



Earth Kids Space

Report on Operations for 2005

New Plan for "The Program for Children's Activities in Local Community"
Community Classrooms for Children Project: project under consignment by
The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan

Ideas for Nurturing Spirit and Life



I like you all! Everybody, get together!



The Program for Children's Activities in
Local Community of The Ministry of
Education, Culture, Sports, Science and
Technology (MEXT) of Japan

Commentary

The Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan has proposed a “Plan to Regenerate the Educational Potential of Local Community” and is carrying out specific programs to achieve its goals. Under this plan, MEXT seeks to involve society as a whole in efforts to enrich the environment for nurturing children, using community-based projects which, with adult cooperation, offer children opportunities to participate in various experiential programs and to interact with different people. Launched in fiscal 2004, the “Community Classrooms for Children Project” is a three-year project designed to contribute to regenerating the educational potential of local communities. Under this project, events were organized at 5,364 locations around the country in fiscal 2004 and at another 7,954 locations in fiscal 2005. For fiscal 2006, it is projected that events will be held at another 10,000 locations.

With adults cooperating as security managers and instructors, community sites have become safe and secure enough to open to the general public and are being used for a variety of activities.

One recent aim is to have each “Program for Children’s Activities in Local Community” take root and continue as a project identified with that particular community. Toward that end, the foundation is planning to hold training sessions and symposia across the country in fiscal 2006 to support information exchange and networking among the key people involved in these local programs.



Introduction

Based on a consignment by the Ministry of Education, Culture, Sports, Science and Technology, the Goi Peace Foundation developed 21 “Earth Kids Space” sites nationwide in fiscal 2005. Earth Kids Space programs are a part of “the Community Classrooms for Children Project” (Program for Children’s Activities in Local Community) proposed by.


The Earth Kids Space program offers a new kind of activity place in their local community, where they can gather freely with adults and participate with them in a variety of enjoyable learning activities. It also aims for find and learn special gift from children which they carry.

In an open and friendly atmosphere, Earth Kids Space events enable children to nurture a spirit of love, harmony and appreciation while facilitating a greater personal awareness of tolerance and altruism. Children participate with adults in hands-on activities designed to impart a deeper knowledge of the culture of their communities, an appreciation of different cultures, and insight into matters of “spirit and life.”

The Earth Kids Space program also supports the goals of the UN Decade of Education for Sustainable Development (2005-2014) and takes up issues that further those goals.

On the occasion of the publication of this report on operations for fiscal 2005, we express our appreciation to all those in the community who have provided guidance, including members of the various boards of education, governmental bodies, and NGOs and NPOs, as well as business enterprises.

The Goi Peace Foundation
March 25, 2006



**Growth, vitality
and
excitement:**

the expanding reach of **Earth Kids Space**



From Sapporo in the north to Kagoshima in the south, Earth Kids Space programs are now being offered in 21 locations around the country. In the project's first year, these programs have provided communities with consistently outstanding service, beginning with their maiden activities in May 2005. The Earth Kids Space project was developed by the Goi Peace Foundation under a mandate from the Ministry of Education, Culture, Sports, Science and Technology, with the mission of carrying out activities that support the ministry's "Program for Children's Activities in Local Community" initiative. In their first year, Earth Kids Space organizations held an average of more than 60 events each, reaching a total of 1387 nationwide. During the year, their events drew countless numbers of children and attracted the participation and support of parents and other community members. Here is our report on the laughter-filled events that highlighted the first year of the program's operations.

Sapporo

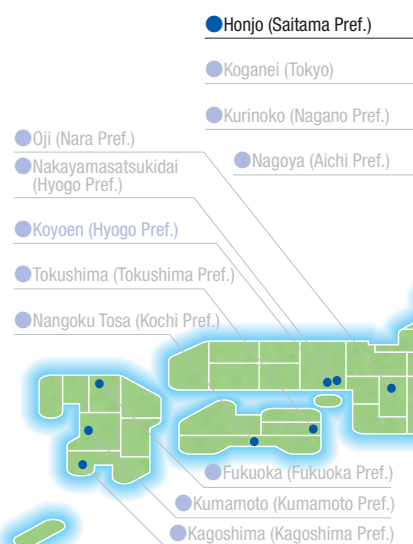
① Hokkaido, Sapporo city ② Lifelong Learning Center and other locations ③ Hiroshi Sato ④ "We are pleased to report that our events have been very well received. With the number of applicants exceeding the amount of available space, we often had to apologize to them. We look forward to continuing to work closely and enjoyably with members of the community."



Ceramics workshop, open to both children and adults



Felix Guevara, performing on a South American folk instrument



Date

① Hokkaido, Date city ② Steiner Michael College ③ Yuko Omura ④ "Children become totally involved in what they are doing, and express joy and delight when participating in our events. We make it a point to get children from both public schools and children from Steiner to participate together in the activities."



All around us is majestic nature



Participating in a game with a Malaysian diplomat

**Through the end
Earth Kids Spa**

13

Esashi

① Iwate Prefecture, Esashi city ② Community center and other locations ③ Kimiko Hosokawa ④ "A mood of peace flows through the Earth Kids Space. We are a small community, but making a big difference. And it is inspiring a widespread understanding of the aims of the program among the people living here."



The nearby Kitakami River—unspoiled nature just a short walk away



At a Christmas Concert, anticipation mounts before the children's turn on stage

Name

- ① Location
- ② Venue
- ③ Name of Coordinator
- ④ Statement of Coordinator

Komochi

① Gumma Prefecture, Komochi village ② Unused classrooms ③ Miyoko Ishikura ④ "The entire staff are sincerely inspired because they learn so much from the children and this makes our events learning experiences for them, too. Today's children seem to have a need to play with others in groups."



Experiencing the tea ceremony, and learning about the spirit of hospitality



The tree we all decorated, with presents beneath

Honjo

① Saitama Prefecture, Honjo city ② Elementary schools, citizen centers and other locations ③ Kaori Horikawa ④ "When I see children from different grades playing together, I begin to understand the meaning of harmony. Our goal is to create a modern-day temple school, where the older children take it upon themselves to care for the little ones."



A game with a guest from Poland



Isn't my arrangement beautiful?

of March 2006,
ce have held

87
events.

Ota

① Tokyo, Ota ward ② Community center and schools ③ Keiko Nakano ④ "Each child is wonderful. Our aim is to create a space that brings his or her limitless potential to the fore."



A large picture is painted by many hands, working together



Writing kind words on paper fans and exchanging them with friends

Suginami

① Tokyo, Suginami ward ② Culture center and civic center hall etc ③ Kyoko Arakawa ④ "We will nurture the ability of each child to define a dream and to make that dream a reality. We are happy to be able to assist in this important task, which relates to the most far-sighted of our nation's plans."



On the International Day of Peace, we all support the earth



Flag bingo, a game often featured at Earth Kids Space events

Setagaya

① Tokyo, Setagaya ward ② Community center and other locations ③ Kimie Seki ④ "Children come to the Earth Kids Space with a sparkle in their eyes, which brings joy to all involved—parents and staff alike. We put store in the friendly, at-home atmosphere of our programs!"



A game that everyone can enjoy: pinning eyes, ears, nose, mouth, etc. on a picture face while blindfolded as someone else gives advice in a foreign language



Children participating in a bon dance at the Kyodo Elementary School

Koganei

① Tokyo, Koganei city ② Elementary schools, assembly halls, etc ③ Tazuko Ikeda ④ "I came into this project thinking that developing 'Children's Activities in



Having a great time with members of a Malaysian dance troupe

● Honjo (Saitama Pref.)

● Koganei (Tokyo)

● Kurinoko (Nagano Pref.)

● Nagoya (Aichi Pref.)

● Oji (Nara Pref.)

● Nakayamasatsukidai (Hyogo Pref.)

● Koyoen (Hyogo Pref.)

● Tokushima (Tokushima Pref.)

● Nangoku Tosa (Kochi Pref.)

● Fukuoka (Fukuoka Pref.)

● Kumamoto (Kumamoto Pref.)

● Kagoshima (Kagoshima Pref.)

Hachioji

① Tokyo, Hachioji city ② Community halls ③ Naka



School children's out fit for school Australia



Everyone keep eyes on you!

Kawasaki

Local Community' for children would be a very difficult task. But things have gone smoothly and we have gotten the project up and running. The interaction with the children has exceeded all expectations and I look forward to a bright future for our space."



Sharing ideas to invent new games

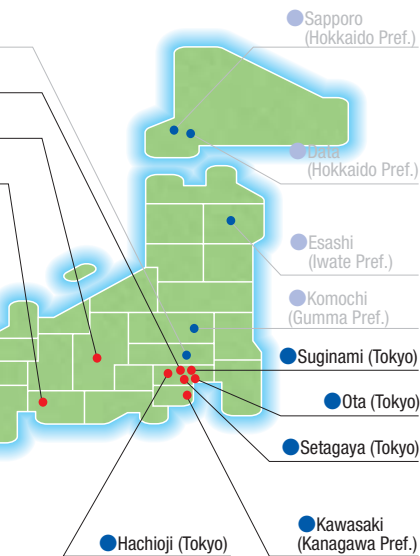
1 Kanagawa Prefecture, Kawasaki city 2 Citizens center 3 Hiromi Aizawa 4 "I have always wanted to do this kind of work. It is a wonderful job, one where you feel you are really contributing. I especially enjoy working with staff to create programs—it is an awesome feeling to be a part of it."



Everyone had a great time playing the island game!



Learning for the first time how to walk on stilts.



Kurinoko

1 Nagano Prefecture, Suzaka city 2 Elementary schools and other locations 3 Hiroko Yamaura 4 "For a long time, I have always wanted to work with children. I am grateful for the opportunity given me and am inspired each time by the magnificence of our natural world. My circle of friendship continues to widen as friends that I grew up with also join the staff."



Attempting to work with straw—what a marvelous fragrance!



The Malaysian dance troupe, at an event eagerly anticipated by all

Nagoya

Hayakawa 4 "After bringing up my own children, I joined this Space. It has been a great pleasure to come here and interact closely with children from the community."



Greeting Card making: To whom am I going to send?

1 Aichi Prefecture, Nagoya city 2 Elementary schools 3 Noriko Shibata 4 "I just felt that there was nothing more important than education of the heart. So I am thrilled to have gotten this chance. My aim will be to provide opportunities for adults and children to learn from one another."



With a guest from Algeria



Hooray! We've completed a piece!

Nakayamasatsukidai

① Hyogo Prefecture, Takarazuka city ② Elementary schools ③ Keiko Asai ④ "The staff feels their energy level rise when coming into contact with children's vitality and excitement. Our goal is to spend an enjoyable and meaningful year with them next year."



What's your next move?



Having a good time with a guest from Canada.

Koyoen

① Hyogo Prefecture, Nishinomiya city ② Elementary schools ③ Taeko Fukuoka ④ "Blessed by warm cooperation from the community, we have gotten off to a good start. We will continue to aspire to become a place where children can be open and enjoy peace of mind."



Today is the day of the Star Festival. It would be good if it clears up.



Learning for the first time how to pound straw.

Oji

① Nara Prefecture, Oji town ② Exchange Center, community center, and other locations ③ Takako Kato ④ "Despite the short time given us to prepare, we managed to get off to a good start. By taking on different challenges, we look forward to sharing learning experiences with the children."



