime, it is likely to be well-known information.

As for more perverse parts that having a good idea contains, there are many cases that even one person cannot have a good idea as a perfect shape by any means, on the other hand we can point out that each member gives a piece of own idea, mixes them or

combines fragmentary ones and it frequently turns out to be a good one in an unexpected way. This kind of combination can be called a product of chance and it is quite difficult to predict what will combine with which part and how it will transform into in advance.

Following 1.15.1 case shows that a variety of ideas and opinions were created like a chain reaction in a group. As the result of Emotional Type on the externalizing card directly suggested, we can actually feel pleasure or interested in group activities especially in this kind of moment. Furthermore, we can feel that not only a lot of ideas are coming up but also work is moving forward or momentum as a group is increasing.

1.15.1

Class: 6-1, Date: 2015-11-05, Course: 6-1-15-11-05

Group: 6-1-6, Role: Assistant director

Content of externalizing card: Today when we did painting and had a rehearsal for presentation, it was good that a lot of ideas were proposed, for example “I want to do like this”.

Learning Type: 3. Change in Role Grasp and Recognition, 5. Change in Communication

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 4. Tried Hard

1.16 Ability to build a consensus

In connection with “1.11 Ability to confirm with each other” mentioned above, the feature of this ability is to lead to building an agreement in a group steadily one by one regarding important items that require a further consensus as a group among mutually confirmed issues.

Following 1.16.1 case was described on an externalizing card while selecting one proposal for planning and it shows that a consensus to select one proposal was built in a way that satisfied every member in a group. Actually there was a possibility that the group would face a contrary position because nobody could predict what kinds of proposals for planning would be proposed until the very day of a planning discussion.

1.16.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-3, Role: Assistant director

Content of externalizing card: It was good that we could decide one animation plan that every member satisfied. It was a little difficult for me to appeal my own plan.

Learning Type: 5. Change in Communication, none

Emotional Type: 8. Difficult, 2. Happy

Effort Type: 5. Tried Hard Enough

1.17 Ability to keep communicating

Animation production as an occupation is not simple like working continuously without a word once a group could reach an agreement on each job. Even how much we prepare or make a plan in advance, it is rare that things are moving forward as expected. It is rather common that the content or type of job that we need to do next tends to be changed moment by moment and the number of job is increasing. Therefore, even issues that have already been agreed in advance will not work efficiently in the next moment and scenes that newly require confirmation and agreement adapting to each situation will happen frequently.

Following 1.17.1 case describes that discussion about preparing for a planning presentation inviting an expert on animation production was done over and over in a group. As same as “1.15 Ability to create ideas like a chain reaction” mentioned above, under the agreement of making a better film, a situation where every member in a group thoroughly keeps discussing tends to bring a sense of fulfillment such as enjoyment or interest as the result of Emotional Type on this case suggests.

1.17.1

Class: 6-1, Date: 2015-11-05, Course: 6-1-15-11-05

Group: 6-1-2, Role: Assistant director

Content of externalizing card: Today we pursued the way of appeal that could convince Mr. Ito. Once again we talked about whether what we made was interesting or not confirming the nature of our characters and our story.

Learning Type: 1. Change in Self-Affirmative Tendency, 5. Change in Communication

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 4. Tried Hard

2. Ability to gather and find information

The number of subcategorized item: 5

A. Cognition series

2.1 Ability to acknowledge advantages that others have

2.2 Ability to accept social evaluation with sincerity

B. Analysis series

2.3 Ability to examine information in a calm way

C. Application series

2.4 Ability to find a clue from various information

2.5 Ability to adapt ideas and inventions

A. Cognition series

2.1 and 2.2 subcategories belong to an ability to find wisdom that society or others have and acknowledge its value.

2.1 Ability to acknowledge advantages that others have

As long as knowledge or experience regarding animation production is limited, finding ideas to enhance the degree of completion of a film or ways to improve working efficiency by only members in own group is also limited. On the other hand, most of companies are supposed to not only refer to advantages that competitors have but also adapt ideas that other companies or organizations have without hesitation even there is no direct connection with them as long as they are beneficial to the company more or less.

In NAKAHARA Animation, unless a group copies the whole story or characters from other ones, it is no problem to positively adapt techniques or knowledge that other ones are using efficiently. However, there are some cases that strictly ban the students from going to work places in other groups and obviously sneaking a peek at their production activities.

During NAKAHARA Animation activities, there are opportunities such as a planning proposal or a prototype edition presentation to mutually make sure of the content of plans or films that other groups proposed and this ability to acknowledge advantages that others have is expected to demonstrate especially at that moment.

In following 2.1.1 case that was an externalizing card described when a planning presentation was held, we can read that a student who left the externalizing card admitted features that other groups' plans had and tried to draw out valuable information from them. Gathering valuable information as much as possible like this case will eventually lead to enhance the result of own film.

2.1.1

Class: 6-2, Date: 2015-10-24, Course: 6-2-15-10-24

Group: 6-2-2, Role: Cinematographer

Content of externalizing card: Everyone was thinking about a variety of things and it was very interesting to watch them. I tried hard to listen to others' presentation and consider what kinds of good ideas were invented.

Learning Type: 1. Change in Self-Affirmative Tendency, 2. Change in Self-Discovery Tendency

Emotional Type: 3. Interesting, none

Effort Type: 3. Tried

2.2 Ability to accept social evaluation with sincerity

In this fiscal year's NAKAHARA Animation, 4 opportunities were prepared to evaluate work performance by third persons including a planning presentation, a prototype edition presentation, a screen party for a completed edition and additional screen parties that targeted the other grades' students. In these opportunities, each group appealed their own film or proposal for planning to an expert or audience including their guardians, the other groups' students and the other grades' students and received their evaluation directly. Moreover, in this fiscal year Mr. Fred Wang who is one of leading figures in the Hong Kong movie industry also judged their completed films.

Following 2.2.1 case describes that a group that a student who left the externalizing card belonged to received severe comments from a professional on animation production in a planning presentation and changed its bitter experience into a chance to enhance their film literally. Receiving an advice from a professional itself should be a precious opportunity for the students. Therefore, even some comments are hard to accept, like this case it is better to move on through bringing out valuable information from them instead of disappointing.

2.2.1

Class: 6-2, Date: 2015-11-06, Course: 6-2-15-11-06

Group: 6-2-8, Role: Assistant director

Content of externalizing card: Today Mr. Ito and Mr. Asakawa came here. I thought that it was good though I was very strained. Though many points that should be

improved were indicated, I would like to make the best use of them.

Learning Type: 5. Change in Communication, none

Emotional Type: 8. Difficult, 2. Happy

Effort Type: 5. Tried Hard Enough

B. Analysis series

2.3 subcategory belongs to an ability to analyze and confirm necessities among a number of complicated information.

2.3 Ability to examine information in a calm way

This ability is expected to work together with above mentioned “2.1 Ability to acknowledge advantages that others have”. It is necessary to assess really valuable information among many gathered sources as soon as possible. Of course assessing itself is not the end goal of this ability and time to spend for it is limited while tons of things to do are waiting. Therefore, how efficiently the students can examine information and draw out precious opinions or ideas and how much they can adapt them for their own film will become a difference between success and failure in this ability.

In Following 2.3.1 case, we can read that a group that a student who left the externalizing card belonged to examined a lot of opinions and comments on their film gathered in a prototype edition presentation and assessed how much they could amend their film considering time remaining for production from now on. As mentioned above, even there are great ideas or advices, unless assessing whether it is possible to realize them or not, a film may be fixed incompletely and eventually the result and quality of film will be decreased.

2.3.1

Class: 6-1, Date: 2015-12-16, Course: 6-1-15-12-16

Group: 6-1-2, Role: Director

Content of externalizing card: Today I felt happy that we could make an end credit roll and exchange various ideas with all members. Based on memos, we amended some parts that we could try. Though there were some parts that we could deal with and other ones that we could not, we tried to amend them as much as possible.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 5. Tried Hard Enough

C. Application series

2.4 and 2.5 subcategories belong to an ability to adapt valuable information and make use of them.

