

自然
生活

自分と身近な自然とのつながり

善通寺市立筆岡小学校

総合的
な学習

2015 Kagawa Prefecture

Comprehensive Learning: Natural Life

“Connection Between Me and Nature Around Me”

41 3rd-graders at Fudeoka Primary School in Zentsuji**■ Program Outline**

The program was designed to let the students learn the diversified nature and its mutual connection through experiencing the changes of seasons in the past and today. We let the students notice the changes of the colors of autumn trees, and they made the model trees to be used for the school play. They played “red candle” in front of the local people and their parents and sang the songs called “Red Autumn” and “Home”.

■ Goals

- * To notice the changes of seasons in everyday life.
- * To find the differences between the life in the past and today.
- * To realize the surrounding nature and relation and to nurture the mind to take care of the local environment.
- * To nurture the ability to communicate with the others.
- * To meet the specialist of the target field and the local activists to develop the sense of belonging to the local community as well as to improve the communication ability through the exchange of such people.

■ Name of the Model Program

River is the Treasure Box of Nature

(ESD Environmental Education Model Program Guidebook 1-)

■ Efforts to be Regionalized

To let them realize “Leaves and trees in our vicinity are connected to our everyday life from ancient time”, and learn how people connect to the changes of seasons, which would lead to the attitude to take care of the sustainable environment. Students went out of school and experienced the actual leaves and trees with their all senses, which has become rare these days.

■ Findings

- * When the students were asked to pick up “something red”, they replied things in nature such as maple leaves, snake gourd, autumn leaves, apples and other red fruit.
- * During this program, which connected the extra-curricular activities and school recital, “cooperation” aspects were more apparent.
- * Learning (multifaceted nature and relation) and outcome of the school recital were strongly related. We found that the learning about the leaves helped the students to play “red candle”.
- * As the lecturer came to school to help deepen their learning, and students felt more “fulfilled”. (by Hiroyuki Aoki, Associate Professor at Kagawa University)

Voices of Children

- I found that the trees and leaves are transformed in their appearance and support our everyday life.
- I found that all leaves were different in shape.
- I liked that the guest teacher visited us to teach.
- I learned many names of trees, and I want to tell that to my family.

❖
ESD

Viewpoints

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Framework Conception to Create a Sustainable Society

Mutuality: To meet various people to learn and affect each other to realize a the social life is created.

Diversity: To learn the diversity in nature, culture and in society to find the similarities and differences between Japanese and others.

Equitability: To realize the connection to the world and respect the similarities and differences in the world.

Responsibility: To think what we can do and act.

Partnership: To think about the relationship with the local people and rectify their way of living.

Ability/Attitude to be Focused for ESD Educational Guidance

Multifaceted nature: To learn the life of the past and raise the awareness of the current social issues.

Communication: To try to communicate what they feel and think to the others.

Cooperation: To act with their friends and join the support activities for the others.

Relation: To find the similarities and differences of the past and today, try to think how the nature should be.

Participation: To develop the attitude to participate the activities.