A moment in the sweet potato patch



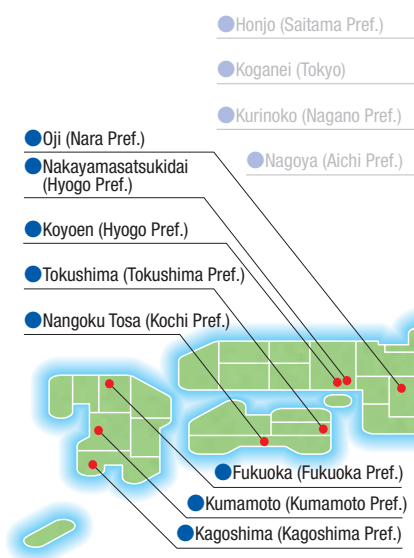
There is so much that we want to know! Knowledge brings a far away country closer

Tokushima

① Tokushima Prefecture, Tokushima city ② Community Center ③ Setsuko Kori ④ "Interactions with children



A new friend from Iran



Nangoku Tosa

① Kochi Prefecture, Tosa city ② Community center, elementary schools, home ③ Mitsui Tanaka ④ "Today,



Aikido incorporated into the program

Fukuoka

generate an overflow of energy from a new age. You feel the energy swirling, like the energy of the famous swirling tides of Tokushima."

① Fukuoka Prefecture, Fukuoka city ② Civic Center ③ Chieko Uesugi ④ "We want the children to be able to nurture a richness of spirit and we hope that we can provide some assistance to their busy parents."



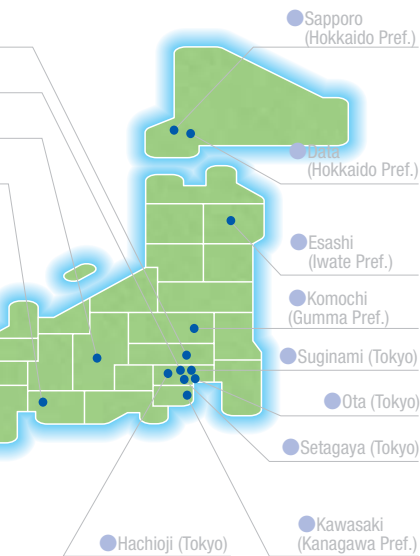
Everybody's hero, the firefighter!



Holding a hand-made wreath in a commemorative photo



Please watch our fun work man ship



Kumamoto

① Kumamoto Prefecture, Kumamoto city ② Meeting room in medical clinic ③ Seiichi Inoue ④ "From my experiences with the Earth Kids Space, it is clear to me that there are many people out there who are searching for the kind of clear philosophy and direction adopted by the Earth Kids Space. Requests have already come in from public youth centers in the city, seeking instruction on the methods employed at our spaces. This is added work on an already heavy schedule, but we are very pleased to be of assistance."



See the happiness shine through the smiles!



Children are deeply engrossed in what our guests have to say

Kagoshima

most of the children who come here are students in the lower grades of elementary school, but all of them appear to look forward to attending each Wednesday. Our "space" is still only a small private home, but we intend to make it a more comfortable place for children to be themselves."

① Kagoshima Prefecture, Kagoshima city ② Private condominium ③ Makiko Uchimura ④ "We've created a system of notebooks by which children, parents and the staff can communicate with one another. We've been encouraged by notes left by children saying they really enjoyed the events. In the future, we will be setting up collaborations with welfare facilities in the community."



Boys and girls enjoy origami



A terrific, fun day at the pool!



A visit by Counselor Chilima of the Malawi Embassy



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CONTENTS

Commentary

01	Introduction
02	Growth, vitality and excitement: the expanding reach of Earth Kids Space
08	Contents
10	Organizing Principles for Earth Kids Space
12	Earth Kids Space in the Media
16	Goi Peace Foundation: Plan for "The Program for Children's Activities in Local Community"
18	The Roles of Coordinators, Instructors and Assistant Instructors of Earth Kids Space
19	Earth Kids Space Organization Chart
20	Excerpts from the Safety Manual of Earth Kids Space
22	Three Promises of Earth Kids Space
23	Program Outline of Earth Kids Space
24	A look at one day in an Earth Kids Space Event
27	Examples of Earth Kids Space Program
28	Visits by Diplomats to Earth Kids Space Events and brief remarks from visited diplomats
30	Looking Back at Spaces of Happy, Fun-Filled Faces, Experiences, and Human Contact; Voice from children, adults and all
34	Introducing the Earth Kids Space program to schools, members of the community and parents



35	Report from Earth Kids Space Sapporo
36	Report from Earth Kids Space Date
37	Report from Earth Kids Space Esashi
38	Report from Earth Kids Space Komochi
39	Report from Earth Kids Space Honjo
40	Report from Earth Kids Space Ota
41	Report from Earth Kids Space Suginami
42	Report from Earth Kids Space Setagaya
43	Report from Earth Kids Space Koganei
44	Report from Earth Kids Space Hachioji
45	Report from Earth Kids Space Kawasaki
46	Report from Earth Kids Space Kurinoko
47	Report from Earth Kids Space Nagoya
48	Report from Earth Kids Space Nakayamasatsukidai
49	Report from Earth Kids Space Koyoen
50	Report from Earth Kids Space Oji
51	Report from Earth Kids Space Tokushima
52	Report from Earth Kids Space Nangokutosa
53	Report from Earth Kids Space Fukuoka
54	Report from Earth Kids Space Kumamoto
55	Report from Earth Kids Space Kagoshima
56	The Earth Kids Space Program
62	Methods of Autonomy
68	Methods of Harmony
74	Methods of Global Understanding
80	Methods of Love and Peace
84	Memo
	Voices from the Network
	Declaration for All Life on Earth



Organizing Principles for Earth Kids Space

Why do children enjoy Earth Kids Space ?

1 The aim of Earth Kids Space will be to provide an environment in which children become lively. At Earth Kids Space, children will be encouraged to live life to the fullest—and not to recoil in fear from life’s possibilities. Our aim will be to endow children with confidence. Achieving these goals will require that:

- We respect and value the very existence of each child.
- We respect children’s lives, interact with children, and learn from children.
- We understand that children gain the energy to live when they are respected.
- We recall the spirit of ancient peoples, who believed that a god resided within each child (not the “god” of any particular religion, but rather a god in the sense of light, radiance, innocence, intuition, and so on, from which the child received life itself).

2 We will aim to bring joy to children. The staff shall speak only of things that bring joy to the children. We will encourage children to use only cheerful, magnanimous, and positive language. There is true joy in the sound of beautiful words. We will avoid mentioning depressing subjects. No negative language will be used. For all people, good words are food for the soul. Children should be encouraged to always think and speak in positive ways. Toward these ends:

- The Goi Peace Foundation is implementing its “Let Us Use Good Language” project.
- By exposing children to good language, we enable them to experience happiness (the same goes for adults)
- Rule: children should never be teased when they are making every effort to accomplish a task
- Rule: children should never be teased about their physical appearance, name, etc.
- Children will be taught that jokes based on harassment or the belittling of others are not humorous at all—they are simply bad behavior. And we will let them know unequivocally that persisting in such actions is unacceptable.

3 We will aim to create a place where friendships are readily made, a place where children share in the joy felt by others. Children will be taught that it is praiseworthy to feel joy in others’ happiness.

- The staff will feel happy when the children are happy.
 - Children will feel happy when other children are happy.
- That is why everybody is friends. Everyone gets along at Earth Kids Space events.

4 We will value humor.

- We will value the innocent laughter of children. When humor is good-hearted, loudly spoken, and clean, it has the ability to bring excitement and vitality to life.
- “Laughing exercises” and other techniques will be actively incorporated into the operations of our kids spaces.
- Children will be taught that earning laughs through clever comebacks to someone’s statements or by pointing out other people’s weaknesses is inappropriate. Children who engage in such actions will be strictly warned to stop. The staff should also caution children against thoughtlessly labeling others in one way or another.

5 Our values will be based on the “reverence for life.” We will aim to foster a sense of security among children that comes from knowing that they are being valued for their very presence.

- We will impress upon children that they are fine as they are. This will rid children of fear, anxiety and worry and will induce a sense of security that comes from believing that they are accepted as they are.

- Standards that recognize only “good children” or those who have “good grades” as worthy of praise will not be adopted. We will value all children as they are. We believe that each child has his or her own mission.

6 We should foster a sense of security by letting children know that they are always welcome.

- A sense of security will arise when children know that they have a place to go whenever they need help. Of course, children can consult with their parents and teachers. But they should also know that there are other adults and young people—men, women, older boys and girls—who will lend a sympathetic ear at Earth Kids Space events. This sense of security will encourage children to grow to their full potential.
- And when they come, they will hear words such as: “Welcome! Good to see you! Come again!”

7 The importance of greetings

- Cheerful greetings brighten everyone’s spirits. We should endeavor to greet one another cheerfully: “Good morning” “How are you?” “Thank you” “We appreciate your help today.” And we should encourage people to quickly say “I’m sorry” when they feel they’ve done something wrong.
- We should encourage the use of words of forgiveness. Words in Japanese comparable to the English “No problem” or “Don’t worry about it” are not very common and thus are not often used. At Earth Kids Space events, we should make it a point to convey forgiveness through words such as “That’s all right,” “Don’t worry, everything’s okay,” “It’s only human to make mistakes,” “It was a good way to learn, wasn’t it,” “A little rain clears the air,” “Good can come out of a misfortune” “Let bygones be bygones,” etc. The expression “yoka yoka” [it’s

okay] that is used in Kyushu is another good phrase to remember.

8 There are no tests at Earth Kids Space. There are no standings, rankings or hierarchies. There is only courtesy and mutual respect for each person’s life.

- Children do not compete for the purpose of gaining an advantage in some kind of evaluation.
- Children already spend their lives having to be aware of evaluations, not only in schools but in their homes and communities. At Earth Kids Space, no child is ever evaluated. There are never any tests. Because there is no adult-created pressure in the air, children can feel totally secure in their environment.
- “Play” in the true sense of the word has little to do with winning or losing. The approach at Earth Kids Space is to eliminate anything that can obstruct the power of life. Instead, we should create an environment where children are free to truly be themselves by focusing on take over affection and trust, in the same way Prof. Shigeo Nozawa poured so much care into his tomato seeds, and by expressing our belief in the equality of all life.

9 Places of relaxation and nostalgia

- Because no negative words are heard at Earth Kids Space events, and all activity is positive, children will always feel a sense of security when they visit. What they will find is an atmosphere of great enjoyment, cheer, open-heartedness and nostalgia, where they will be able to relax as never before.

10 Earth Kids Space events will encourage children to develop their own dreams and to cultivate an ability to make those dreams a reality.

Earth Kids Space in the Media

Many in the community have taken note of events organized under the Earth Kids Space program. Regional newspapers and other media have provided coverage and this has contributed to a better understanding of the program by more people. One of the primary aims of Earth Kids Space events is to foster "interaction and contact with the community." Through the following articles, readers of this report can gain a sense of the harmony and pleasant informality that arises at each Earth Kids Space event.