2.4 Ability to find a clue from various information

For example, proposals for planning that each group prepared receive a variety of advices from an expert on animation production in a planning presentation, it requires the students to hungrily adapt advices that were given to not only own group but also to other groups if they seem useful for own proposal.

During NAKAHARA Animation activities, ability to find what is really necessary or valuable information is essential. At that moment, needless to say as the title of this ability suggests, the more scope to gather information is broadened when time allows, the more useful information to refer is gathered.

Following 2.4.1 case is an externalizing card that was described in a planning presentation and shows that a student who left the externalizing card could definitely find a clue to amend his/her group's proposal for planning after receiving advices from an expert on animation production. How much advices from a professional will be used totally depends on decisions by the students in each group. Like this case, how many practical clues they can find will become a difference between success and failure.

2.4.1

Class: 6-1, Date: 2015-11-06, Course: 6-1-15-11-06

Group: 6-1-6, Role: Animator

Content of externalizing card: Today our presentation was judged and we received good advices. I found many points that I would like to amend. I thought that I would like to work hard to make a good animation film.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, none

Effort Type: 4. Tried Hard

2.5 Ability to adapt ideas and inventions

As one more step forward from above mentioned “2.3 Ability to examine information in a calm way”, how to actually utilize examined information is essential for this ability. If your main job is information analysis, probably examining is good enough to do. However, if your job is animation production, you will be required to adapt information that you judged as useful to your film or production process.

Following 2.5.1 case shows that a group that a student who left the externalizing card belonged to could make the best use of advises that it received in a prototype edition presentation actually to amend its film. If “2.3 Ability to examine information in a calm way” mentioned above is demonstrated, good ideas are examined carefully and they are actually adapted, it leads to increasing the quality and the result of a film.

2.5.1

Class: 6-2, Date: 2015-12-18, Course: 6-2-15-12-18

Group: 6-2-1, Role: Animator

Content of externalizing card: This time job was adding sound effects. At first it was jumpy but after receiving advices, it was good because it worked smoothly.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 3. Interesting, none

Effort Type: 2. A Little Insufficient

3. Ability to understand self-other

The number of subcategorized item: 4

A. Understanding others series

3.1 Ability to recognize others' specific character

3.2 Ability to try to learn others

B. Understanding oneself series

3.3 Ability to reflect oneself through others

3.4 Ability to reflect oneself through experience

A. Understanding others series

3.1 and 3.2 subcategories belong to a series of abilities to try to know others through admitting others' capabilities.

3.1 Ability to recognize others' specific character

This ability interprets “2.1 Ability to acknowledge advantages that others have” mentioned above from the side of “3. Ability to understand self-other”. Though both of them almost same, if it is necessary to show a difference between them, “2.1 Ability to acknowledge advantages that others have” admits proper abilities that each member demonstrates corresponding to a situation on the spot, on the other hand “Ability to recognize others' specific character” admits his/her excellent natural gifts or virtue that each member is inherent in from deeper perspective.

Following 3.1.1 case was described by a student who was a director and shows that he/she admired other member's skill in his/her group.

3.1.1

Class: 6-1, Date: 2015-11-13, Course: 6-1-15-11-13

Group: 6-1-3, Role: Director

Content of externalizing card: Today we made characters with clay. I recognized that Mr. H was very good at making properties.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, 4. Easy

Effort Type: 4. Tried Hard

3.2 Ability to try to learn others

Through “3.1 Ability to recognize others' specific character” mentioned above, even a class mate whom you are not familiar with because he/she is basically incompatible with you until that time, once you can find obviously his/her good point, it will make you see him/her in a different way. This ability to try to learn others will be fostered when you start to have interests in him/her through this kind of cognitive change. Moreover, while fostering this ability, simultaneously it will lead to demonstrating “3.3 Ability to reflect oneself through others” as we will see later.

Following 3.2.1 case shows that a student who left the externalizing card noticed that there was a member who worked hard to clear up unnecessary equipment to secure sufficient time for shooting a film without being seen while film shooting entered the final stretch. It can be sure that this kind of self-devoted action itself will be evaluated highly and lead other members to admire his/her character.

3.2.1

Class: 6-1, Date: 2015-12-16, Course: 6-1-15-12-16

Group: 6-1-4, Role: Animator

Content of externalizing card: Today we could finish an end credit roll. While we finished the job, I thought that it was good to see Ms. K who was working hard to clear up.

Learning Type: 3. Change in Role Grasp and Recognition, none

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 5. Tried Hard Enough

B. Understanding oneself series

3.3 and 3.4 subcategories belong to a series of abilities to reflect oneself through relationship with others.

3.3 Ability to reflect oneself through others

Based on the inter-subjective way of thinking, because it is difficult to observe own attitude and action unless we record it by a video camera, we can reflect who we are only through communicating with others.

Though every member supports each other during animation production, jobs are clearly divided by each role. Therefore, there is no excuse for cheating work performance. If it is a common paper test, you can hide the result in your desk's drawer and keep it away from others' eyes. However, your work performance is checked by other members and recorded on a film directly.

Following 3.3.1 case describes that a student who left the externalizing card started to be the confident of his/her ability and work performance because his/her job could receive high evaluation from his/her friends. It can be sure that he/she could reflect himself/herself because he/she worked with other members.

3.3.1

Class: 6-1, Date: 2015-12-03, Course: 6-1-15-12-03

Group: 6--, Role: Cinematographer

Content of externalizing card: Today we worked on background pictures too. I could find my job rewarding because my friends praised me.

Learning Type: 1. Change in Self-Affirmative Tendency, 5. Change in Communication

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 3. Tried

3.4 Ability to reflect oneself through experience

As an extension of “3.3 Ability to reflect oneself through others” mentioned above, through the experience of collaboration with other members in a group, the aim of this ability is to promote each student to reflect what kind of person he/she is.

Ability to reflect oneself through others tries to reflect oneself through communicating with other members as the name suggests. On the other hand the feature of this ability is to reflect oneself through a variety of experiences obtained from entire animation production from a larger perspective including communicating with other members though it is true that there is a vague boundary between them and it is not necessary to divide them if you wish to suggest it.

Following 3.4.1 case describes that a student who left the externalizing card apologized that his/her group could not finish each job process as scheduled and eventually could not prepare enough time for adding sound effects that directly affected the outcome of its film because he could not work well as a director in connection with above mentioned “1.3 Ability to lead a group”. Though this is very severe reflection for him/her mentally, it should be a very valuable experience for him/her to learn difficulty to lead a group and the weight of responsibility through the skin.

3.4.1.

Class: 6-1, Date: 2015-12-16, Course: 6-1-15-12-16

Group: 6-1-7, Role: Director

Content of externalizing card: Terrific. We could not finish. I thought that we did not do jobs thinking ahead. As a director, I apologized that we had to cut out time even for adding sound effects.

Learning Type: 4. Change in Occupation Understanding, none

Emotional Type: 5. Sad, 7. Painful

Effort Type: 4. Tried Hard

4. Ability to understand and recognize a role

The number of subcategorized item: 7

A. Elementary level

4.1 Ability to accomplish own role

B. Intermediate level

4.2 Ability to deal with multiple jobs simultaneously

4.3 Ability to expand own role

C. Advanced level

4.4 Ability to look out over entirely beyond own role

4.5 Ability to undertake absurd jobs

D. Superlative level

4.6 Ability to stick to own jobs

4.7 Ability to optimize human resources according to situations

A. Elementary level

4.1 subcategory belongs to an ability level to deal with what you need to do in front of you as a first step in Ability to understand and recognize a role.

4.1 Ability to accomplish own role

As mentioned before, animation production is based on the system of division of labor because each job is done according to a role that each member takes even it consists of collaboration at a group unit as a basic condition. Therefore, if even one member cannot finish his/her job within a certain time frame, it will cause a trouble in other members who need to do next jobs. Each work performance at the spot and at the time will eventually affect the completion of a film.

