

論文要旨 (英文)

氏名	Momose Yukari
研究テーマ	Animal Assisted Activities that nurture respect for life in infant facilities and introduction to child care education courses
1. Background of this research <p>In recent years, the environment surrounding children has changed drastically. As the declining birthrate and nuclear familization progress, the number of children growing up in families with few brothers and sisters increased, while the number of homes where three generations live together have drastically decreased. Consequently, children have fewer opportunities to interact with people from different age groups, especially the elderly. In addition, as the urbanization of the living environment progresses, the role of nature in a child's growth process has become marginal. In daily life, there are no opportunities for children to spend time in natural surroundings, among flowers, animals, and insects.</p> <p>The progress of the information-oriented society also affects the daily life of children. Due to excessive dependence on social media, relationships with others are indirected, and it is pointed out that communication skills are declining. In addition, the anonymity of society increases, people do not feel compassion for others, and there is moral decline in the society as a whole. There may be a serious issues with the growth process of children living in such a society.</p> <p>The number of violent cases targeting children has also increased. As a result, it is difficult for children to play outdoors freely, which is hindering children's social development. Additionally, there is the problem of bullying among children, and the children suicides caused by it still continue to happen. Furthermore, murders by elementary school students and junior high school students have also been noted. In this way, many incidents that neglected their lives occurred frequently, which has become a major social problem.</p> <p>Meanwhile, many human lives were lost due to fatal natural disasters such as the Great East Japan Earthquake that occurred in 2011. This has made the society as a whole once again notice "the preciousness of life," and there have been efforts to "protect life.". Yanagita Kunio experienced direct contact with nature in early childhood, which is considered necessary for the mental growth of children; and the importance of life Opportunities for realizing are essential.</p> <p>Currently, many infants attend infant facilities such as nurseries and kindergartens,</p>	

and nearly all infants are enrolled in pre-schools. In these circumstances, it is important to provide education to nurture respect for life among children at child care sites. In “Kindergarten education guidelines,” “Nursery school education guidelines,” “Kindergarten federation certified children’s education and child care education guidelines,” which were revised in 2017 at the same time, “as a figure I want you to grow up by the end of childhood,” and “Relationship with nature and respect for life” were newly added.

In “Elementary School Course Study Guidelines” (Notice of Elementary School Guidelines) connected with Early Childhood Education (Notice of 2017), “Special Moral Education,” “Relationship with Life, Nature, and Sublime Things,” and “Protecting Nature” were newly added.

It is one of the most important tasks of education to cultivate attitudes from infancy to enable children “to cherish their interactions with familiar animals and plants as living beings.”

2. Purpose of the study

Based on this situation, I would like to reconsider the significance of animal-mediated activities as the experiences that facilitate “learning from life.”

First, when I examined previous studies on animal-mediated activities at kindergartens, and nursery schools, the discussion on “animal rearing” is older than historically compared to “animal-mediated activity” and “animal-based education.” There are also many numbers. Now, animal rearing is regarded as an “animal-mediated activity” and “animal-assisted education.” Based on this situation, this research has the following three aims:

(1) By exploring the current state and problems of animal-mediated activities in infant facilities, we clarified the meaning of “activities to foster respect for life” of experiences of animal-mediated activity, and made concrete proposals for the introduction of new activities.

(2) Exploring methods for appropriate assistance by nursery teachers when developing animal-mediated activities at infant facilities as nurseries.

(3) We establish the significance of learning about animal-mediated activities in the childcare provider training course and propose concrete introduction methods.

In order to achieve these three objectives, we will employ the following methods:

(1) Review the prior research, social trends, and institutional changes related to animal-mediated activities in early childhood education. (Chapter I)

(2) Understand cognitive development and perception of life and death in young

children. (Chapter II)

(3) Clarify the effects of animal rearing activities on children and points to be noted in infant facilities. (Chapter III)

(4) We will explore the significance of contact zoo and mobile zoo activities and the ways to introduce them in childcare activities. (Chapter IV)

(5) We will explore ways to introduce animal-mediated activities in the child care training course. (Chapter V)

3. Definition of terms to use

“Infant and child facilities” targeted in this research are “kindergartens,” “nursery schools,” “certified children’s gardens,” and “small-scale nurseries.” Further, “respect for life” is defined as “the consciousness of the existence of life, and to treat and treat it as a life-threatening subject.”