アルジェリアを知って
神楽川の江刺で祖國訪問
マサニさん

五井市和歌山県和歌山市五井町にある「アルジェリア大使館」を訪ねた。アルジェリア大使館は、五井町の中心部にあり、大使館の建物は、アルジェリアの伝統的な建築様式で、赤い土壁と白い窓枠が特徴的だ。大使館の前には、アルジェリアの国旗が掲げられていた。

大使館の職員は、アルジェリアの文化や歴史について詳しく説明してくれた。アルジェリアは、北アフリカの国で、地中海に面している。アルジェリアの人口は、約3,000万人で、アラブ系とベルベル系が主な民族だ。アルジェリアの主要言語はアラビア語で、通貨はディナールだ。

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"Message from Algeria,"
Iwate Nippo, August 9, 2005

**ジンバブエ外交官と小学生
福笑いや折り紙で交流**
城東区

大塚区にある「ジンバブエ大使館」を訪ねた。ジンバブエ大使館は、大塚区の中心部にあり、大使館の建物は、ジンバブエの伝統的な建築様式で、赤い土壁と白い窓枠が特徴的だ。大使館の前には、ジンバブエの国旗が掲げられていた。

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"Understanding Foreign Cultures,"
Nishi-Nihon Shimbun, February 19, 2005

"Learning How to Bond through Play,"
Tokushima Shimbun, June 3, 2005

**遊びで触れ合い学ぶ
「地球っ子広場」始まる**
「地球っ子広場」始まる

五井市にある「地球っ子広場」が、6月3日より始まる。この広場は、五井市の中心部にあり、子供たちが遊ぶための広大なスペースで、様々な遊具が設置されている。また、子供たちが学ぶためのコーナーもあり、子供たちが楽しく学ぶことができる。

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外国の文化に親しむ

この後、二等車に移動して、外国人の文化に親しむ。外国人の文化に親しむことは、外国人の文化を理解し、外国人の文化を尊重することである。外国人の文化に親しむことは、外国人の文化を理解し、外国人の文化を尊重することである。

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目で見たソロモン諸島紹介
 江刺 綿谷さん（左）が、外務省の海外文化紹介事業として、ソロモン諸島の地理や生活を紹介する講演会を開催。右は、人口は約40万人、面積は約10万平方キロメートルのソロモン諸島。

“A First-Hand Look at the Solomon Islands,”
 Iwate Nippo, December 13, 2005

子供の元気 はぐくむ



江刺市愛宕に開設 財団法人 が展開 体験活動がスタート

「地球っ子広場」

江刺市愛宕に開設された「地球っ子広場」は、子供たちの元気をはぐくむための体験活動の場として、12月13日より正式にスタートした。この広場は、江刺市愛宕の中心部にあり、子供たちの活動の場として、12月13日より正式にスタートした。この広場は、江刺市愛宕の中心部にあり、子供たちの活動の場として、12月13日より正式にスタートした。

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“Nurturing Children’s Vitality,”
 Tanko Nichinichi Shimbun,
 May 12, 2005



合気道 気合は有段者 高尾 浩二

小中学生の父兄の会、高尾市合気道会が、市内の各小学校で、合気道の普及活動を行っている。市内の各小学校で、合気道の普及活動を行っている。市内の各小学校で、合気道の普及活動を行っている。

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“Aikido Social,”
Iwate Nippo, February 19, 2005



合気道に親しむ交流会

心優しく 体強く 水沢 浩二

合気道に親しむ交流会。市内の各小学校で、合気道の普及活動を行っている。市内の各小学校で、合気道の普及活動を行っている。

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“Aikido Social,”
Iwate Nichinich Shimbun,
February 19, 2005

“‘Earth Kids Space’ Holds First Event in Koyoen District,”
Aozora Shimbun, Issue 33



5月25日、甲陽園小学校校区で活動するスポーツクラブ21甲陽園のクラブハウスで、文部科学省が推進する「子どもの居場所づくり」に基づいた「地球っこ広場」の第1回目が開かれました。同事業は財団法人・石井平和財団(本部・東京都千代田区)が甲陽園から委託されたもので、全国21カ所で展開。子どもたち、保護者、地域の大人たちが自由に集い、さまざまな体験を通じて自立や調和、国際性といった意識を育むというものです。兵庫県で、西宮市立甲陽園小学校区と宝塚市立中山五月台小学校区が最初の試みとなりました。甲陽園地区に住む福岡妙子さんが同財団の賛助会員ということから、甲陽園小学校内愛協やスポーツ21甲陽園の協力を得て広場開設が実現。

この日は、1年生から4年生の子どもたち31人がバルーンアートに挑戦。初めてのバルーンアートに、こわごわの子どもたちも、次第にいろいろな形をつくって飛ばしっこをしながら笑い声がいついっひの夜達者となりました。子どもたちは「楽しかった。今度は友達を誘ってきたい」「見学に来ただけなのに、私が夢中で遊んでしまいました。子どもと遊べてよかった」とお母さんたち。

活動内容は問わず、お話をききながら、参加者同士の交流が楽しめることをプログラム。日本各地の子ども、地域留学生に英語で話してもらったり、郷土料理などのクッキングなども予定しているそう。福岡さんは「子どもたちの純粋な心を育み、活き活きとした子どもらしい夢が膨らむことのお手伝いができれば。お母さんたちが安心して子どもたちを遊ばせるような居場所になりたい」と話します。文部科学省からの指導をもとにしたコーディネーターを中心に、同財団から指導を受けたスタッフ、児童教育関係のボランティア、青空愛などの協力体制で、毎週1回水曜日の2時から5時まで、登録制で500円の保険料のみ。現在希望者はすでに定員を超過。30人ほどが待機状態。時間、回数などの工夫で、できるだけ多くの子どもたちが参加できるようにと検討をしています。

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WATCHDOG CRITICIZES BOTH PARTIES

13 Congress members' ethics questioned

WASHINGTON — A watchdog group, warning what it calls "the most corrupt Congress in decades," is calling for ethics investigations of all members of the 107th Congress. The group, the American Oversight Foundation, says it has identified 13 members of Congress who it believes have engaged in unethical behavior. The group says it has identified 13 members of Congress who it believes have engaged in unethical behavior. The group says it has identified 13 members of Congress who it believes have engaged in unethical behavior.



Sen. John McCain (left) and Sen. Alaska Rep. Mark Begich (right) are among the 13 Congress members whose ethics are questioned by the watchdog group.

The group, which was founded by Sen. McCain and Alaska Rep. Begich, says it has identified 13 members of Congress who it believes have engaged in unethical behavior. The group says it has identified 13 members of Congress who it believes have engaged in unethical behavior. The group says it has identified 13 members of Congress who it believes have engaged in unethical behavior.

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Cheney's weak leg arteries

fixed in six-hour procedure

WASHINGTON — Vice President Dick Cheney's leg arteries were successfully treated in a six-hour procedure, according to his doctors. The procedure, which was performed at a hospital in Washington, D.C., was a minimally invasive surgery that involved inserting a catheter into the leg artery and using a laser to treat the blockage.



Vice President Dick Cheney.

The procedure, which was performed at a hospital in Washington, D.C., was a minimally invasive surgery that involved inserting a catheter into the leg artery and using a laser to treat the blockage. The procedure was successful, and Cheney is expected to be discharged from the hospital within a few days.

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Earth Kids Space

A Program for Children's Activities in the Local Community conceived by The Geo Peace Foundation for the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan

Earth Kids have the following qualities:

- 1. Independence: Ability to work independently and take responsibility.
- 2. Creativity: Ability to think creatively and solve problems.
- 3. Teamwork: Ability to work in a team and cooperate with others.
- 4. Communication: Ability to communicate effectively and listen to others.
- 5. Leadership: Ability to lead and inspire others.
- 6. Problem-solving: Ability to identify problems and find solutions.
- 7. Initiative: Ability to take initiative and be proactive.
- 8. Responsibility: Ability to take responsibility for one's actions.
- 9. Respect: Ability to respect others and their opinions.
- 10. Persistence: Ability to persevere and not give up easily.

Earth Kids Space across Japan (21 locations)

About the Program for Children's Activities in Local Community of the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan

MEXT is implementing the Program for Children's Activities in Local Community as a part of its initiative to promote children's activities in the local community. The program aims to provide children with opportunities to engage in activities that develop their skills and abilities, and to foster their sense of responsibility and community spirit.

The program is implemented in 21 locations across Japan, each with its own unique activities and focus. The program is open to all children aged 5 to 12, and is free of charge.

Publicity notice The Japan Times, September 26, 2005
Also published in The Daily Yomiuri, The Nikkei Weekly, and The Herald Tribune

Goi Peace Foundation: Plan for “The Program for Children’s Activities in Local Community”

In fiscal 2005, we formulated the following plan and adopted schemes to carry it out.

1 Project team for the Goi Peace Foundation’s “Community Classrooms for Children Project”

-
- (1) **Parent organization** This project is the result of a direct assignment by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), under its “Community Classrooms for Children Project.” Under this consignment, the Goi Peace Foundation will carry out measures aimed at developing a nationwide network of “classrooms.”
-
- (2) **Management Committee** The foundation will establish a management council to oversee operations of this project.
- ① The council shall be named:
“The Goi Peace Foundation’s Management Committee for the Operation of the Program for Children’s Activities in Local Community.”
 - Chairperson:
Kenji Tomioka (President, Gunma Prefectural Women’s University)
 - Vice-chairperson:
Kouji Tomita (Executive Director, Goi Peace Foundation)
 - Committee members:
Atsushi Aritomo (former General Manager, International Sales Support Division, Fujitsu Limited)
Muneaki Uchiyama (Associate Professor, Kogakuin University)
Osamu Onodera (Executive Director, Outdoor Education Foundation for Youth)
Takayuki Deguchi (Director, Goi Peace Foundation)
Kaori Horikawa (Managing Director, Horikawa Medical Corporation)
-
- (3) **Coordinators (listed by region of responsibility)** 21 persons nationwide
-
- (4) **Meetings** Management Committee:
3 times a year (April, October and January)
Coordinators’ Council:
as required
Training sessions (held for coordinators and instructors):
as required



2 Specifics of Goi Peace Foundation's "Community Classrooms for Children Project"

(1) Name of program: **Earth Kids Space**

(2) Basic approach

Through activities that emphasize person-to-person and heart-to-heart contact, Earth Kids Space events will promote an understanding of other cultures through direct experiences of those cultures, and will assist in nurturing a spirit of love, harmony and appreciation by fostering an essential understanding of matters of "the spirit and life." By pursuing the goals of this project, the foundation will aim to create places of harmony and pleasant informality where children can interact with society, and also to contribute to the creation of healthier communities by developing these events into opportunities for parents and other members of the community to assemble and to learn from children as well as to teach them.

(3) Outline of activities

To date, the foundation has developed and carried out a number of new programs aimed at fostering international understanding, including its "School Lecture by Diplomats Project," "International Essay Contest for Young People" (sponsored by MEXT), and "UN's International Day of Peace Education Program" (also sponsored by MEXT). Cooperation received from the embassies of the various countries, the United Nations, UNESCO and other international organizations made these events possible. In terms of the present proposal, the aim will be to take advantage of these experiences of the past and offer opportunities for direct contact with the world's cultures, arts and music through use of educational material provided by the different countries. The children will also be given opportunities to interact with active diplomats and to participate in community-based peace activities that have been proposed by the UN. By offering these kinds of distinctive and content-rich activities, the project will aim to nurture in each child the potential for becoming an international person.

In addition, through contact with new and ancient expressions of wisdom, including biographies of great men and women who made enormous contributions to world peace, children will learn in a hands-on way about the wonderful achievements of

humankind, about the value of life, and about the importance of love and compassion. Through such activities, Earth Kids Space events will encourage children to develop their own dreams and to cultivate an ability to make those dreams a reality.

① Eligibility:

Children from grade 1 in primary school to grade 9 in middle school

- Estimated number of participants: between 20-70 in each community

② Event days:

On weekdays, after school, between 2 pm and 5 pm

On Saturdays, between 10 am and 3 pm

③ Venues:

Schools or community halls; private homes etc.

- Conditions in each community will be taken into consideration in determining matters stipulated under items ① through ③

④ Guidance structure:

A coordinator will be assigned to each community. Coordinators will construct a resource bank that will hold the names of people in the community capable of serving as instructors or assistant instructors. When required, each project will request the participation of diplomats and other outside instructors.

⑤ Cost of participation:

Charges for actual costs of meals, insurance, etc.