Following 4.1.1 case is an externalizing card described by a student who was an animator. What this role needs to do is the most clearly defined and it is impossible to hide its work performance because it is obvious. Because jobs such as making characters by clay or painting background pictures by colors are essential for animation production, how hard the students who take the role work in each production activity at that moment is directly connected with the quality and outcome of a film.

4.1.1

Class: 6-1, Date: 2015-11-10, Course: 6-1-15-11-10

Group: 6-1-7, Role: Animator

Content of externalizing card: This time I worked on a storyboard and it was difficult more than expected. However, it was good and I felt happy because I worked hard and

could proceed. Next time I will make characters and keep working hard for the next job.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 1. Glad, 8. Difficult

Effort Type: 4. Tried Hard

B. Intermediate level

4.2 and 4.3 subcategories belong to an ability level that enhances capacity for processing work more than the elementary level such as dealing with multiple jobs simultaneously in Ability to understand and recognize a role.

4.2 Ability to deal with multiple jobs simultaneously

Though it depends on the size of a film, if it is the level of ones that are broadcasted on the air, a professional job site for animation production consists of strict division of labor and there is no chance to do other jobs beyond own role except for some extraordinary reason, for example, an animator takes a job for a dubbing artist.

On the other hand, in NAKAHARA Animation though it is based on division of roles as same as professional animation production, because there were only 4 members in a group especially in this fiscal year, in each production process sometimes extraordinary amount of jobs were loaded onto the students who took a specific role. Therefore, as the name of this ability suggests, it was necessary to deal with a lot of jobs simultaneously across role boundaries according to circumstances.

Following 4.2.1 case shows that division of roles worked well in a group and a variety of jobs were done smoothly. This fiscal year's activities can be regarded as an exceptional case. The system of division of labor was firmly established in most of groups. Situations where a group was divided by a forward that kept shooting a film and a back that prepared properties necessary for next scenes and both of them collaborated well to make film shooting move forward smoothly were observed from the earlier stage of film production.

4.2.1

Class: 6-1, Date: 2015-11-27, Course: 6-1-15-11-27

Group: 6-1-1, Role: Director

Content of externalizing card: Today we made the title and the first part. It proceeded smoothly because of division of roles. From now on I wish to keep doing jobs with

division of roles.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 4. Easy, 8. Difficult

Effort Type: 5. Tried Hard Enough

4.3 Ability to expand own role

As an extension of “4.2 Ability to deal with multiple jobs simultaneously” mentioned above, in NAKAHARA Animation activities there are situations more or less where the participating students are required to deal with unsuitable jobs for each of them. As a familiar example, because every year animation production is held during the fall and winter months and the students who are absent because of catching a cold or having flu start to come up, eventually other members need to relieve the roles of the absent students in a hurry.

Following 4.3.1 case describes that a group that a student who left the externalizing card belonged to could deal with what they needed to do even in a situation where a director who was supposed to lead a group was absent like an above mentioned example. It is true that a group can work in solidarity because of especially this kind of emergency situation.

4.3.1

Class: 6-1, Date: 2015-10-30, Course: 6-1-15-10-30

Group: 6-1-7, Role: Assistant director

Content of externalizing card: Today though our director was absent, it was good that 3 members could work well with division of roles.

Learning Type: 3. Change in Role Grasp and Recognition, none

Emotional Type: 2. Happy, 8. Difficult

Effort Type: 5. Tried Hard Enough

C. Advanced level

4.4 and 4.5 subcategories belong to an advanced ability level such as undertaking absurd jobs considering the progression of the entire production activity in Ability to understand and recognize a role.

4.4 Ability to look out over entirely beyond own role

As a highly developed version of “4.3 Ability to expand own role” mentioned above, the feature of this ability is not only to deal with a variety of jobs flexibly if necessary understanding them beyond own role but also to look out over how what you are doing right now will connect with the entire production activity.

Following 4.4.1 case is an externalizing card described by a student who was an animator and worried about the progress status of film shooting. If not only a director or assistant director manages the schedule of production but also an animator keeps watchful eyes on a tight schedule, they can share a sense of working on the production activities as scheduled in a group.

4.4.1

Class: 6-1, Date: 2015-12-03, Course: 6-1-15-12-03

Group: 6-1-2, Role: Animator

Content of externalizing card: Today we finished to shoot more than 500 pictures totally when I calculated. Because 1 minute 30 seconds needs 900 pictures to shoot, I will work hard.

Learning Type: 1. Change in Self-Affirmative Tendency, 5. Change in Communication

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 4. Tried Hard

4.5 Ability to undertake absurd jobs

It is natural that most of responsible jobs are not simply divided by members equally. Therefore, as is often the case, some members are forced to take an unfair job because it will never be completed if they do not undertake it.

Following 4.5.1 case describes that a group that a student who left the externalizing card belonged to faced an unavoidable problem that was the deterioration of characters due to air drying as long as they were made by clay. We can read that he or she compulsorily endured an absurd situation where his/her group had to repair characters in parallel every time when a film was shot one by one frame because a film was never completed unless his/her group kept shooting.

4.5.1

Class: 6-2, Date: 2015-11-17, Course: 6-2-15-11-17

Group: 6-2-8, Role: Director

Content of externalizing card: Today we could start shooting at last. I felt very difficult because characters were broken every time when we moved them. I think that I will work hard from now on.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, 8. Difficult

Effort Type: 4. Tried Hard

D. Superlative level

4.6 and 4.7 subcategories belong to a professional level in Ability to understand and recognize a role such as sticking to own jobs as much as possible or seeking to optimize human resources for own group as one more step after smoothly dealing with any kinds of jobs related to own role.

4.6 Ability to stick to own jobs

We can say that this ability to stick to own jobs is to be able to figure out what jobs your role needs to do, complete most of them and wish to enhance more. Once you can do jobs even little by little and start to gradually have confidence in your role, it is natural that you wish higher levels. At that time, being able to give special attention to details more than before is the feature of this ability.

Following 4.6.1 case is an externalizing card described by a student who was a cinematographer. Work related to film shooting has a tremendous number of environmental parameters that reflect in a film directly including conditions or settings such as exposure angle or lighting adjustment and you can unlimitedly stick to them if you wish. Especially like this case, once he/she could develop a basic ability to shoot a film, it is natural that he/she wished to try more shooting techniques.

4.6.1

Class: 6-1, Date: 2015-12-03, Course: 6-1-15-12-03

Group: 6-1-6, Role: Cinematographer

Content of externalizing card: Today we tried shooting a film as much as possible. It was good that the scene in which a pudding went into space was very interesting and shot smoothly. If possible, I wish to move the close-up scene more smoothly.

Learning Type: 3. Change in Role Grasp and Recognition, none

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 5. Tried Hard Enough

4.7 Ability to optimize human resources according to situations

This ability to optimize human resources according to situations is located on the highest position of Ability to understand and recognize a role. As the ideal form of collaborative work, to be able to look out over each situation and the whole working condition and deploy human resources most suitably according to the site and the moment is essential for this ability.

Following 4.7.1 case is an externalizing card described during character design at Planning stage. We can read that a group that a student who left the externalizing card belonged to intentionally invested human resources on the most urgent job. As the feature of this case that is related to “5.8. Ability to access time and quality” to be mentioned later, we can point out that the group optimized human resources to put emphasis on the quality of character design and the outcome as a doll as the advantage of its film prior to working faster.

4.7.1

Class: 6-1, Date: 2015-10-30, Course: 6-1-15-10-30

Group: 6-1-3, Role: Director

Content of externalizing card: Today we kept working with the lead of our animator and could not complete writing all. However, it was good that we could draw unique characters.