A “child carer” is a person who engages in professional nursing care children in “infant facilities,” that is, a “nursery teacher” at nursery schools, a “kindergarten teacher” at kindergarten schools, and “childcare Teacher” (both qualified). A childcare provider training course offers a curriculum for acquiring qualifications at a childcare center training school.

“Animal Assisted Activity” (AAA) is a concept that focuses on activities in nursery schools. People who participate freely enjoy making contact with animals at various facilities and outdoor activities. The animal-mediated activities practiced in nursery schools were of three types: animal breeding activities, animal interaction activities in the mobile zoo, and activities involving interaction with animals at the park.

“Interactive Zoo” is defined as a facility that allows the animals to interact, keeps the animals, and feeds them. There are several names for such a zoo: “contact zoo,” “animal contact corner” in a zoo, “children’s zoo” etc.

4. Composition of paper

The composition of the paper of this research is as follows.

Introduction Defining the purpose and meaning of research and terms

Chapter 1 An overview of animal-mediated activities in early childhood

Chapter 2 Cognitive development of young children and development of view of life and death

Chapter 3 Animal Husbandry Activities in Infant Facilities

Chapter 4 Animal-mediated activities for infants in contact zoos and mobile zoos

Chapter 5 Learning about animal-mediated activities in the childcare person training

course

Chapter 6 Introduction of animal-mediated activities as activities to foster respect for life

5. Results and discussion

In Chapter 1, “An overview of animal-mediated activities in early childhood,” we first we used keywords to search papers available at NDL-OPAC of the National Diet Library, and organized the information obtained from the literature. We found only two cases of “Animal-mediated activity” and “Kindergarten,” one case of “Animal-mediated activity” and “Nursery school.” It can be said that this is not regarded as an animal-mediated activity though it is carrying out breeding activities at many kindergartens and nursery schools. For “animal-assisted education” and “kindergarten,” we found 2 cases in 2004, and 13 cases until now. Thus, there are few studies on animal-mediated activities in early childhood educational facilities, and the research is significant.

Next, the number of articles was determined by searching newspaper articles using keywords “animals” and “contacts.” Furthermore, we analyzed their contents and considered the degree of social attention regarding children’s animal contact activity from the frequency of appearance of keywords. According to our findings, as reflecting social incidents and social situations at each period, as a recent social flow, children’s animal contact activities are considering not only for children but also for animals A trend was seen.

Furthermore, the content concerning relationship between children and animals was examined mainly on the basis of laws on early childhood education since the Meiji period, “kindergarten education guidelines” and “nursery school education guidelines.” As a result, from the natural scientific point of view that “I am interested in animals,” it is obvious that the contents have changed to the feeling of “having affection for living things,” which further led to the attitude of respect for life.”

In chapter 2 “Cognitive development and development of view of life and death in infants,” earlier research and understanding of the concept of death in early childhood is focused on the relationship between an infant’s age and cognitive development. Next, the relationship between Piaget’s cognitive development theory and Kohlberg’s moral development theory was examined, and it was confirmed that the development of the attitude of respect for life is a part of the process of moral formation.

Next, at the infant facilities, we read picture books on the death of animals and analyzed the contents of the drawing activity; further, we explored the view of life and the development of emotions in infants. As a result, in 3-year old children, I could

hardly comprehend any understanding of death, while 60% of 5-year-old children could understand it. However, in such a survey, the choice of content of the picture book seemed important.

In Chapter 3 “Animal rearing activity in infant facilities,” in order to determine the usefulness of animal rearing activity as an animal-mediated activity in early childhood, we sought information from the director of daycare center and the president of kindergarten regarding “Contents,” “purpose of activities,” and so forth. They pointed out that in animal rearing activities in early childhood, it is important to “to convey the importance of life to children,” “to recognize the existence of people and animals other than yourself,” and “to experience the sense of solidarity in living together.” Further, various problems such as the environment and cooperation for animal breeding activities, the selection of target animals, etc. were also clarified.