(4) Public information activity

- Event posters
- Event flyers
- Use of newspapers, magazines, public gazettes, etc.
- Use of the Goi Peace Foundation's in-house publication, 'Creating Peace'
- Use of the Goi Peace Foundation's website (URL) and e-mail magazine
- Use of Earth Kids Space's website (URL)

(5) Guidance structure

(number of personnel assigned)

- Coordinator: 1
- Instructors: 3
- Assistant instructors: 5
- Volunteers: parents, outside instructors, members of the community

The Roles of Coordinators, Instructors and Assistant Instructors

Coordinator Roles

1. Communicating and coordinating with the Goi Peace Foundation secretariat

- (a) Attendance at meetings and training sessions arranged by the Goi Peace Foundation
- (b) Communicating with instructors and assistant instructors in each community
- (c) Submission of yearly activity schedules and lists of instructors
- (d) Activity reports; accounting reports

2. Production of Earth Kids Space events in the community

- (a) Managing schedules
- (b) Planning programs that meet the needs of each community
- (c) Making arrangements for venues (schools, public halls and other public facilities, private homes)
- (d) Assuring sufficient attendance
- (e) Finding and registering instructors and assistant instructors (development of human resource banks)
- (f) Coordinating communication among schools, homes and members of the community
- (g) Public information activity (preparing event posters and flyers and publicizing activities)
- (h) Safety-issues management
 - (1) Arranging insurance for instructors
 - (2) Arranging insurance for participants

- (3) Providing safety-guidance instructors at events

- (4) Preparing and updating lists of emergency contacts

(i) Administration (arrangements for educational materials and necessary supplies)

(j) Execution of Earth Kids Space events

- (1) Preparations for event
- (2) Making arrangements for instructors and assistant instructors (use of time books, etc.)
- (3) Controls on presence or absence of participants (preparation of name tags)
- (4) Post-event review and analysis; fully understanding children's event-related needs

(k) Accounting

- (1) Establishment and management of bank accounts
- (2) Payment of honoraria, travel and other expenses to instructors, assistant instructors, outside instructors, etc.
- (3) Other, including the providing of change, refunds etc. on children's fees
- (4) Management of cash dispersals and receipts (including filing and storing receipts)

(l) Gathering information on and analyzing successful programs in other communities

3. Establishing networks in the community through Earth Kids Space events

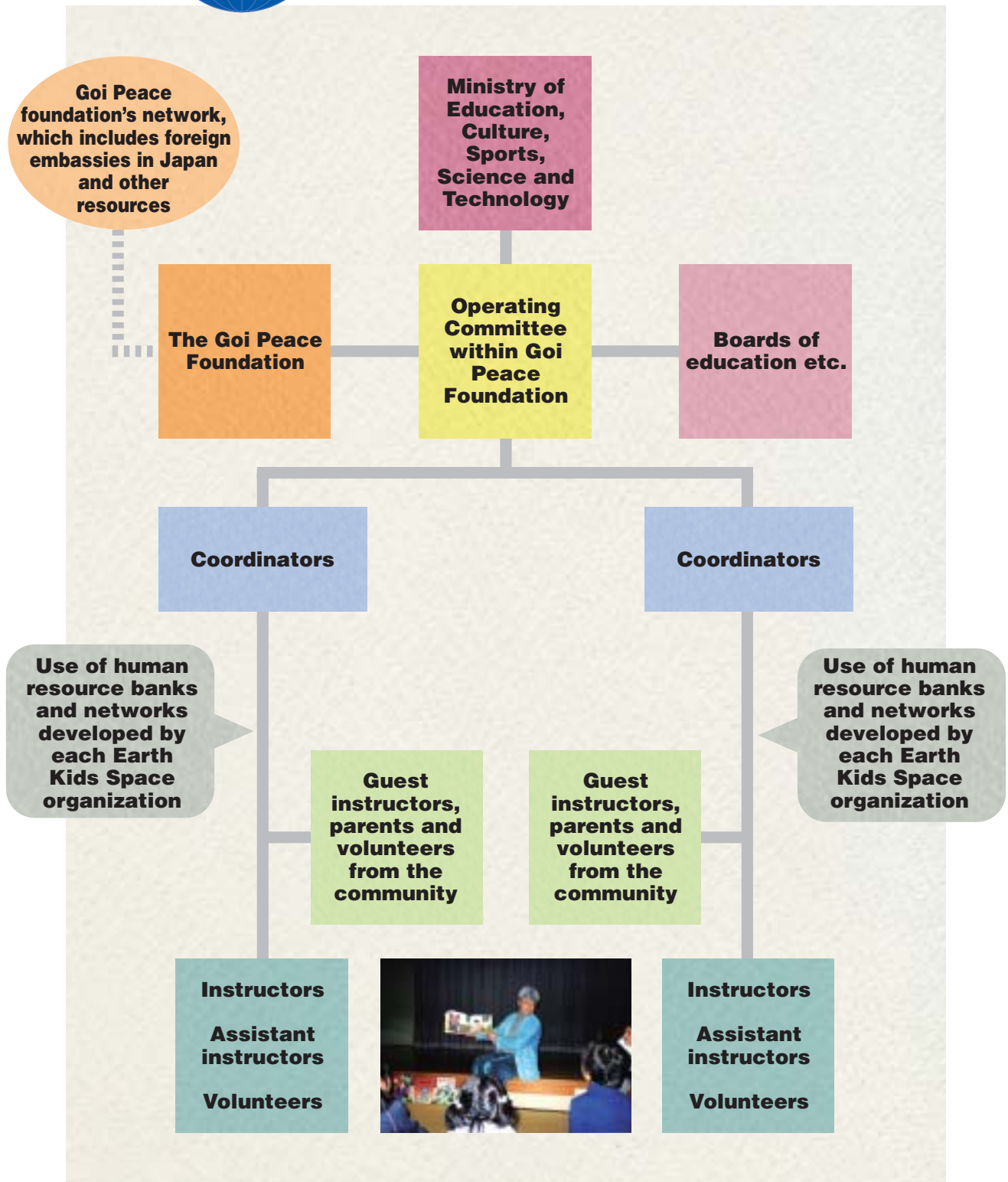
Instructor Roles

1. Planning and developing programs that meet community needs
2. Preparation and clean up for classroom-based events
3. Providing instruction to children
4. Assuring children's safety (in role as safety-guidance instructors)
5. When necessary, providing assistance to coordinator
6. Full-time participation desirable for at least one instructor per local Earth Kids Space

Assistant Instructor Roles

Assisting in roles designated for instructors. However, full-time participation not necessary.

Earth Kids Space Organization Chart



Excerpts from Safety Manual

(Safety manuals will be prepared separately for each venue and designed to meet the needs of each location)

- Make sure that you confirm the safety of entrances and exits to each facility and that evacuation routes are clearly understood.
- Each facility has an emergency management manual. So be sure that you contact the persons managing the building and discuss communication channels and required responses during emergencies.
- All children and instructors participating in this project will be required to enroll in “sports safety insurance.”
- Be sure to have a first aid kit available at all times. As a rule, no orally administered medicines should be used.
- With assistance from parents, you should prepare in advance a health information card for each family (making doubly certain that the information is properly managed).
- The staff should have a definite idea of how long it takes each child to commute to the events. A map showing the location of the child’s home would be helpful to have.
- When a child feels ill or is injured, the staff should immediately call home and have a parent come to pick the child up.
- The staff should determine beforehand the location of the nearest clinic where medical care would be available during an event. Each group should also prepare a manual which details responses that will be taken during emergencies. The manual should be stored along with the contact-information cards for each family. When a child is taken to a hospital, his or her family should be notified.
- Children should be told that they are not to go outside the facility while activities are being held. For example, this rule would apply if children are playing with balls and one gets away from them and rolls outside.
- When an event takes place at a community center or other similar facilities, children should be instructed to limit their activities to certain areas. For example, they should be told: “Today our activity will take place on the third floor, so if anyone has to go to the first or second floor, please let the instructor know.”
- Children should be told to let their instructors know when they wish to use the bathroom during an activity.
- Although parents are welcome to participate in events, the staff should first ask them to fill out participation cards so that their identities can be confirmed. Each parent should also be asked to wear a guardian’s card on his or her lapel during the event.
- The staff should be very careful about the people who visit an event. When someone arrives without prior notification “to pick up my child,” his or her identity must always be checked.
- Commutes: Decisions on whether to allow children to commute by bicycle should be made after weighing the circumstances in each community. But in no case should two children be permitted to ride on one bike.
- Going home: Children should be instructed to go straight home after an event. Children living in the same general area should be encouraged to return together in groups.
- Going home: during the winter, when days are short, or on very windy or rainy days, instructors should accompany children to a point close to their homes.
- If necessary to assure safe commutes, the staff should consider asking parents for their help.
- When children use knives during an activity, the staff should explain correct methods of use and proper attitudes, and carefully monitor the event to prevent injury. The staff should make sure that all knives that were distributed are collected. When children use fire during an activity, the same kind of close attention should be paid.
- ✱ In sum, safety will depend on a group’s ability to take preventative measures against illness and injury, to protect privacy, to protect children against suspicious persons, and to know the correct evacuation routes and communication channels during emergencies. Each group should develop its own safety rules with these critical points in mind.

Dealing with trouble

- When trouble breaks out among children, those involved should be made to reflect on the origins of the dispute and to think things through with their instructors. In most instances, there will be legitimate points to be made on both sides of an argument. Trouble arises when children are unable to appreciate what other children are feeling. Instructors should therefore first listen to both sides and help clarify any insufficiently articulated statements so that the issues are clear first of all in his or her mind. The instructor should then proceed to encourage the disputants to try to understand the other side's view. When understanding is reached, the instructor may gently suggest: "Maybe it would be a good idea to apologize." In most instances the children will respond by saying "I'm sorry." If the instructor could then add a personal apology, it would further the resolution: "It's my fault too because I was too busy with other things to notice the problem. Now, look what I've done. I've spoiled all the fun we were having." No matter what the circumstance, instructors should never apply adult standards of good or bad to a situation. It is important from the standpoint of establishing trust with children for instructors to remember that it is they who should always apologize.
- Sometimes no amount of discussion with children will lead to mutual understanding. The cause in this instance is likely to be that one side of the argument is continuing to insist unilaterally that he is right. For example: "We were just playing and all of a sudden he just got mad!" One way of dealing with this situation would be to say: "Playing means that everyone is having fun. If both of you were not having fun, you couldn't have been playing. So, I wonder if you both were really having fun until now." The basic rule at all times should be to gently urge children to talk through a situation. Instructors should avoid concluding that one child is bullying another—and criticizing that child; or trying to make judgments based on standards of right and wrong. In the course of hashing out issues, something basic about a child's spirit will be revealed, which takes the form of a dissatisfaction of which the child himself is not aware, such as "I want to be recognized," "I don't have confidence," and so on. When an instructor reacts to such needs with words of love, a child will no longer feel it necessary to continue to insist that he is right.
- By talking through issues to find solutions, instructors and children will become much closer than they were before the trouble arose.

Collecting money

- Staff should be very careful when handing out or receiving money. When money is collected (to cover the costs of materials and so on), staff should give each child a receipt which has been stamped with a personal seal. Copies of such receipts should also be stamped, and money carefully handled each time.
- When change has to be paid, it would help to use a "change bag" (a small paper envelope will do) in which change can be placed and given to children with slips indicating "xxx yen in change paid."

Departures

- The staff should send each child off after an event with some personal words. Maintaining eye contact is important while saying "Good bye" or "Did you have fun?" Whenever possible, the staff should make the most of the atmosphere surrounding departure, by shaking a child's hand, putting an arm on his or her shoulders, or by giving the child a pat on the head.
- Some children may linger in the classroom instead of heading home right away. This should be viewed as an indication that the child has something on her or his mind. While cleaning up, instructors should talk to the child: "You're still here, huh?" "Do you want to talk about something?" These are often situations when a child will discuss matters that he or she wishes to keep private.