Learning Type: 3. Change in Role Grasp and Recognition, none

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 3. Tried

5. Ability to carry out a plan

The number of subcategorized item: 11

A. Management series

5.1 Ability to meet a certain deadline

5.2 Ability to manage time in each job

B. Implementation series

5.3 Ability to deal with multiple jobs in parallel

5.4 Ability to accomplish jobs as a group

C. Practical use series

5.5 Ability to make use of previous experience

5.6 Ability to decide a work procedure

5.7 Ability to prepare in advance

5.8 Ability to access time and quality

D. Reflection series

5.9 Ability to verify work performance

5.10 Ability to reflect entire work procedure

5.11 Ability to review objectively

A. Management series

Subcategories 5.1 and 5.2 belong to a series of basic abilities to be punctual or to meet a deadline while doing a job with responsibility.

5.1 Ability to meet a certain deadline

In a contract society like the present day, it is common that most of jobs set a deadline when some sort of contract is made and the terms of agreement are reached. In NAKAHARA Animation, as a major premise it is necessary to meet a deadline to produce a completed film or a deadline according to each work process such as proposing a plan or a prototype edition.

Following 5.1.1 case describes some situation where a group that a student who left the externalizing card belonged to was pressed by a deadline to propose a plan. In the carrier educational activities implemented in Nakahara Elementary School, the participating students are very strictly ordered to meet a deadline.

5.1.1

Class: 6-1, Date: 2015-10-30, Course: 6-1-15-10-30

Group: 6-1-5, Role: Director

Content of externalizing card: I learned that it was difficult to complete jobs by a deadline. I thought that even we tried but I felt difficult because we could not do them as scheduled.

Learning Type: 2. Change in Self-Discovery Tendency, 4. Change in Occupation Understanding

Emotional Type: 6. Angry, 8. Difficult

Effort Type: 4. Tried Hard

5.2 Ability to manage time in each job

Basically in NAKAHARA Animation, as long as meeting a deadline set in each production process, it entirely depends on each group to decide how to deal with jobs. However, actually it is common that they are pressed by numerous jobs requested in each production process. Therefore, they are expected to demonstrate this ability to manage time in each job following work process firmly.

Following 5.2.1 case describes that a group that a student who left the externalizing card belonged to could firmly complete jobs necessary to do within each production activity time. Like this case, unless finishing each job firmly, there is no way to complete one animation film. Therefore, not only it is important to look out over the whole work but also it is important that how much each member can pay attention to finishing jobs in sight within each production activity time and how actually he/she can demonstrate it.

5.2.1

Class: 6-2, Date: 2015-11-16, Course: 6-2-15-11-16

Group: 6-2-7, Role: Director

Content of externalizing card: Today it was good that various jobs including making a goalpost were completed.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 3. Interesting, none

Effort Type: 5. Tried Hard Enough

B. Implementation series

5.3 and 5.4 subcategories belong to a series of abilities to implement jobs as planned increasing working efficiency as a group.

5.3 Ability to deal with multiple jobs in parallel

This ability is almost as same as “4.2 Ability to deal with multiple jobs simultaneously” mentioned above but is considered from the perspective of Ability to carry out a plan. During a limited time how you can deal with not only each job but

also multiple jobs in parallel in order to save time, even one minute for the production activities is essential to demonstrate this ability.

Following 5.3.1 case describes that film shooting and making properties were done in parallel and eventually necessary jobs were completed smoothly. Even one member was absent and manpower or work force was decreased significantly, as long as other members could deal with jobs in parallel and simultaneously, this case showed that they could fully compensate for one member's absence.

5.3.1

Class: 6-1, Date: 2015-11-27, Course: 6-1-15-11-27

Group: 6-1-2, Role: Assistant director

Content of externalizing card: Today though we have only 3 members, we collaborated and shot around 100 pictures. Because we also made many properties at the same time, we could proceed smoothly.

Learning Type: 2. Change in Self-Discovery Tendency, 4. Change in Occupation Understanding

Emotional Type: 2. Happy, 8. Difficult

Effort Type: 5. Tried Hard Enough

5.4 Ability to accomplish jobs as a group

The feature of this ability is what we reconsider "4.1 Ability to accomplish own role" in Ability to understand and recognize a role mentioned above from the perspective of group unit. Even it is necessary to complete jobs which are expected to be done individually as a major premise, an actual condition is that it is difficult to complete an animation film within a deadline unless necessary jobs should be accomplished as a group too.

Therefore, the bottom line of this ability is to build a consensus to definitely accomplish jobs as a group at the earlier stage of the production activities and to keep it to the end. It is natural that each member actually has a different ability and capability. Therefore, how to fill the gap between them as a group is also an important point to demonstrate this ability.

Following 5.4.1 case describes that a group that a student who left the externalizing card belonged to could collaborate with each other as a group definitely to be able to introduce its proposal for planning in a planning presentation. Like this case, making a proposal for planning arouses the students' awareness of animation production as an

occupation and becomes the first experience that requires them to work together as a group.

5.4.1

Class: 6-1, Date: 2015-11-05, Course: 6-1-15-11-05

Group: 6-1-4, Role: Animator

Content of externalizing card: Today it was good that we rehearsed a presentation and every member could work together to appeal.

Learning Type: 5. Change in Communication, 1. Change in Self-Affirmative Tendency

Emotional Type: 2. Happy", "3. Interesting

Effort Type: 3. Tried

C. Practical use series

Subcategories from 5.5 to 5.8 belong to a series of abilities to positively make use of methods that can advance jobs more effectively even one step further.

5.5 Ability to make use of previous experience

Because most of participating students have no experience of animation production as an occupation, each activity time is a chance for them to gain precious experience in order to deal with jobs more smoothly next time. Having no experience means that it requires how much they can learn on the moment and the site.

As a matter of fact, having no previous experience tends to result in a higher rate of failure. Therefore, how much they can extract knowledge that can avoid failure next time from experience in which they could not do as they expected rather than they could do smoothly is a key to success.

Following 5.5.1 case describes that a group that a student who left the externalizing card belonged to prepared another proposal considering experience in a planning presentation where any kinds of proposals was not automatically accepted. We can read in this case that he/she could cultivate a strong spirit and an ability to develop an actual strategy without being depressed after learning a harsh reality that his/her idea was turned down literally.

5.5.1

Class: 6-1, Date: 2015-11-10, Course: 6-1-15-11-10

Group: 6-1-4, Role: Cinematographer

Content of externalizing card: Today we made the second proposal if the first one is turned down. I thought that we worked faster because we could make most of background pictures too.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 1. Glad, 4. Easy

Effort Type: 4. Tried Hard

5.6 Ability to decide a work procedure

This ability can be called as the application of “5.5. Ability to make use of previous experience” mentioned above on the actual site. Even the students have no experience of animation production, if they try various jobs related to production in an impromptu manner without sufficiently planning in advance, they cannot expect efficient work procedure and it will be directly linked to a waste of precious time for production.

Of course, as long as they deal with jobs that they never tried before, it is true that only what they can do is throwing themselves into jobs. That is why it is necessary to feed back what you obtained from previous experience for the next production activities paying attention to how and what you can do to make things better or cannot and to make an efficient work procedure.

Following 5.6.1 case is an externalizing card described in the early stage of the practical production activities. Every year it is common that a time when most of groups can start jobs after firmly making a work procedure like this case is around the late second half of the production activities while mastering “5.5 Ability to make use of previous experience” mentioned above.

5.6.1

Class: 6-1, Date: 2015-10-30, Course: 6-1-15-10-30

Group: 6-1-2, Role: Assistant director

Content of externalizing card: Today we continued what we did the other day. We also decided how to make a detailed story and characters in order to convince Mr. Ito.

Learning Type: 1. Change in Self-Affirmative Tendency, 3. Change in Role Grasp and Recognition

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 4. Tried Hard

5.7 Ability to prepare in advance

As the similar ability of “5.6 Ability to decide a work procedure” mentioned above, everybody knows empirically that how completely preparatory work is done in advance is important to deal with jobs smoothly. On the other hand, in reality things gradually tends to be not going as expected once the quantity of job is overflowing.