In addition, we conducted an interview survey on the animal rearing activities students experienced at the kindergarten practice and nursery school practice at the teacher education school. The results indicated that all the students felt that the child rearing activities in early childhood were necessary experiences as “an opportunity to convey the importance of life to children.” On the other hand, as a childcare person, I experienced the difficulty in conveying the importance of life to children. The results also points out that the knowledge about breeding animals and the sense of responsibility while dealing with life are also important. These results confirmed the necessity of learning specific methods of animal-mediated activities in the child care training course.

In Chapter 4 “Infant’s animal-mediated activity in contact zoo and mobile zoo,” we interviewed persons in charge at four “contact zoos” in Tokyo. We observed the following tendencies about modes of interaction with children's animals.

(1) The beginning is terribly frightening, but when children get used to it and become positive, the interaction becomes fun.

(2) Interacting with animals is complicated, but repeated involvement generates kindness and compassion among children.

(3) There are a few experiences of parents themselves being involved with animals; and in many cases, they are indifferent to the experiences of children.

From these facts, it was confirmed that the contact zoo plays an important role in complementing the reality that many families cannot keep animals due to housing circumstances. Additionally, the personnel in charge revealed that repeatedly involving animals changed the way the children interacted with animals, and kindness and aggressiveness were born. Furthermore, it was pointed out that children with autistic

tendency have an effect of fostering aggressiveness and social nature with engagement with animals.

Next, we carried out mobile zoo activities in kindergartens and certified kindergartens, observing the state of children, interviewing the headmaster, and administering survey questionnaires to the caregivers and parents. As a result, we note the following common things that indicate that mobile zoo activity may result in better “child-rearing.”

- (1) I became conscious of life and developed compassion for others.
- (2) Aggressiveness was generated by interacting with animals.
- (3) Interests, concerns, and scientific hearts of animals budded.

Most of the respondents said that they wanted to continue their activities in the future, both nurseries and guardians.

In Chapter 5, “Learning about animal-mediated activities in nursery teacher training course,” I first analyze the cases concerning the relationship between children and animals observed during kindergarten practice, and day nursery practice for the students of the childcare training school. The results indicated that the relationship with the same animal differed depending on the age and developmental process of the infant, suggesting the importance of appropriate assistance by the childcare person.

Next, students from a child care training school, who had participated in mobile zoo activities in infant facilities (small-scale nursery schools and accredited children’s gardens), were asked about their experiences and given a questionnaire survey. The contents of the survey focused on the impression of the animal contact activity before and after the experience of the mobile zoo and the change of how to capture the significance of the activity. Everyone responded that it was a meaningful experience for anyone aiming to become a childcare professional. In addition, all respondents indicated that they wanted to incorporate lesson content that would provide the knowledge and experience necessary for animal-mediated activities.

Therefore, as an indirect experience of animal-mediated activity in the child care training course, we watched the video of the mobile zoo in classes of nursery contents (environment). We analyzed the contents by letting children describe what they learned by watching images capturing mobile zoo activities of young children. The results indicated that almost all students had common learning as follows.

- (1) I understood how to relate to animals as per their age.
- (2) I understood the importance of proper assistance by the childcare provider in facilitating the interaction between children and animals.
- (3) I noticed the characteristics of each animal and learned the points of caution when

engaged with an animal.

Chapter 6 “Introduction to Animal-Mediated Activities as Activities to Foster Respect for Life” describes the current challenges of this research as a foothold for further research and presents the concepts of “Respect for life in infant facilities,” “Animal-mediated activity to cultivate emotions,” and “Introduction of learning regarding animal-mediated activities in child care training course.”

First of all, we compiled the results of previous studies and comprehensively compared the expectable factors for nurturing the feelings of respect for life that young children can obtain through each animal breeding activity at infant facilities and considerations required when carrying out the activities. I have summarized the points in the table. Among these points, we include various animal rearing activities such as breeding of small animals that children have caught and raising animals on a daily basis, and by developing activities for children, we have become aware of their “consciousness of the existence of living beings (life)” and their “attitude to be compassionate,” and devised such points and points of consideration.