Earth Kids Space

Three Promises

- 1 Do not make a nuisance of yourself**
- 2 Do what you can for yourself**
- 3 Help others when you can**



Earth Kids Space: Program Outline

Program Activities

The aim of the Earth Kids Space program is to contribute to the healthy maturation of children's personalities. Placing the greatest value on matters of "the spirit and life," the program will focus on creating an atmosphere of open and lively interaction. Through specific events in different communities, the program will focus on enabling children and instructors to express their individuality and identities while simultaneously incorporating the various special characteristics of those communities.

Characteristics

The Goi Peace Foundation has adopted a "Declaration for All Life on Earth." Based on the ideals and principles embodied in this declaration, the Earth Kids Space program has developed and executed programs in four areas. (The Declaration for All Life on Earth can be found at the end of this report.)

In relation to "Global Understanding," the Goi Peace Foundation has a strong record of achievement. Through cooperation from embassies and foreign diplomats living in each community, children are afforded opportunities to experience first hand the meaning of "international understanding."

The following provides an overview of the nature of the four Earth Kids Space programs.

Four Programs

1. Program for Spirit and Life

- Power of spirit ● Importance of words and spirit
- Preciousness of life, gratitude ● The mystery and unlimited possibilities of life ● The Mystery of the earth and universe
- Joy in expressing spirit ● Environment & recycling ● Sanctity of peace ● Interacting with nature ● Art and crafts ● Finding others' strengths ● Global education for sustainable development

2. Program for Global Understanding

- Interaction with foreign diplomats in Japan through diplomat project ● Interaction with foreign artists through dance and music and other performances ● Preparing and eating ethnic cuisines ● Interacting with other cultures through play

3. Program for Tradition and Culture of Local Community

- Spirit of martial arts ● Tea ceremony
- Haiku ● Master's talks ● Town explorations ● Bon dances ● Festivals
- Local foods ● Local entertainment arts ● New Year ● Neighborhood walks

4. Play and Communication

- Indoors: drawing; origami; string games; Japanese chess; go; sculpture; games from other countries
- Outdoors: sand games; tag; hide and seek; games from other countries
- Reading (reading by visiting instructors)
- Other: unstructured time



A Look at One Day in a Earth Kids Space Event



Provided as an illustration for those contemplating creating Earth Kids Space.

In actual operations, organizers will be required to adapt flexibly each time even when the same venue is used.

Theme

Thank you (appreciation)

Aim

To realize that one is surrounded by a multitude of things that one can appreciate, and to know that one does not live in isolation but rather is supported by the environment and carefully nurtured by those around him. The event will aim to foster an attitude in which appreciative words will readily emerge
—the event is part of the spirit and life program.

Date

End of June (Wednesday), 3 pm to 6 pm

Number of children participating


Approximately 20

Instructors

Coordinator (1), instructors (3), and assistant instructors (3)

Required supplies and materials

Crayons, highlight pens and other writing implements; kent paper; cards on which “thank you” is written in different languages; and, if possible, a paper pinup of the world’s flags

Time	Instructors' activities	Children's activities	Remarks
2:30 pm	<ul style="list-style-type: none"> Preparation Meetings Agreeing on roles Messages 	<ul style="list-style-type: none"> With anticipation in their hearts, children arrive wondering “What kind of things will we be doing today?” 	<ul style="list-style-type: none"> When children arrive, they should be greeted with words that express the feeling of “It’s good to see you”: words such as “We were looking forward to this!” “Welcome to the event!” etc.
3:00 pm	<ul style="list-style-type: none"> Children greeted in a cheerful manner Condition of children checked (state of health, manner of interaction with others, behavior in play situations, etc.) Reading and understanding messages from parents, including change in information regarding pick ups Signal for start of program * Programs will proceed smoothly if each space can decide on a song that signals the start of the program 	<ul style="list-style-type: none"> Children place marks in Earth Kids notebooks or attendance boards (seals, stamps, etc.) Unstructured play (jumping rope, playing with balls, games in classrooms, etc.) When the signal is given for the start of the program, children will put their playthings away and gather in a group. 	<ul style="list-style-type: none"> An Earth Kids Space item: Earth Kids notebook  <p>Earth Kids notebook, for children's thoughts and staff messages for communication</p>

Time	Instructors' activities	Children's activities	Remarks
	Opening <ul style="list-style-type: none"> Children greeted cheerfully with a smile Three promises Explanation of the day's schedule Singing 	<ul style="list-style-type: none"> Lively and cheerful greetings Making three promises Singing 	<ul style="list-style-type: none"> Openings should be adapted to the needs of each space Three promises <ol style="list-style-type: none"> Do not make a nuisance of yourself Do what you can for yourself Help others when you can afford to
4:00 pm	Make "Thank You" cards to convey a spirit of thanks!		
	<ul style="list-style-type: none"> Practicing saying "thank you" in different languages Children are encouraged to think of specific people, living things, or parts of nature for which they feel grateful On cards that have been distributed by teachers, children are asked to write the words "thank you" and to draw pictures expressing appreciation While monitoring the classroom, teachers should praise children for good work; children who have trouble putting their thoughts down should be given assistance Children are then asked to share their cards with the rest of the class Instructors listen attentively and praise the good points made in each presentation (the manner of presentation, the quality of the card; also, the way a child listens to others' presentations, etc.) Clean up 	<ul style="list-style-type: none"> Saying "thank you" in different languages from around the world Thinking of persons or things for which they are appreciative Creating original "thank you" cards using cards distributed by staff Sharing each card in a spirit of appreciation. Those in audience should listen attentively, without making teasing remarks. Finding others' strong points Participating together in the clean-up 	<ul style="list-style-type: none"> Even for a brief moment, it is fun using different languages with others in the class Children should be encouraged to express appreciation not only to people but also to nature (eg, having children hold their breath and making them aware of the importance of the air they breathe, etc.) Be sure to have handy extra crayons etc. When a manner for sharing is set, it becomes easy for children to make presentation It is important to create an atmosphere where children will not feel embarrassed about sharing (Idea) At the end, everyone could sing a "thank you song" (Idea) With "leave everything neat and tidy," or other common sayings as the watchwords, methods should be devised to make clean ups fun, such as choosing clean up songs.
5:00 pm	Ending <ul style="list-style-type: none"> Play song or music signaling ending Pass on information about next event Goodbyes <p>Express goodbyes with sincere affection: "Come again; hope to see you soon"; expressing care through touch</p>	<ul style="list-style-type: none"> When end-of-program music is heard, assembling all of one's things and gathering in specified location In Earth Kids notebooks, writing down any new things learned and information to be passed on to parents Saying a cheerful goodbye to instructors and friends 	<ul style="list-style-type: none"> It is easy to assemble the children when they know that a certain melody or song indicates the end of the program When the person coming to pick up a child is not a parent, his or her identity should be carefully checked against messages from parents in the Earth Kids notebooks and carefully confirmed with the child. Don't forget to smile. Express verbally the feeling that a child is always welcome at events; eg, "I hope you will be your cheerful self the next time, too!" "Can't wait to see you again!"

※ Cont. on Page 26

Time	Instructors' activities	Children's activities	Remarks
5:30 pm	(After children have gone home) ● Interaction and friendly conversation among instructors; self-evaluation meetings (feedback) ● After locking the premises, the event formally closes at 6:00		

Ideas

For example, rather than say “Quickly now, let’s all assemble,” children will naturally come together in response to a bell, or to a song to being sung or to simple games beginning to being played, etc. These and other kinds of “signals” can be devised.

★ Suggestions for “let’s assemble” melodies (up tempo); or, when games or rhythm exercises are begun, children will be curious (“Hey, what’s going on?”) and assemble naturally.

- ♪ Offenbach’s “Heaven and Hell” (used in the past as the music for Bunmeido’s castella commercial)
- ♪ It’s a Small World
- ♪ Music from Tokyo Disneyland’s “Electrical Parade”

★ Suggestions for melodies signaling that it’s time to get one’s things together and clean up (songs that will promote enjoyment of the task)

- ♪ Use songs that the children have requested (it will cause them to look forward to clean-up time)
- ♪ Use songs that are popular among children (music from animated movies, other hit songs—but check lyrics first!: Contents should not be too violent or too sexual)
Example: songs from Hayao Miyazaki’s movies

★ Suggestions for songs to be sung at opening of program

- ♪ Hello Song ♪ Teasobi Uta ♪ Sekai no naka no kodomo tachi
- ♪ Sekai de hitotsu dake no hana ♪ Believe ♪ Kono hoshi ni umarete ♪ Happy Children
- ♪ Partner Song
(examples of songs that will be sung in unison; this will lead naturally to a chorus; this kind of singing will also have a game element).

★ Suggestions for songs to be sung at the end of the program

- ♪ Tabidachi no toki Asian Dream Song (composed by Joe Hisaishi/theme song of Nagano Olympics)
- ♪ Ningen de ii na ♪ Cosmos (terrific lyrics; highly recommended!)
- ♪ Tomodachi ni naru tame (Toshihiko Shinzawa)
- ♪ Smile Again (suitable for older students)

★ Other

- ♪ Arigato no uta (with sign language) ♪ Inochi no mori ♪ Hana no tsubasa
- ♪ Sekaiju no kodomo tachi (Half Moon)
- ♪ Tongue twister games (highly recommended for brief intervals between activities)
- ♪ Shouting contests (rambunctious children will be viewed as outstanding, causing other children to suddenly see them in a positive light!)
- ♪ Nanaban’me no tsuki (requires some practice, but adorable song)

Examples of Earth Kids Space Program

In the following table, we have organized actual events from around the country into four categories

Program for Global Understanding	Program for Spirit and Life	Program for Tradition and Cululture of Local Community	Play and Communication
Understanding countries through a study of national flags	The sanctity of life (by Kazuo Murakami, Prof. Emeritus, Tsukuba University)	Featuring masters of origami	Building a large house out of cardboard
Creating group plantings of flowers used in national flags	The mystery of life, gleaned from the study of seeds	Understanding charcoal making	Traditional Japanese games series
Playing "Concentration" using national flag cards	Learning the spirit of wa from tea ceremony	Learning about rice through paddy plantings (throughout the year)	Excursion to planetarium
Recalling visitors from other countries and checking off these countries on map of the world	Creating "thank you" cards	Exposure to community history and culture	Making coasters out of origami
Games with foreign students and residents	"Thank you" art	Learning woodworking from a carpenter	Magic show
Becoming friends with children from other countries	Learning about the power of language through fun experiments	Building a portable shrine	Camping
Experiencing the sounds of instruments from around the world	Words and water crystals	Gathering with neighborhood police	Building your own musical instrument
Series on learning about other countries	Searching for strong points	Gathering with local firefighters	Creating an object out of recycled material
Let's appreciate nature	Sending gifts of words to friends	Experiencing the sounds of traditional Japanese instruments	Making pencil balloons
Gaining a sense of the immensity of the universe	Learning from Freddie the Leaf	Participation in community dances (Awa Odori, Bon Odori, etc.)	Creating one's own postcards
Playing games in Esperanto	Visiting the Peace Museum in Hiroshima	Learning about the work of seeing-eye dogs	Puppet shows
Getting acquainted with officials from foreign embassies in Japan	Messages of peace in the movies	Participating in the Star Festival	Making water guns out of bamboo
Nature observation event	Learning about Japanese who have made contributions to the world	Feeling the beat of the wa-daiko	Woodworking
	Writing haiku	Participating in volunteer activity	Sewing a table cloth
	Feeling appreciation for food	Chestnut harvesting festival	Creating veins of a leaf
		Experiencing farm work	Leaf arrangements



Brief Remarks



I am confident that the Earth Kids Space program will have a very long life. I sincerely appreciate the opportunity to participate in one of its events. Semoga Damei Di Dunia!