However, in NAKAHARA Animation even jobs necessary to do are overflowing, how proactively you can prepare in advance making the best use of knowledge obtained through previous experience eventually is a key to use a limited production time effectively and it affects the content and quality of a film.

Following 5.7.1 case is an externalizing card described while the second half of making properties and shows that a group that a student who left the externalizing card belonged to firmly prepared for a practical film shooting that was about to start soon. Like this case, preparing various variations of expression even for a same character enables to enrich emotional expressions and becomes an advantage to make film shooting move smoothly saving the effort of making them on the site as minimum as possible.

5.7.1

Class: 6-1, Date: 2015-11-21, Course: 6-1-15-11-21

Group: 6-1-2, Role: Assistant director

Content of externalizing card: Today we made a lot of characters. We made various versions for each character. Because Penta was completed, I think that next time we can start smoothly.

Learning Type: 1. Change in Self-Affirmative Tendency, 3. Change in Role Grasp and Recognition

Emotional Type: 2. Happy, 4. Easy

Effort Type: 5. Tried Hard Enough

5.8 Ability to access time and quality

As a necessary ability that is common to most of jobs, we can point out accessing a balance between time and quality. Especially, occupations such as animation production in which work performance is directly left as visual expression strongly require an ability to assess. Obviously a relationship between time and quality is inversely proportional. If you wish to make a good film as much as possible, you will be

required enough time and eventually you will be pressed for time that you have already spent.

Following 5.8.1 case is an externalizing card described in the stage of making properties. As a matter of fact, because the outcome of a film will be drastically changed by the quality of a character as a target for film shooting, like this case, it is important to spend enough time on making properties and prepare characters and background pictures with higher quality as much as possible.

5.8.1

Class: 6-2, Date: 2015-11-12, Course: 6-2-15-11-12

Group: 6-2-8, Role: Director

Content of externalizing card: Today we made properties. Because making good animation depends on properties, I did it carefully. I will work hard to make a good film.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 3. Interesting, none

Effort Type: 4. Tried Hard

D. Reflection series

Even how positively you engage in production activities, it is necessary to verify whether actual jobs proceeds as planned or not. 5.9, 5.10 and newly added 5.11 subcategories belong to a series of abilities to reflect the whole from one step back in perspective.

5.9 Ability to verify work performance

As the essence of this ability, dealing with a job with responsibility includes not only completing it but also verifying it as promised.

Following 5.9.1 case is an externalizing card described by a student who was a cinematographer. As long as whoever chooses the role, every time he/she needs to check if his/her hands or a desk as a foundation is shot in a picture together. Once production time is running out, it starts to ignore this kind of basic procedure. For this reason, it is important to form the habit of verifying every time.

5.9.1

Class: 6-1, Date: 2015-11-19, Course: 6-1-15-11-19

Group: 6-1-3, Role: Cinematographer

Content of externalizing card: Today I did shooting a film. If I make a mistake on the first part, I have to erase all parts. Therefore, I wish to do it checking every time.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, none

Effort Type: 3. Tried

5.10 Ability to reflect entire work procedure

In concert with “5.9 Ability to verify work performance” mentioned above, it is important not only to check each work performance but also to review the whole work performance as required. Even in such a case where each job that each member is in charge of is done smoothly with division of roles, unfortunately it often happens that it is not actually moving forward to an ideal direction from the perspective of the entire work.

Following 5.10.1 case describes that a student who left the externalizing card recognized that the outcome of each property that he/she was making at that moment related to the entire outcome of a film. Like this case, to work on a job on the site paying attention to next jobs, the whole production activities and consequently the outcome of a film directly affects work efficiency and the quality of a film considerably.

5.10.1

Class: 6-1, Date: 2015-11-10, Course: 6-1-15-11-10

Group: 6-1-3, Role: Cinematographer

Content of externalizing card: Today it was difficult to make small and big things. However, I thought that we can make a good film if we can make all of them.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 2. Happy, none

Effort Type: 4. Tried Hard

5.11 Ability to review objectively

This ability is newly and additionally categorized through this fiscal year’s NAKAHARA Animation activities. Animation production implemented in Nakahara Elementary School is definitely a part of artistic activities. However, the activities aim to make films only to introduce to an audience as responsible work. Therefore, it

always requires the students to review a film that they are making including the work process from the perspective of a third person. If the objective viewpoint is lost, most of completed films tend to be egoistic and nobody except own group members can understand them.

Following 5.11.1 case describes that a student who left the externalizing card worked on the production activities always paying attention to an audience's or expert's reaction or their viewpoint.

5.11.1

Class: 6-2, Date: 2015-11-09, Course: 6-2-15-11-09

Group: 6-2-2, Role: Cinematographer

Content of externalizing card: Today we received advices. I thought that it was important to receive objective opinions because there were a lot of parts that we needed to amend after reviewing a storyboard.

Learning Type: 2. Change in Self-Discovery Tendency, none

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 4. Tried Hard

6. Ability to solve problems

The number of subcategorized item: 8

A. Self-awareness series

6.1 Ability to be ready for own responsibility

6.2 Ability to be patient tirelessly

6.3 Ability to complete important jobs steadily

6.4 Ability to demonstrate by own action actively

B. Continuation series

6.5 Ability to keep increasing work efficiency

6.6 Ability to keep inventing

C. Group series

6.7 Ability to keep increasing work efficiency as the whole group

6.8 Ability to make up for deficiencies with each other

A. Self-awareness series

Subcategories from 6.1 to 6.4 belong to a series of abilities to be ready for taking the initiative in solving problems.

6.1 Ability to be ready for own responsibility

Though this ability shares some parts with “4.1 Ability to accomplish own role” in Ability to understand and recognize a role, as a major premise unless each member firmly makes up his/her mind to solve troubles or problems that each members needs to face with their own responsibility, there is no way to keep moving production activities. Moreover, if you do not have a sense of responsibility to solve problems, you may incline yourself to depending too easily on somebody’s help and have an irresponsible attitude toward work performance that you need to deal with.

Following 6.1.1 case is an externalizing card described by a student who was an animator in the stage of deciding one plan. We can read that he/she sufficiently made up his/her mind because an animator was the most important role to realize a story that was decided in a group.

6.1.1

Class: 6-1, Date: 2015-10-24, Course: 6-1-15-10-24

Group: 6-1-6, Role: Animator

Content of externalizing card: I am an animator and think that it is actually difficult to make what we decided this time. However, we will collaborate to realize it as a good film. I am looking forward to it.

Learning Type: 3. Change in Role Grasp and Recognition, none

Emotional Type: 2. Happy, none

Effort Type: 3. Tried

6.2 Ability to be patient tirelessly

Most of jobs related to animation production try the majority of the students’ patience. Even film shooting needs to take more than 1000 pictures in terms of 10 frames per one second every year and a film will never be completed unless each frame is shot consistently.

For example, in order to make a background picture with a blue sky, it is necessary to paint it patiently with blue color using coloring materials or a magic marker avoiding an uncoated area. If there is an uncoated area, even a small spot, it is automatically

shot in a film and in most cases there is no chance to amend it later. In other words, it is impossible to leave troubles or problems that happened at the site until later.

Following 6.2.1 case describes a situation where a student who left the externalizing card kept shooting a film patiently facing a hard reality that it was necessary to shoot 10 frames for only one second film and it was impossible to complete the entire film without shooting one by one frame. If you shoot same 10 frames continuously, it is not so difficult. However, if you need to move characters slightly and shoot them one by one frame, it is going to be more difficult to do and it also requires patience to work steadily.

6.2.1

Class: 6-1, Date: 2015-11-27, Course: 6-1-15-11-27

Group: 6-1-1, Role: Cinematographer

Content of externalizing card: Today I shot a film. Because of only one second per 10 pictures, it was very difficult.

Learning Type: 2. Change in Self-Discovery Tendency, 4. Change in Occupation Understanding

Emotional Type: 3. Interesting, 8. Difficult

Effort Type: 4. Tried Hard

6.3 Ability to complete important jobs steadily

This ability interprets “4.1 Ability to accomplish own role” mentioned above from the side of “Ability to solve problems”. In NAKAHARA Animation, there are some jobs that never forgive a mistake even they are very simple to do such as saving film data through dragging and dropping a specific folder into a USB memory drive.

