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ささえが必要な子どもたちにも 自然体験 ビオトープ管理士・こども環境管理士の活用

- | 誰もが必要な自然体験
- | 実践者が語る 特別支援学校で自然体験に取り組む理由
- | 命の大切さを実感する学校ビオトープ
- | 地域の特別支援学校が集う学校ビオトープ
- | 美しい自然と歴史ある修道院で学ぶ
- | 特別支援学校の子どもたちにも十分な自然体験を

思いやる心や豊かな感性を育む自然体験は、障がいのある子どもたちにも新しい発見や生きる喜びをあたえてくれます。

'Nature Experiences' that nurture a considerate heart and enrich the senses will also give handicapped children new discoveries and the joy of living.

Handicapped Persons Should Also Have Opportunity to Experience Nature

A considerate heart and enlivened senses give us a variety of sensory awareness and emotionally moving experiences throughout our daily lives. Awareness and moving experiences can, in turn, lead to activities that create better lives and, in turn, a better society. Direct experiences are necessary to nurture enriched senses, especially direct experience of nature. Unfortunately, there are some people who have difficulty experiencing nature in their daily lives, for example, handicapped people. What kind of programs help handicapped children experience nature? It can be too financially burdensome for families to take their handicapped children out into nature many times. Therefore, it is important to provide such opportunities for handicapped children by creating facilities whereby they can experience nature through schools for special needs education and welfare facilities established for them.

Some teachers in schools for special needs education have already adopted nature experience lessons in their curriculum. Those teachers know that nature can provide handicapped children many different and enjoyable experiences through interacting with the diverse aspect of nature. Those teachers also witness unexpected changes for the better among handicapped children when they go out into natural settings than they do in their normal lives. For example, shy children start talking and cooperating with other children. Pleasant experiences in nature will surely promote new learning activities.

In Japan, there are some schools that promote nature experience for handicapped children by creating 'Schoolyard Biotopes'. For example, at the Ashikaga Special Needs Education School of Tochigi Prefecture students work together to grow endangered plant

species in its schoolyard biotope in order to experience and understand the importance of life including the value of their own lives. In the Schoolyard Biotope of University of the Ryukyus, various measures have been taken for handicapped children to better experience nature. Many schools for special needs education in Okinawa Prefecture are now using this biotope. In other countries, there are examples of actively promoting nature experience for handicapped children. In the Dobbertin Abbey in Germany, people with handicaps live, study and work. As a part of their lessons, classes go out to a nearby grassland and enjoy time interacting with nature. Beautiful nature can offer handicapped children peace of mind and can nurture the basis for them to understand their world.

By learning from these advanced examples, if we establish schoolyard biotopes in all the schools for special needs education in Japan, we can nurture and enhance the senses of handicapped children. In cases where schoolyard biotopes would be difficult to construct, it will be effective instead to create places for nature experience at universities and in public parks. It is important that people who work in the schools for special needs education and welfare facilities collaborate with 'Kid's Environmental Facilitators', 'Biotope Planners and Builders', and other specialists who are familiar with natural sciences to maximize use of biotopes.

Kid's Environmental Facilitators: A professional qualification our Society certifies. Aiming to nurture rich senses among children, our Society certifies child-care specialists who can create environments where infants can mix with a nearby nature.

Biotope Planners and Builders: A professional qualification our Society certifies. The purpose of this certification is to create engineers who can plan and create biotopes that both conserve and restore nature in order to develop beautiful communities that can coexist with nature and tradition.



Teachers at school for special needs education have witnessed unexpected changes for the better among handicapped children when they play in a biotope



In a school for special needs education in Tochigi Prefecture, handicapped children learn the importance of life by growing rare plant species



University of the Ryukyus has created a biotope where students from the schools for special needs education can learn about nature



Japan's national government and local municipalities should establish a system to support nature experience for handicapped children by working with environmental NGOs

禁無断転載 海外との情報交流促進のため、要約を英文で掲載しています