Mr. Loh Seck Tiong, Counsellor,
Embassy of Malaysia



I love children.

Because of their unprejudiced hearts and eyes, international exchange among children is a major step toward peace. I was delighted to have had the chance to experience the lively energy of the Earth Kids Space children at the event!

Ms. Bożena Socha, Second Secretary,
Embassy of Poland



The sight of people interacting intimately despite differences in age and skin color struck me as the perfect example of world peace. Seeing this interaction has made me certain that the world will achieve peace. I am very grateful for the opportunity to introduce our country's food and culture to the children of Japan.

Ms. Thuresi Ndarama, Third Secretary,
Embassy of Zimbabwe

Visits by Diplomats to Earth Kids Space Events

As of March 11, 2006

Diplomats and foreign students from various countries visited Earth Kids Space events. They had an enjoyable time playing and interacting with children and other participants. The following is a table of these events.

No.	Schedule	Classroom	Instructor (titles and honorifics omitted)	Remarks
1	Jun 20 (Mon)	Setagaya	Mohamed Karim Amr Safwat	University student, Relative of Egyptian ambassador
2	Jul 6 (Wed)	Suginami		
3	Jul 16 (Sat)	Nangoku Tosa	Bozena Socha	Second Secretary, Embassy of Poland
4	Jul 23 (Sat)	Komochi	Ramdani Zahira	Former staff, Embassy of Algeria
5	Jul 31 (Sun)	Nagoya	Ramdani Zahira	Former staff, Embassy of Algeria
6	Aug 6 (Sat)	Esashi	Ramdani Zahira	Former staff, Embassy of Algeria
7	Aug 8 (Mon)	Hachioji	Shane Flanagan; Izumi Masuda, Australia Japan Foundation	Third Secretary, Embassy of Australia
8	Aug 20 (Sat)	Sapporo	Bożena Socha	Second Secretary, Embassy of Poland
9	Aug 30 (Tue)	Honjo	Bożena Socha	Second Secretary, Embassy of Poland
10	Sep 11 (Sun)	Kagoshima	Efrem Z. Chilima	Counsellor, Embassy of Malaw
11	Oct 1 (Sat)	Koganei	Malaysian dance troupe, "Mekar Budaya"	Japan Malaysia Association
12	Oct 11 (Tue)	Koyoen	Mr. & Mrs. Peter Chali	Counsellor, Embassy of Zimbabwe
13	Oct 16 (Sun)	Setagaya	Loh Seck Tiong & Malaysian dance troupe, "Mekar Budaya"	Counsellor, Embassy of Malaysia
14	Oct 26 (Wed)	Ota	Anne Wenger	Intern, The Goi Peace Foundation

Important Facts about the Earth Kids Space Program

The Earth Kids Space program sponsored a total of **1387** events in 2005!

This means that on any given day there are three or four events being organized somewhere in Japan by Earth Kids Space.

100 percent satisfaction among participants!

Lots of responses, such as the following from a couple of kindergartners, have been received: "I can't wait until the next Earth Kids event!" and "Why can't we have an Earth Kids event every day?"

Earth Kids Space is connected to the rest of the world!

Guest instructors include diplomats, volunteer foreign residents, and foreign students. Those who participate in Earth Kids Space events have come from every continent on Earth.

Earth Kids Space events are really not just for children. Adults, children, animals and plants all receive life from the earth. We are all "earth kids."



No.	Schedule	Classroom	Instructor (titles and honorifics omitted)	Remarks
15	Oct 29 (Sat)	Ota	Anne Wenger	Intern, The Goi Peace Foundation
16	Nov 19 (Sat)	Nakayama-Satsukidai	Nirmala Paranavitana	Second Secretary, Embassy of Sri Lanka
17	Dec 3 (Sat)	Ota	Tiki Gibson Chamboko; Thuresi Ndarama	Counsellor & Third Secretary, Embassy of Zimbabwe
18	Jan 18 (Wed)	Kumamoto	Božena Socha	Second Secretary, Embassy of Poland
19	Jan 21 (Sat)	Tokushima	Malaysian dance troupe, "Mekar Budaya"	Japan Malaysia Association
20	Feb 11 (Sat)	Kurinoko	Loh Seck Tiong & Malaysian dance troupe, "Mekar Budaya"	Counsellor, Embassy of Malaysia
21	Feb 18 (Sat)	Fukuoka	Mr. Tiki Gibson Chamboko Ms. Thuresi Ndarama	Families of Counsellor Chamboko and Third Secretary Ndarama
22	Feb 18 (Sat)	Date	Mr. Loh Seck Tiong	Counsellor, Embassy of Malaysia
23	Mar 8 (Wed)	Suginami	Ms. Irena Gancheva	Cultural Attaché, Embassy of Bulgaria
24	Mar 11 (Sat)	Kawasaki	Ramdani Zahira	Former-staff, Embassy of Algeria
25	Mar 11 (Sat)	Oji	Božena Socha	Second Secretary, Embassy of Poland

Looking Back at Spaces of Happy, Fun-Filled Faces, Experiences, and Human Contact

Annual Report on Nationwide Earth Kids Space Events

Earth Kids Space events are filled with fun, happiness, and heart-warming encounters. Greetings★Making friends, Clean and polite language★Cheerful spirits, attentive listening★Loss of edginess, avoiding poor and impolite language★No more fighting, words of thanks★Happiness in one's heart. With "three promises" underpinning each event, interactions among the children and with others result in some beautiful crystallizations.

"It's too bad we can't have Earth Kids Space everyday!"

"Mom, thanks for sending in my application to the Earth Kids Space."

"It just feels so comfortable here."

"Because we promise that 'All will take responsibility for their own tasks,' I felt like I should try to do it on my own."

"When I become rich, I will build a house for you. You can come and play. And then I will build an Earth Kids Space. Why? So that everybody can have a good time, that's why!"

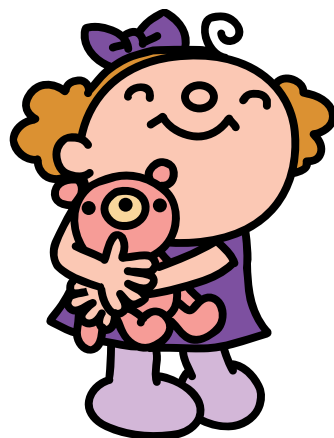
"The name of our events is 'Earth Kids' and when I am with Azif (boy from Bangladesh), I feel like we are all children of the world."

"I never thought about 'the world' before, but this week I talked a lot about 'the world'."

"I cherish the art piece that I made at the Earth Kids event and am taking good care of it."

"I feel so happy when I see the adults getting so involved!"

"Coming here gives me a chance to meet all my friends!"



"I've never known a place as much fun as this place. May I come again tomorrow?"

Addressed to a child with Down Syndrome: "I really enjoyed playing with you."

"You can just play and not worry about anything here. I wish we could spend more time here."

After experiments on the effect of words on water crystals, which made him realize that he was using rough and impolite language: "My way of talking was no good."

"It has made me want to know more about our world."

"Earth Kids events are: fun, fun, really fun."

To a teacher from Canada: "I had fun making the masks. Thank you. I won't forget you."

"I love it here because you get to play with small children."

Remarks by Children

"I had no idea that water was so important. I didn't know that it could have 'feelings.' For my summer research project, I am going to investigate water."

"I really understand now what it means to say that water is the source of all life."

"The water crystals were beautiful; they shone like ice chandeliers."

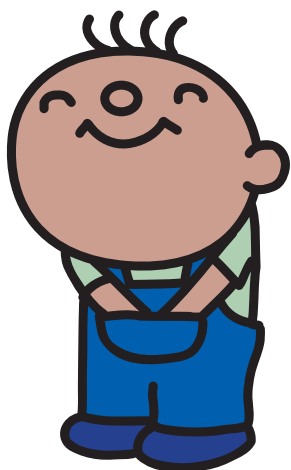
"At other places I get teased if I play with origami, but here I can do it to my heart's content."

"The water tasted really sweet when we used nice words."

"Thank you for playing with me."

"The water was unbelievably delicious when we drank it with a feeling of appreciation for everyone."

"It was fun because I get to play with both older boys and girls and with younger children."



"I love my friends at the Earth Kids Space. You are more beautiful than a red rose, more beautiful than anyone anywhere else. You are all so beautiful."

Remarks from Teachers and Staff

"Children somehow just know how to become friends. You see a new child enter and the next thing you know she is playing with everyone like they were always friends. It is amazing."

"The children have very sensitive antennae, and when I am feeling cheerful or sympathetic, it resonates with them."

"When you respect children's ideas and don't limit them, they become more and more independent and devise some truly remarkable ideas."

"Through my involvement as a staff person with the Earth Kids Space, I may be the one that is learning and growing the most."

"I am overwhelmed with gratitude when I think of what I would have missed had I not become involved in Earth Kids Space—those people that I met and that inspiration that I felt."

"Basically the spirit of the children is nurtured through teamwork among adults."

"The Space would not be tenable without the cooperation and understanding of people in the community. And these people support our efforts in a warm and sincere way."

"It was always incredibly moving to watch the children mature and grow!"

"From the day we used chocolate in our word experiments, we began to hear nothing but good language in the classroom."

From an instructor from China, responding to children's notes on an event: "Japanese children are fine. There is no need to worry about them."

"At the Earth Kids Space, we are not here to pass on any specific 'thing,' but rather we have to convey spirit—a spirit of compassion, a feeling of appreciation, and so on."

From an elementary school principal who allowed us to use her school for an event: "The smiles and cheerful voices of the instructors were impressive. We teachers can learn a lot from the Earth Kids Space staff."



Remarks from Parents and Members of the Community

"When one of the children in the class got hurt, A-chan, who attends the Earth Kids Space came running to the child's side saying 'don't worry, don't worry, you'll be okay.' As her teacher, I was amazed at how quickly she reacted and at how genuinely kind she was in encouraging her friend."

"The great thing about the Earth Kids Space is that it allows children to experience things that other places do not, or cannot, offer."

"My children are thrilled because you do things for them that we cannot do."

"Thank you for allowing us to come to such a wonderful place."

Remark by a mother, who brought a six-year old and three-year old to an event: "I told them that we can't go today because of the thunder storm, but they wouldn't listen and insisted on coming. So here we are."

"My daughter has always used rough and impolite language. So I cannot believe it when I see her smiling and having such a good time playing with others here. I think she has found a place at the Earth Kids Space where she can feel free to be herself."

"It is really fun because the children play the same games here as they do at school."

"Once my husband read a poem that our daughter had written in her Earth Kids notebook and wrote a short poem in response. I read it and realized how deeply he loved and cared for our child."



"For the foreign students, the Earth Kids Space represents "a very good opportunity to learn about Japan and to interact with Japanese."

Introducing the Earth Kids Space program to schools, members of the community and parents

Leaflets have been produced to inform the general public about activities organized by the Earth Kids Space program. Each Earth Kids Space organization prints a schedule of its monthly programs, contact information, etc. on the reverse side of these leaflets and distributes them to people in the community, schools and parents.



地球っ子広場

に集まろう!