For another example that never forgives a mistake, it is editing work to manage films that were shot on a roll to roll basis and to connect all of them to make one completed film. As a matter of fact, if you mistake the order of connection, it will turn to be an embarrassing film that is composed of nonsensical scenes. For your reference, a running time per one roll depends on each of them but usually around a few seconds or 10 seconds at most. Therefore, though it depends on a total running time, if it is a 2 minutes film, it will be composed of around 12 to 20 rolls.

Following 6.3.1 case is a typical one as mentioned above that a student who left the externalizing card failed to save digital film data that his/her group shot.

6.3.1

Class: 6-2, Date: 2015-12-04, Course: 6-2-15-12-04

Group: 6-2-4, Role: Director

Content of externalizing card: Because today I made a lot of mistakes when I needed to save data in a USB memory disk, I thought that I should pay more attention to it.

Learning Type: 1. Change in Self-Affirmative Tendency, 5. Change in Communication

Emotional Type: 1. Glad, none

Effort Type: 3. Tried

6.4 Ability to demonstrate by own action actively

On the site of animation production, it requires visible work performance as visual expression literally even you say anything in word. Therefore, unless the students keep acting positively and show the result of action in a visible manner, they cannot complete a film and their work performance will not be accepted socially.

Following 6.4.1 case is an externalizing card described by a student who was a cinematographer and shows that he or she could not do a job related to his/her role at the stage of making properties, on the other hand, once film shooting was started, he or she could thoroughly make a significant contribution to the job corresponding to his/her role. Furthermore, he or she also showed a will to act more positively in the activities ahead.

6.4.1

Class: 6-1, Date: 2015-11-19, Course: 6-1-15-11-19

Group: 6-1-6, Role: Cinematographer

Content of externalizing card: This time was film shooting and it was good that I could help other members. I would like to do creative jobs more positively.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 1. Glad, 2. Happy

Effort Type: 4. Tried Hard

B. Continuation series

6.5 and 6.6 subcategories belong to a series of abilities to keep walking toward solving problems continuously through advancing a series of self-awareness mentioned above with one step further.

6.5 Ability to keep increasing work efficiency

This ability is positioned as a pair of “6.7 Ability to keep increasing work efficiency as the whole group” that we will see later. On the premise that it is necessary to complete jobs or to solve problems that each member should deal with, this ability seeks to increase more work efficiency at the same time.

Following 6.5.1 case describes that a student who left the externalizing card realized that his/her group’s work efficiency was increasing. As a feature, a word such as “pace” related to time or speed was used in the card. In a situation where this ability to keep increasing work efficiency is demonstrated, like this case, a sense of speed that makes you feel moving forward energetically is shared in a group.

Moreover, as the data of Emotional Type in this case shows directly, it can be sure that while his/her group tried to deal with difficult jobs every time, eventually work efficiency was increasing and the production activities proceeded smoothly so that they could also feel a sense of fulfillment including “Happy”.

6.5.1

Class: 6-1, Date: 2015-11-05, Course: 6-1-15-11-05

Group: 6-1-5, Role: Director

Content of externalizing card: Though we were behind other groups until the last time, it was good that this time we could catch up with them and manage to prepare for a presentation. I wish to keep this pace next time too.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 8. Difficult, 2. Happy

Effort Type: 4. Tried Hard

6.6 Ability to keep inventing

It is necessary to keep inventing constantly to cultivate “6.5 Ability to keep increasing work efficiency” mentioned above. As long as doing same things continuously, it is difficult to increase work efficiency anymore. As a reality, there are few chances to keep shooting same scene for a long time and you always need to face problems according to a new scene. Therefore, it is necessary to keep inventing to deal with them consequently.

Following 6.6.1 case describes that a group that a student who left the externalizing card belonged to added new devices and ideas to its film.

6.6.1

Class: 6-1, Date: 2015-11-21, Course: 6-1-15-11-21

Group: 6-1-4, Role: Director

Content of externalizing card: Today we made small sets. We made a lawn with the leftovers of a pencil sharpener based on Ms. H's idea. I was surprised to see it because it was so real. I wish that it will be dried up soon.

Learning Type: 5. Change in Communication, 2. Change in Self-Discovery Tendency

Emotional Type: 2. Happy, 1. Glad

Effort Type: 4. Tried Hard

C. Group series

6.7 and 6.8 subcategories belong to a series of abilities to solve problems continuously as a group.

6.7 Ability to keep increasing work efficiency as the whole group

As compared with "6.5 Ability to keep increasing work efficiency" mentioned above that requires each member to increase his/her work efficiency from a personal perspective, the essence of this ability is to require work efficiency from an entire group perspective.

Though there is no specific boundary between them, there is no way to promote efficiency as a whole unless each member tries to increase efficiency in each job. On the other hand, unless a sense of promoting efficiency is actively shared in a group, it is difficult to expect that it is reflected in each job.

As following 6.7.1 case represents, in this fiscal year's NAKAHARA Animation activities, because a sense of increasing work efficiency was shared in most of groups from the early stage of production, they could work on film shooting with a very fast speed. As described in this case, because a group was wonderfully divided into some members who were in charge of film shooting basically and other members who were in charge of preparing equipment necessary for next scenes with division of roles, it succeeded in keeping film shooting as seamlessly as possible.

6.7.1

Class: 6-1, Date: 2015-12-03, Course: 6-1-15-12-03

Group: 6-1-2, Role: Director

Content of externalizing card: Today we could work smoothly and shoot 591 pictures. I wish to keep this pace. It worked efficiently because we divided our group into a team in charge of making properties and another one in charge of shooting pictures.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 2. Happy, 8. Difficult

Effort Type: 5. Tried Hard Enough

6.8 Ability to make up for deficiencies with each other

Totally the 59 subcategories related to the 7 types of abilities that are expected to cultivate through carrier education are picked up in this chapter. However, it is never expected that every 6th grader can master all of them during NAKAHARA Animation activities. This chapter did nothing more than categorizing abilities that were demonstrated or bloomed during the production activities and introducing the result.

Because there are similar ones or they contradict each other in the subcategories, it is initially impossible to ask one person to cultivate all of these abilities.

One hand nobody can ask one person to cultivate all of these abilities, on the other hand there are situations in front of the students that require each ability. Therefore, a conclusion that is derived from two hands is that there is no way without compensating for some abilities that are in short among members.

Following 6.8.1 case describes that in a critical situation where one member was absent, a group that a student who left the externalizing card belonged to worked harder than usual to make up for a vacancy on the staff. We can read that the group could get over the crisis even someone was absent through cultivating “4.3 Ability to expand own role” mentioned above and actually demonstrating it. As a familiar story, this kind of contingency situation promotes jobs to proceed more smoothly than usual like this case.

6.8.1

Class: 6-1, Date: 2015-11-27, Course: 6-1-15-11-27

Group: 6-1-2, Role: Animator

Content of externalizing card: Even Mr. S was absent, this time we could shoot a film more than 1000 pictures. Though it still needs more to complete, I would like to keep working hard.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation

Understanding

Emotional Type: 2. Happy, 3. Interesting

Effort Type: 5. Tried Hard Enough

7. Ability to understand occupations

The number of subcategorized item: 7

A. Reality perception series

7.1 Ability to grasp the nature of work

7.2 Ability to grasp the structure of division of labor system

7.3 Ability to recognize a world where dependence is unacceptable

7.4 Ability to approach with a sense of reality

B. Evaluation series

7.5 Ability to accept social evaluation

7.6 Ability to measure achievement based on an outcome

C. Desire for improvement series

7.7 Ability to embrace a mind to further challenge

A. Reality perception series

From 7.1 to 7.4 subcategories belong to a series of abilities to firmly recognize the reality of having a job.

