

**Research about experienced type environmental education at the elementary school considered from the difference in a place-of-residence region, and the difference in the degree of environmental education fullness**

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**ABSTRACT**

**Purpose**

This research aims that a proposing the effective experienced type environmental education according to a child's actual condition. The recognition and action to children's environment is changed by the proposals. Consequently, it is thought that it leads to an improvement of global environment problems.

**Hypothesis**

Hypothesis is the following three points.

- Space recognition of a child differs before and after experienced type environmental education.
- Space recognition of a child differs with place-of-residence regions.
- Space recognition of a child differs with degrees of environmental education fullness.

**"Uminoko"**

In order to investigate "a difference by the place-of-residence region", it is necessary to perform the same experienced type environmental education to the child of the large range. Therefore, it is aimed at "Uminoko" whom the schoolchild of the Shiga whole region boards.

"Uminoko" has the following features.

- The fifth graders of all the elementary schools in Shiga embark on it.
- It is stay experience study in Lake Biwa.
- There is also an element of the environmental education like "the Lake Biwa study".

**Object**

The target elementary school was sorted out from four points of "time", "a place of residence", "the number of children", and "the degree of environmental study fullness". Consequently, 277 students who are the fifth graders of five elementary schools became the object.

### **The flow of research**

It investigates to a child using "the free language associating method."

Results of an investigation are analyzed by three kinds of analysis "the rate of remembrance", "technique of the graph with direction", and " Quantification Method".

At an analysis result, "boarding before, after boarding", "a place-of-residence region", and "the degree of environmental education fullness" are considered.

At a consideration result, it proposes about effective experienced type environmental education.

### **Conclusion**

- When the child does not have most relation with the object field.

By performing experienced type environmental education, each has various recognition to an object field. From that, after setting up a theme for every individual or group, you should perform follow study.

- When the child acquires the information on the object field

It is in the state with "knowledge" before experience. But, the "knowledge" tends to become thin by fresh "experience." Therefore, you should carry out follow study for recognizing "knowledge" and "experience" similarly.

- When the child lives near the object field.

There is a tendency that the consciousness "environment is dirty with others" changes with experiences to the consciousness "it is my responsibility."

Therefore, you should carry out study which values the feeling which it thinks "is my responsibility."

- When the child is playing in the object field.

"Recognition" as natural space can be deepened. But, various space recognition cannot be performed in this case. Therefore you should carry out environmental education based on the viewpoint different from "nature."

- When the program of environmental education is fullness

Before carrying out experienced type environmental education, "recognition" is various and is deep. Therefore, "recognition" of a child hardly changes by "experience." At that, the child should do environmental education aiming at the ability to do "action" spontaneously.