「子どもの居場所づくり」新プラン
地域子ども教室推進事業(文部科学省委託事業)

主催/財団法人 五井平和財団





「子どもの居場所づくり」キャンペーン
文部科学省

「地球っ子広場」は、文部科学省の委託事業として
地域の子どもや大人たちが自由に集い、様々な楽しい活動を通して共に学び合うために
五井平和財団が全国各地で展開する新しい「子どもの居場所」です。

「地球っ子広場」では、和気あいあいたる人と人とのふれあいの中で
異文化理解や「心と生命」についての体験的な活動を展開することを通して、子どもたちが
愛と調和と感謝の心を育むお手伝いをいたします。また、「地球っ子広場」は
「国連持続可能な開発のための教育の10年(2005~2014年)」に賛同し
その課題にも取り組みます。



「地球っ子」とは…

自立
調和
国際性
愛と平和

自分のことは自分です」という意欲のある子

人とのコミュニケーションがとれて、仲よくできる子

世界に開かれた視野と、地球への感謝の心を持つ子

人のため社会のため平和のために役立ちたいと願う子

——「地球っ子広場」は、そういう子どもたちが育まれてゆく場所でありたいと願っています。

主な活動内容

- 地球理解プログラム**
各国の外交官との交流会・外国語に親しもう・民族料理づくりなど
- 心と生命のプログラム**
言葉と心の大切さ・生命の貴さ・友だちの長所さがし・平和の貴さなど
- 地域独自プログラム**
武道・茶道・俳句づくり・名人紹介・町の探検・郷土料理など
- 遊びとコミュニケーションの時間**
室内遊び・屋外遊び・読書・宿題など

全国の地球っ子広場(21カ所)

●札幌(北海道)	●世田谷(東京都)	●甲陽園(兵庫県)
●だて(北海道)	●小金井(東京都)	●おうじ(奈良県)
●江刺(岩手県)	●八王子(東京都)	●徳島(徳島県)
●子持(群馬県)	●川崎(神奈川県)	●南国土佐(高知県)
●本庄(埼玉県)	●くりのこ(長野県)	●福岡(福岡県)
●大田(東京都)	●なごや(愛知県)	●熊本(熊本県)
●杉並(東京都)	●中山五月台(兵庫県)	●鹿児島(鹿児島県)

五井平和財団について
財団法人 五井平和財団は、文部科学省を主務官庁とする公益法人で、国際連合経済社会理事會より特殊協議資格を持つNGOとして正式認定を受けています。当財団は、教育・科学・文化・芸術など各分野の英知を結集して、新しい時代における平和の創造を目的とした調査・研究、教育・国際交流活動、講演会・シンポジウムの開催などを行っています。



Goi Peace Foundation

お問合せ先
財団法人 五井平和財団 TEL: 03-3265-2071 FAX: 03-3239-0919 E-mail: kids@goipeace.or.jp 〒102-0093 東京都千代田区平河町1-4-5 平和第1ビル
詳しくは、<http://www.goipeace.or.jp>をご覧ください。



Creating forms through molding clay —“Ceramics is a lot of fun!”

Looking back on the year: We spent some wonderful moments together, doing and making different things. In conversations with children and their parents, everyone was always smiling. I felt the joy that comes from people uniting behind a task. For our events, we sent notices to nearby elementary and middle schools. This gave the Earth Kids Space considerable exposure within the community. We held aikido practices (for middle school children) on Saturdays and Sundays and organized

book reading groups. The latter provided opportunities for close interaction and seemed to offer a structure of education where empathy, compassion, joy and other true human feelings mattered. After completing the year, I felt very grateful for the cooperation received from members of the community and the PTAs of the different schools.

Ceramics ● December 3, 2005

On this day a ceramics class led by Mr. Masato Yako, art instructor at Hassamu Junior High School, took place. After a brief explanation of the process, the class went to work for about an hour and it was amazing to see everyone's level of concentration. A parent said: "I wanted to learn, so I invited my son! It was really a lot of fun." The boy, with evident satisfaction, said: "It was fun." And Mr. Yako: "Making things is one of the fundamental joys of being human." He added, in words that allowed participants to reconfirm the value of the day's efforts: "In the West, only professional artists work with ceramics. In the East, amateurs make lots and lots of pieces. They develop an attachment to what they produce, use the items in their daily lives, and put their works on display. In my mind, this is a manifestation of the East's spirit of harmony."



There is just one piece like it in the world



The freedom to make what one wants to make



With guests from Poland. Say Cheese!



The work pieces we made



Nurturing an open and accepting spirit—Life's interactions in the land of the north

Looking back on the year: In the beginning of the year, the staff and the children had to accept challenges head on. It was a year in which we dealt with a variety of tasks together, slowly building on each step as we moved forward. The children seemed to enjoy the events and looked forward to

coming each time. I believe the Earth Kids Space events enabled adults and children to share in some special moments.



How far do rubber bands fly?



A silvery world—house lights radiate warmth

Making Christmas wreaths ● December 17, 2005

In snow up to their knees, the children ventured out into a silvery world to find material for their wreaths. They walked through fields and hills, cutting snowy pine branches and picking nuts. All of the material could be gathered in areas around the property, which bespeaks nature's benevolence and bounty in our community. The children had fun making the wreaths, singing to themselves while working. And they produced some highly individualistic pieces. Younger children in the lower grades skillfully tied the decorations and strings. This is a special feature of Date's Earth Kids Space, which puts store on working with one's hands. The day ended with everyone having a meal of delicious, homemade curry, which they preceded by singing: "Thank you, God, for this food, which was nurtured by the sun and the rain and by human hands. We gratefully partake of this blessing."



Children went out to gather stems for their wreaths



Handmade wreaths—the wonderful fragrance of wood permeates the room



Children and local foreign residents —Expanding the circle of interaction

Looking back on the year: On the UN's International Day of Peace, the children organized a flag ceremony and had a great deal of fun doing it. It was an inspiring sight. And I will never forget the time that I spent with about a hundred children at the Christmas Concert.

Recently, the children have begun confiding in me about a lot of things. And I've begun to realize what copycats they are! When someone gets hooked on something, everyone gets hooked. But an attitude of "this is boring" is also contagious. So

I've got to find things that will get them hooked. Through Earth Kids Space events, an unbelievably large number of encounters with different people and social interactions continue. In our encounters with foreign residents of the community, some have been quite moving, including a meeting with a Filipino woman who teaches English in the community.



Flag ceremony on the UN International Day of Peace



The great group of friends at Earth Kids Space



Working on a piece using fall leaves



When children are captivated, creativity is nurtured

Talk on China ● July 9, 2005

The group learned about China from a talk given by You Takahashi, who is originally from Shanghai. We were all surprised to learn that China is divided into 56 ethnic groups, the Han being the primary one. The children said "They're lucky! Why can't we have that?" when they were told that lunch recesses in China were two hours long and that Chinese children spent a lot of time with their families. Ms. Takahashi also taught the children Chinese games, including "cutting paper," "the rubber band game," and "kicking the shuttlecock." The program offered a valuable opportunity to learn about China through contact with someone from the country.



"China is a huge country!"—Listening to talks brings other countries closer



A first for us boys— Learning the art of flower arrangement and bamboo weaving

Looking back on the year: I always got a lift from seeing children return home in a happy mood. Because of our twice-a-week event schedule, the instructors were different each time, but this seemed to strike the children as something new and fresh. The staff met frequently and each member put his or her all into the events, bringing to the fore some hidden talents along the way. Our Earth Kids Space was small, because of the envi-

ronment in which we operated. In Komochi, many children attend private after-school classes and this limits the number who have the time to come. But it was a year of wonderful interaction with children as well as their parents.



When everyone became an ikebana artist



Crafting with bamboo

Christmas Party ● December 22, 2005

The children arrived on a very snowy day, with mothers providing drop offs and later pick ups to help us go through with the event. Our guest this day was James, an “Assistant Learning Teacher” (ALT) from Maebashi. James, who is from Arizona, greeted everyone with a cheerful “Merry Christmas.” He showed the children slides of a Christmas party back home. “Wow!” Amazed voices arose among the children, who were captivated by what they saw. James sensei taught the children the English words for Christmas symbols; the children played games and enjoyed dancing to the tune of “Jingle Bells.” Even the initially shy children ended up joining in the fun, saying “Let’s do it again!” There was a drawing, where children picked handmade lots and waited in anticipation for their presents. This was followed by a filling Christmas lunch. A number of children remarked: “We love the Earth Kids Space. We hope it continues for a long time.”



James sensei at our Christmas Party



Children just naturally know how to get along...

Looking back on the year: As we continued to hold our events, we began to see children stop disputes among other children; and to see those who had been there a while reaching out to others who might be standing awkwardly to the side and inviting them into their groups. New participants were put at ease, and it was heartwarming to see the experienced children teach them about the Earth Kids promises—"this is what you do when this happens, okay?" The community of children seemed to come together naturally. Each of the

staff was experienced in communicating with children (reading books to them, etc.) and interacted with great skill. Despite holding regular jobs, they invested a large amount of energy into the events. This reinforced the feeling in my mind that Earth Kids Space events were not about a formal structure but rather were about creating opportunities for heart-to-heart interaction between the staff and the children. I hope to be able to maintain this atmosphere of freedom hereafter.



Everyone enjoys the daily afternoon snack



At the Earth Kids Star Festival, handmade national flags are on display



Learning about the world from Hudson of Solomon Islands

Flower Arrangement ● February 13, 2006

We arranged spring flowers under the guidance of guest instructor, Ms. Mariko Yoshida. Tulips, we were taught, could have long or short stems. One could give prominence to gerberas, or tuck them off to the side to bloom inconspicuously. Through such choices, we expressed our individuality. In Yoshida sensei's words, flower arrangement "differs from handicrafts in that you can make an arrangement without knowing how to do it. It doesn't matter whether you cut the stems short or long; you choose, and the result is an idiosyncratic arrangement. So it is not a matter of skilled or unskilled: if the arrangement suits your taste, it has value." On this day, the children added messages of the heart to their arrangements: "Thanks to my entire family." "Thank you for supporting me every day. I am grateful." One child, thrilled by what he had created, appended a different kind of message: "A present to myself!"



Choosing favorite flowers: a serious matter



Words inscribed on a fan— “I will treasure this fan always!”

Looking back on the year: It was a year of gradual steps forward, as we solved a variety of issues one at a time. The 20 or so children in our group expressed themselves freely, unhindered by restraints, and gradually released the burdens that each carried within. The staff was totally accepting of these feelings and observed the children with care. Some children changed noticeably from their initial days at Earth Kids Space. The aim of the

Ota Ward Earth Kids Space has been to offer children opportunities to participate in its events with a sense of ease, without feeling pressured. In this sense, the work of the Ota Earth Kids Space has begun to take shape and become established. In terms of program content, since we know that natural materials can convey messages to city-bred children, we intend to work on programs whose keyword is “nature.”



Plaiting missangas with woolen yarn



Assembly after the completion of weaving

Giving Friends the Gift of Kind Words ● July 27, 2005

Felix Guevara from Honduras performed on the quena and guitar. Children who were given a chance to play the quena came away impressed by Guevara's skill: “He makes it seem so easy to play, but it is really quite hard to blow into the flute.” This was followed by an exercise in which each child inscribed a friendly message on a fan. Each was asked to paste

a head-and-shoulders photograph to the center of the fan and decorate that side with colors. On the back of the fan, the children were then asked to write down “what makes me happy, what I enjoy” and exchange the fan with a friend. Afterwards, the staff encountered many happy faces on children taking their fans home.



The group also learned how to cook



Being totally absorbed in fan making



The audience was captivated by Mr. Guevara's quena performance



Allowing children's imagination to soar

Looking back on the year: It was a year in which I focused completely on the Earth Kids Space. Interacting with children, who will be the stewards of our future, was a rewarding experience. With each event, the children grew in a variety of ways, which was inspiring to see. Relationships of trust between Earth Kids Space and the community became stronger as events were run with the understanding and cooperation of increasing numbers of

people—parents and others in the community. Each staff member brought his or her special talents effectively into the mix. At each event, particular attention was paid to safety; during the autumn and winter, when the days were short, the staff split up and accompanied the children home. Our goal for the future is to continue to put store in cheerful and fun events and to carry these out with sincerity.