7.1 Ability to grasp the nature of work

This ability based on how firmly the students can grasp the meaning of implementing animation production as a part of carrier education leads to the value or importance of the educational activities held in Nakahara Elementary School.

As a matter of fact, as long as holding carrier education in the framework of public education, it never aims to foster experts such as animators or designers. Of course as the secondary result, it should be grateful if some students will pick up a job in this field in the near future.

At least the carrier educational activities in Nakahara Elementary School expect the participating students to be able to reflect what they experienced through holding a job with responsibility. In other words, the educational activities expect the students to

foster this kind of awareness setting animation production as a learning material and borrowing wisdom and experience from the world outside of a school including a professional animation production studio.

In following 7.1.1 case, a student who left the externalizing card recognized that there are persons who keep working this kind of work that requires patience every day through his/her own experience that he/she needed to take a picture one by one at 1000 frame unit. It can be sure that he or she also recognized that only persons who keep working this kind of job for a long time can be called as a professional.

7.1.1

Class: 6-1, Date: 2015-12-03, Course: 6-1-15-12-03

Group: 6-1-1, Role: Cinematographer

Content of externalizing card: Today I shot a film. I thought it was great that professionals keep shooting a film one by one picture every day.

Learning Type: 2. Change in Self-Discovery Tendency, 4. Change in Occupation Understanding

Emotional Type: 3. Interesting, 8. Difficult

Effort Type: 4. Tried Hard

7.2 Ability to grasp the structure of division of labor system

NAKAHARA Animation activities adapt a professional animation production process as much as possible in order to have the students feel a sense of reality. Because professional animation production is based on the system of division of labor, NAKAHARA Animation is also base on it among members in a group.

Following 7.2.1 case is an externalizing card described in Preliminary production stage. After receiving a lecture on basic work process for animation production from a professional at first in Preliminary production stage, most of students start to recognize the complicated process and the existence of various roles. After the actual work begins in Planning stage, they start to recognize the importance of role-sharing and after the production activities are proceeding, they start to understand through their own experience that division of labor corresponding to each role is essential to dealing with jobs smoothly.

7.2.1

Class: 6-2, Date: 2015-09-15, Course: 6-2-15-09-15

Group: 6-2-4, Role: Assistant director

Content of externalizing card: I thought that making an animation work that I was always watching was difficult because it took a lot of time. Only for 2 seconds scene, it needed to make a hundred of original pictures. I learned that there were more roles to make one animation work than I thought.

Learning Type: none, none

Emotional Type: none, none

Effort Type: none

7.3 Ability to recognize a world where dependence is unacceptable

As mentioned before, animation production is implemented as a part of career education to the last and there is no aim to foster the next generation of animators as a part of occupational training. On the other hand, as long as it is implemented as a part of work, every completed film as the result is socially evaluated by an audience and professionals through a screen party.

Evaluation and comments in a screen party can be directly replaced with work performance. A ranking list from top to bottom is literally opened to the public according to audience response to each film, professional comments and a popularity vote by them. Every year this social evaluation process has no sweetheart deal by someone including the teachers in charge and tends to be severe because a few films can receive most of votes and some ones cannot have even a single vote.

NAKAHARA Animation activities require the students to accept a social reality where dependence is unacceptable through teaching not by someone else but by their own actual experience. It is true that even some films can get high in rankings in a popularity vote, there are obviously a lot of points that they need to amend in the eyes of experts.

Not only children but also adults will be disappointed if they can only receive a severe evaluation as the result of work that they spent for a long time. Nevertheless, through having this kind of experience in youth, when they start to actually work on site as a member of society and receive hard social evaluation inevitably in the future, instead of easily running away from there, they are expected to firmly receive the reality without losing a heart and foster a strong mind to move forward even one step ahead.

Following 7.3.1 case is an externalizing card that was described when a group that a student who left this card belonged to received social evaluation through a planning presentation. As this case shows, even the students receive severe evaluation, how

they can make the best use of what they learned from it for the next activities and their future from now on is the aim of carrier education implemented in Nakahara Elementary School and leads to increase zest for living that it aims at.

As mentioned above, even the students in the 6th grade receive severe social evaluation, it is totally unnecessary for them to doubt the limitations of their abilities and to lose confidence in their way of life from now on. It is enough for them to have an experience to try boldly standing at the entrance to a working world that is expected to be one of factors that foster zest for living.

As the response of the students like this case, one hand they recognized a hard reality in a society, on the other hand they had only a little sense of despair and rather expected future. The essence of this ability to recognize a world where dependence is unacceptable is not only based on severity to face reality but also hope for future beyond hardship.

7.3.1

Class: 6-1, Date: 2015-11-06, Course: 6-1-15-11-06

Group: 6-1-6, Role: Assistant director

Content of externalizing card: Today we did our best on the real stage of presentation but it did not work at all. I understood that how important working was.

Learning Type: 4. Change in Occupation Understanding, none

Emotional Type: 7. Painful, 8. Difficult

Effort Type: 2. A Little Insufficient

7.4 Ability to approach with a sense of reality

NAKAHARA Animation aims to let the participating students approach various jobs related to animation production holding a sense of reality through making a carrier educational program based on a simulated experience type model that follows professional animation production procedure and realizing a work atmosphere as much as possible instead of visiting at the production site of animation studio.

If the students try to approach NAKAHARA Animation as same as other regular learning activities without a sense of reality, we are afraid that they will rely on their teachers who are an amateur at animation or misunderstand that there is a role model somewhere and they need to copy it as precisely as possible as the aim of the activities.

We can identify approaching jobs with a sense of reality with taking responsibility for the jobs. As long as the students produce animation just for fun, we cannot expect

them to take responsibility. If films that are made without hard work are easily accepted socially, it should be a shame.

Moreover, because of holding a sense of reality, it will lead to promote a challenging spirit or a sense of advancement that the students have. Because they dare to try something difficult, a thought to examine their own ability will come up. Even they are beaten by a hard reality, a truth that they challenged bravely is left and it is definitely a medal of honor for them.

Following 7.4.1 case describes that a student who left the externalizing card needed to work overtime because his/her group could not finish jobs as scheduled. There are few chances for most of students to experience overtime work with responsibility in regular educational programs. In connection with above mentioned “5.4 Ability to accomplish jobs as a group”, as long as the students cannot expect support from their teachers or other groups, they need to work on jobs by themselves and if there is not enough time, they need to make it by themselves. Because they have to face these kinds of hardships, needless to say this ability to approach with a sense of reality will be cultivated.

7.4.1

Class: 6-1, Date: 2015-12-08, Course: 6-1-15-12-08

Group: 6-1-8, Role: Assistant director

Content of externalizing card: At today's moment, less than 256 pictures were shot. It should be terrible more or less. I can easily predict that we need to work overtime. I would like to work harder increasing speed.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 8. Difficult, none

Effort Type: 5. Tried Hard Enough

B. Evaluation series

7.5 and 7.6 subcategories belong to a series of abilities to properly evaluate past achievements considering that any jobs with responsibility need to face social evaluation.

7.5 Ability to accept social evaluation

As the feature of carrier part in carrier education, the carrier educational activities implemented in Nakahara Elementary School put emphasis on evaluation by third

persons. As long as a job needs to take responsibility in any occupational fields, needless to say social evaluation for the work performance will be shown in whatever form. Therefore, we can say that social meaning to implement carrier education as a part of public educational system can be established because this evaluation part is definitely involved in the activities.

Of course it is also true that various ways to evaluate socially exist according to each field and occupation. For example, the more products you sell, the more profit increases and the more it reflects on your income. Or like researchers in universities, if your academic paper as the result of your research is approved in a society, you can rise in rank. On the other hand, it is common among most of fields that promoting higher socially according to evaluation means having more chances to commit larger scale business with more responsibilities.

At first, you cannot avoid social evaluation if you wish to be accepted as a member of society and commit jobs with more responsibilities. In most cases, quite severe social evaluation is common. In the background, there is a condition that severe social evaluation is a criterion to decide whether you can handle a job with a heavy responsibility or not, therefore the way of evaluation cannot be softened easily.