Judging from a series of research results so far, there are the following three points to consider when carrying out animal rearing activities at nursery schools.

- (1) Whether the animal is appropriate for the child’s age, development, and interest.
- (2) Is the environment suitable for animal breeding activities (environment of the park, can the childcare provider cope)?
- (3) To grasp the actual conditions of children (presence of allergy, existence of animal breeding experience, understanding of parents, etc.).

Next, based on the analysis results and consideration of the mobile zoo activity in the infant facilities carried out in this research, "development example as childcare activity" was created. In the consideration for the model, “selection of traders and animals,” “notes for each age,” “development of activities,” etc. were mentioned.

In addition, based on the results of animal breeding activities, animal interaction activities, etc. in this research; and to explore the possibility of animal-mediated activity in the child care training course in terms of what is expected and what to expect in the implementation. The following problems were shown:

- (1) Animal rearing activity

Expected effect: We acquire the knowledge necessary for child care and consideration when breeding.

Considerations: How to care for breeding place, person in charge, holiday.

- (2) Mobile zoo activity in childcare training school

Expected effect: Learn about mobile zoo activity. Get used to animals, experience life.

Consideration point: Is it possible to secure time and an appropriate place? What about the cost?

(3) Animal contact activities outside the university

Expected effects: Experience handling of animals, touching various living things.

Consideration matter: Whether it can be implemented as an extracurricular lesson, such as the issue of securing time.

As described above, in order to carry out animal-mediated activities in infant facilities, it is important for the childcare provider to be able to provide appropriate assistance with confidence. Therefore, it is necessary for students aiming to be nursery teachers to acquire knowledge about animals, proper aid method according to children's age, attitude of respect for life, and so on.

However, it is not easy to carry out animal-mediated activities in the child care training course because of problems such as time and expenses. Therefore, learning through video viewing was considered useful. As a concrete proposal, "Tentative plan of video of animal-based activity teaching materials in a child care training course curriculum" was shown. The contents are "Relationship with insects and the like in the garden," "Relationship with animals on a daily basis," "Relationships with animals in out-of-school child care (excursions)," "Mobile zoo activities," and "Animal contact activities in the region." Choosing an appropriate scene from such videos and incorporating it in the lesson can cause animal-mediated activities to have student learning effects.

6. Research results and future issues

In this research, it has been clarified that practicing various animal-mediated activities are important for nurturing the feelings of respect for life in early childhood. Based on this result, I think that it is time to introduce animal-mediated activities according to the actual condition of each infant / child institution systematically into the childcare plan again. Finally, I would like to present the following method as a way of animal-mediated activity in a new era of infant facilities.

Firstly, collect information about small animals encountered every season according to the regional, and child carers who are involved in nursery care sharing. If necessary, plan for the maintenance of gardens and prepare tools for properly performing breeding activities for a short period of time.

Next, also communicate encounters with small animals in the park to families, and share information and experiences with children, caregivers, and guardians.

Additionally, in accordance with children's interests, we have responsive implications

to the environment.

In addition, by creating a mechanism that adjusts the environment for communities, such as collaboration between infant facilities and elementary schools, activities can be carried out on a continuous and developmental basis. In this way it is desirable to create opportunities and mechanisms to engage with animals across generations.

As one method, there are institutions where you can keep protected animals in one “child rearing salon” etc., or bring an animal to one of the junior high school districts, you can interact with animals, share information. Such a mechanism can be thought of. For implementing it, cooperation with regional veterinarians is indispensable.

From a comprehensive viewpoint of this research, we would like to make concrete suggestions suitable for regional characteristics and environment for the introduction of animal-mediated activities both in infant and child care institutions. Furthermore, we would like to advance this research so that such animal-mediated activity functions as a network of local communities and can contribute to the community for the benefit of local parenting families and local residents.

The above research was conducted in compliance with the Risk of Education Guidelines of the Risk of Graduate School of Social Welfare.