On the other hand, even there are a variety of methods for social evaluation, there is no perfectly accurate standard to evaluate equally and objectively in reality. Therefore, it is unavoidable to include intentional judgment by evaluators frequently. Furthermore, in some occupations that deal with visual expression such as animation, social evaluation for them is decided by only audiences' sensuous judgment such as likes or dislikes and their income also directly depends on it.

As mentioned before, NAKAHARA Animation activities put much emphasis on opportunities for social evaluation. Setting these kinds of opportunities to face a hard reality contributes to promote a sense of reality and responsibility such as trying professional jobs among the students in connection with "7.4 Ability to approach with a sense of reality" mentioned above.

The carrier educational activities in Nakahara Elementary School regard how firmly the students can accept even severe social evaluation as a part of the essence. On the other hand, a special opportunity that enables the students to reflect the result of social evaluation from the side of "education" in carrier education is also prepared.

7.5.1 case describes that a student who left the externalizing card noticed that their proposal had room for improvement after it received severe suggestions from an expert on animation production. The value of cultivating this ability to accept social evaluation is to encourage this kind of awareness or reflection. In other words, social

evaluation that cannot encourage awareness or reflection is meaningless.

7.5.1

Class: 6-1, Date: 2015-11-06, Course: 6-1-15-11-06

Group: 6-1-6, Role: Director

Content of externalizing card: Though today is for the presentation on a real stage and I felt very nervous, it was good because we could make it through. Because our film received advices and I thought that we have a long road to travel. However, I think that we can make the best use of the advices to improve our film.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 8. Difficult, none

Effort Type: 4. Tried Hard

7.6 Ability to measure achievement based on an outcome

As mentioned before animation production through the carrier educational activities in Nakahara Elementary School does not directly aim to foster self expression or artistic creativity. It mainly aims to make films as a part of job, to show completed ones to an audience and to receive social evaluation through reaction or comments from it.

Though every year the students have to face severe social evaluation, this kind of experience promotes them to reflect what they did and becomes an opportunity to recognize to what extent their capability can work in a practical social activity. If they do not know how much their real capability is, they will be treated as a child for a longer time. Therefore, being treated as a target for evaluation itself is a precious trial for the students even they are evaluated severely. Considering this kind of background, we can say that this ability to measure achievement based on an outcome is an ability to calmly reflect own capability at this moment certainly based on social evaluation.

Academic achievement tests for general education or measurements for various games to gauge improvement in physical performance are a ruler to know own real capability and these measurements put emphasis on the growth of individual capability. However, they cannot directly gauge how academic achievement or physical performance can work in practical social activities.

Within the framework of public education there are few opportunities to know how much your capability can really work or what kind of level you have in the field of practical business activities. In other words, public education has not prepared

opportunities or arrangements to measure zest for living in a society so far. Therefore, the carrier educational activities to cultivate zest for living are expected to be precious opportunities for the students to definitely try their practical capability and NAKAHARA Animation is no exception.

Being judged through social evaluation leads the students to accept severe results without choice more often than not and forces them to face a difficult situation mentally. On the other hand, through the trial of the carrier educational activities implemented in Nakahara Elementary School for 11 years until now, there were very few students who absolutely showed a negative reaction when they faced an opportunity in which their capability was directly judged.

The reason why the students can accept severe evaluation is that they regard an opportunity to try their real capability as a first step to be recognized as a member of society or as a person who can decide what he/she need to do by him/herself.

As a matter of fact, we can point out that even they fail at that moment, they definitely know the truth that they are still children and there is a plenty of time before they become an adult. This means that they fear nothing in a good sense and we can also say that this is a privilege that only they have as a child.

Following 7.6.1 case is an externalizing card that was described in the final phase of film shooting and we can read that a student who left the externalizing card pushed his/herself to the max in order to improve the quality of his/her group's film as much as possible till the last. We can also read that he/she evaluated him/herself not based on self-indulgent assessment without actual achievement but a sense of accomplishment or fulfillment after his/her group competed professional work.

7.6.1

Class: 6-1, Date: 2015-12-11, Course: 6-1-15-12-11

Group: 6-1-6, Role: Animator

Content of externalizing card: Today we could finally shoot the last scene and only an end credit roll is left. After watching every part of film at once, it was good that we could gain from the pain until now. I expect to watch other groups' films.

Learning Type: 1. Change in Self-Affirmative Tendency, none

Emotional Type: 1. Glad, 2. Happy

Effort Type: 5. Tried Hard Enough

C. Desire for improvement series

7.7 subcategory belongs to a series of abilities to have desire for further improvement making use of skills or abilities that are acquired through the carrier educational activities.

7.7 Ability to embrace a mind to further challenge

Though cultivating zest for living autonomously is the major premise of implementing carrier education, to accomplish zest for living once at some point of time is not enough and we need to keep learning it over a lifetime. In that context carrier education is a part of lifelong education and completing it once in elementary or middle schools is not enough too though unfortunately it is automatically finished until the period of public education in reality.

As a matter of fact, NAKAHARA Animation does not expect the students to accomplish zest for living for half a year to implement the activities and each student will chose how to live from now on in a thousand ways. Therefore, nobody including the students themselves can predict how to keep learning zest for living.

Furthermore, because we cannot avoid facing the information society based on globalization where various types of information are exchanged and every moment a situation is constantly changing and need to live in this kind of society inevitably accepting waves of change, learning continuously at all times in response to change is the core of zest for living.

Therefore, this ability is regard as a part to sustain continuous learning. To keep always stimulating zest for living through highly embracing a mind to challenge and curiosity for example aiming at a higher level according to a situation where you are in or finding a new way turns to be the driving force of this ability.

7.7.1 case is an externalizing card described after receiving severe social evaluation through a screen party for completed films and we can read that a student who left the card felt disappointed because of a low social evaluation. On the other hand, we cannot see resignation in this card. We can rather read a strong will to make use of precious experience that he/she learned through a hard reality for his/her future.

If NAKAHARA Animation is a learning activity to force the students to give up their future from the stage of elementary school, it should be closed after the pilot project held by Ministry of Economy, Trade and Industry 11 years ago. On the other hand, in the background of why NAKAHARA Animation could continue after that, we can point out that the learning activity expects that every student has the bud of this ability to embrace a mind to further challenge and keeps watching that it is really bloomed like this case.

7.7.1

Class: 6-1, Date: 2016-01-16, Course: 6-1-16-01-16

Group: 6-1-1, Role: Director

Content of externalizing card: The result of our animation film was 11th. But I thought that we should definitely embrace hard work and the evaluation for our film that we collaborated to make as a team and would like to make the best use of what we experienced when we go into the workforce.

Learning Type: 3. Change in Role Grasp and Recognition, 4. Change in Occupation Understanding

Emotional Type: 3. Interesting, 8. Difficult

Effort Type: 4. Tried Hard

In this chapter the 59 types of abilities including newly added one were introduced as the subcategories of the 7 types of abilities that are expected to foster during carrier education based on more than 1200 externalizing cards that were described in this fiscal year's activities. On the other hand, in reality it should have more types of abilities that were bloomed than the 59 ones and some of them may not fit into the framework of the 7 types of abilities. Moreover, the work to categorize the externalizing cards itself is based on the author's subjective view and he might interpret some descriptions on the cards mistakenly. Therefore, we need to rigidly regard the 59 types of abilities as reference information.

On the other hand, this chapter could definitely show the existence of various types of more detailed and practical abilities than the highly abstractive 7 types of abilities for 4 years from the FY 2012 report that started this kind of categorization to this fiscal year's report. It proved that NAKAHARA Animation is not just one time unique case.

Furthermore, it showed that there were a lot of scenes and situations that required every student to bloom or demonstrate a variety of types of abilities in the carrier educational activities implemented in Nakahara Elementary School every year. To that extent, it also proved that the activities were a challenging program for the students and appropriated to the name of carrier education.