Hand-made fish pond: are the fish biting?



Everyone hard at work preparing for the Earth Kids steel fair



We engaged in word experiments



Lost in concentration while listening to a student from Korea

Fragrances as Therapy ● October 5, 2005

"Seeing" Scents, "Seeing" the Heart

Led by fragrance designer Fumie Yamashita, this program provided education for the heart through use of the sense of smell. Without being told their names, the children were given five different fragrances to enjoy and were then asked to record colors, scenery, stories or other associations that each scent brings to mind. Yamashita sensei: "'Seeing' scents amounts to seeing inside your own heart. Please use the words that come directly to mind." With this guidance, the children began to express themselves. From a girl in the fourth grade: "Pink flowers are blooming, and in the distance I see a castle with a flower garden, where a princess wearing a pink dress is playing." A boy who has been given a bottle of perfume which is the only one in the world says, with evident satisfaction: "I will treasure this bottle of perfume!"



Fragrance designer, Fumie Yamashita



The precious moment to blend your own perfume



We're all earth kids —Japanese and foreigners alike!

Looking back on the year: Our aim was to organize activities that were rooted in the community, hence our participation in events such as the “Kyodo Elementary School Bon Dance” and the “Children’s Bazaar” sponsored by the children’s house, and the invitations we extended to instructors from the community. To encourage the development of international mindedness, we frequently asked foreign students in the community to participate in our events, and they became a major asset to the program. Not only were the children and their parents pleased, but foreign students enjoyed the events immensely. The staff decided to focus

on activities with than just playing time by the staff decision. Recently, the children have begun to initiate their own ideas for events, e.g.: “Let’s stage a play or let’s have a magic show.” Through discussion of the specifics of such ideas, we will aim to nurture their autonomy.



The national flag of Malaysia in Kid’s hands.



The bamboo dance was a ball!



Martial art performance for guests from other countries



Welcoming the Malaysian dance troupe with a hand bell performance



The children listen with fascination to Timote talk about Fiji, his country of origin.

UN International Day of Peace ● September 18, 2005

The event was held at the gym of the Kyodo Elementary School in Setagaya. Inside there were drawings of the flags of different nations, pencil balloons, and booths manned by foreign students (from Tunisia, Jordan, Iran, Pakistan, Bangladesh, Thailand, China, Indonesia, Philippines and Mexico). Carrying “Earth Kids visas,” the children circulated among the booths as in a stamp rally. At each booth, the children

were taught how to say “good day” “thank you” “friend” and “peace” and also how to write their names. The children took these words down on pieces of paper and hung them on a peace tree that had been set up in the gym. Demonstrating warmth and friendliness, the foreign students made a very positive impact on the parents.



When you accept children totally, everything just proceeds naturally

Looking back on the year: My strong feeling is that, without the support and cooperation of staff, volunteers and others in the community, there can be no Earth Kids events. It is only when everyone recognizes and accepts the various issues that arise that solutions can be devised. The children are very observant of the staff so that when someone is absent they will ask: "What happened to you today?" One aim for the future is to increasingly

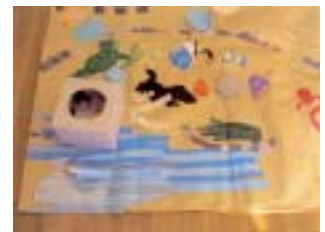
incorporate input from upper grade students into our programs. We have received various kinds of support from the community, including contribution of fruits from parents and others and faxed comments on our events; and local merchants contributed goods to our Halloween party in October. We were also very delighted to receive an invitation from the nearby elementary school to use school facilities for our events.

Malaysian Dance Troupe ● October 1, 2005

Dressed in ethnic costumes, Mekar Budaya, a national dance troupe from Malaysia arrived at the event venue. The dart blowing performance of the troupe leader held everyone in suspense. After an introduction by a Malaysian student in Japan, the troupe demonstrated the angklung, a bamboo instrument, and performed the bamboo dance and another ethnic dance. The children were then invited to try out the instruments and the dances and everyone took on the challenge with enthusiasm. Girls in the first grade caused gasps of amazement in the audience with their skill. The performance ended with the presentation of a bouquet of flowers and a word of appreciation in Malaysian: "Terima kasih." It was an enjoyable program for children and adults alike.



Hand making and playing
a zoo sugoroku game



Watch us! We can do the bamboo dance! Pretty good, huh?



Personal contact
with members of
the dance troupe



Through the experiences, children continue to grow

Looking back on the year: Through the activities of our Earth Kids Space, I learned that there were these great people in our neighborhood. It was a wonderful experience. Children who in the beginning could not greet others or look them in the eye gradually began greeting others in a loud voice and engaging in humorous conversation. This was tremendously inspirational. We endeavored to get the most out of each program. For example, we incorporated a lot of creative activity that combined “stillness and movement,” which enabled the

children to concentrate. We brought knives into one of the events, knowing that in homes and schools this was avoided because of the supposed danger; we got the children to try to peel apples. With one adult watching every child, each tried his or her best, and the event made a significant impact on the children.

Visit by Diplomat ● August 8, 2005

We received as guests Mr. Shane Flanagan, Third Secretary of the Embassy of Australia, and Ms. Izumi Masuda of the Australia-Japan Foundation. The children, captivated by the presentation, had things like this to say: “It was interesting: Mr. Flanagan was a kind and gentle person and we learned that Australian school children wear uniforms.” The fun really began when the guests brought out the animal cards. The children learned a lot of names of Australian animals, such as “platypus, wombat, and possum.” For lunch, the children and the guests ate rice balls. It was a day filled with such interactions between the children and the guests.



The stories about Australia are fun!



A day for playing outdoors



We made our own rice balls



Tea ceremony day: the children's expressions are serious



Receiving the blessings of sun, water, air, land, and food, we are all Earth Kids

Looking back on the year: The children's smiles were beautiful. With each event, I sensed that they were gradually letting their guard down and being themselves. You could see various changes occurring in each individual: for example, children would begin reaching out to help the staff members. The children are quick to learn and quick

to react, but the most important thing they have to learn is mutual acceptance. In order for the activities to be fun-filled, unrestrained and free among the children, there must be mutual acceptance before anything else.



We built our own stilts



The beat is from an African drum!

Earth Kids Festival ● October 29, 2005

We participated for the first time in the "Shimoda Festa," held at the Shimoda Elementary School. At the Earth Kids Festival, children received angel cards saying "Thank you" and pasted them with appreciation on a large balloon of the globe. Then they wrote on *mozoshi* paper something that expressed their appreciation. A middle school student contributed this: "To the setting sun: thank you for inspiring me with your different expressions each day." The most popular attraction at the event was the ball-throwing game, "Try imagining the immensity of the universe!" The full program also included choral singing of the song "Believe," the showing of the video "Gaia Theory," and an exhibit entitled "The Feelings of Rice." The festival ended with the singing of "Thank you for the earth!" which expressed everyone's profound feelings of appreciation.



We pasted lots of angel cards on the globe balloon



Surrounded by bountiful nature, we are inspired in so many ways

Looking back on the year: We have dedicated ourselves to engaging sincerely with the children in each event. Unity of effort is vital. When our programs succeed, we see children continue to grow with each event. That is the joy of being involved—we are inspired by the children's boundless creativity. We have been increasing the number of participants by building strong relationships

with people in the community. By exploiting the special characteristics of the community, our aim will be to create a program that is unique to the Kurinoko Earth Kids Space. Our hope is that these events become processes that draw out the inherent abilities of children and that enable us to grow along with them.

Harvest Festival ● November 27, 2005

At the Kurinoko Earth Kids Space rice paddy, cheerfully dressed spirits appeared under the clear autumn sky, all of them current and former instructors at our events. The program began with dialogue: "I am the spirit of the mountains and am always observing you from a high peak," which inspired the children to respond: "Mountain spirit, thank you for protecting us." This was followed by a round of quizzes, where children had to name "three edible plants" and "three animals who nurture their young in pouches." Senryu [humorous poems] were unveiled, cleverly expressing the feelings of that day:

Drum can in field
You warm us in our circle
Behind still cold

An instructor summed up the fine Harvest Festival by saying: "It's been a long time since I've had a chance to talk and eat with children in this way. I had a wonderful time."



The spirits at the Harvest Festival



Each child, using his or her individuality



We also met Gov. Yasuo Tanaka



Preparing for the arrival of the Malaysian dance troupe



A visit to a retirement home: residents watched our dances and songs



Children are all artists

Looking back on the year: The year went by in a flash; my main impression is that children really changed. Their language became positive, while negative language disappeared. Everyone became cheerful. The children frequently cited the three promises and were able to connect these promises to their actions. Gaining the ability to greet others, children are now able to communicate

more effectively. We continue to turn out enjoyable Earth Kids Space programs, where we can observe in clear and evident ways the growth process of each child.

Making Festival Dolls ● February 11, 2006

Our guest instructors for this event were members of the “Ocha no Kai, Egao” [“The Tea Time Group, Smiles”], who began teaching doll making at retirement homes and other locations about four years ago. They had us build festival dolls out of film cases. The children went hard to work on their creations, each putting his or her stamp on the faces they drew. Out of the experience came remarks such as: “I don’t enjoy art class at school, but I love learning how to make things here!” and “I love making things, because I am an artist.” A fourth grade boy, who has emerged as one of the group’s leaders, said: “The thing I enjoy most is reciting our three promises.” He promptly got up and happily did just that.



“Now, this is how you do it”: learning from kind and patient teachers



Our lineup of charming festival dolls



It's summer; it's festival time; it's time for the taiko drums!



Slap, thud, slap, thud: The sounds of rice cake pounding

From an Earth Kids notebook at the Nagoya Earth Kids Space

● A parent's message: ●

“My son/daughter is really looking forward to the talk on foreign cultures and on interacting with other people. It is going to be crucial in our world hereafter to be able to look broadly and deeply at things. I hope that you will be able to convey to many children the facts about our world: how large it is; and how beautiful; also its poverty; and the horror and foolishness of war...I will also try to help.”



Aiming to become a spiritual space for children's activities in local community

Looking back on the year: The entire staff was deeply moved when a child remarked one day "Why is it that Earth Kids Space is so much fun?" A lot of children have begun to look forward to our events. While there are areas that must be improved, such as the children's use of language, their attentiveness, etc., we are accepting and non-judgmental about it all. Some of the children who come to us bear emotional scars from broken

homes and so on, so one of our hopes is to be able to provide in some small way a place of refuge for them. Because we use a school for our program, the principal and vice principal sometimes give us some much appreciated support. In the second year, we will aim to increase events that deal with the Declaration for All Life on Earth, including those that focus on the importance of life, environmental problems, etc.



Presentations with hand made flags



Higher, higher and higher still



A happy time with lots of friends



Each child, a "treasure"

Finding Strong Points ● July 13, 2005

The theme of the day's event was "finding and writing down one's strong points, and having others describe and write down one's strong points." At the end, comments such as the following were crisscrossing the room among the 60 or so participants: "Write it down again! Write it down as many times as you like!" Children who were initially shy about participating got caught up in the atmosphere and found themselves beginning to write. From this emerged

a lot of words that would become treasured: "You have a nice smile" "Your strong point is your sweetness" "You are as bright as a full moon" "Thank you for everything" and so on. A boy in the third grade remarked: "At first it was a little embarrassing and difficult to find my strong points, but I found myself become happier and happier." It was wonderful to see the children undergo these beautiful transformations.



Nurturing intelligent, sensitive and compassionate Earth Kids through play and experiences of foreign cultures

Looking back on the year: I don't know how many times I was reminded: "How lucky I am to be a coordinator." The children now open up completely to me, and even if they cause a ruckus, in the end it is harmony to my ears. The name "Earth Kids" is now readily recognized at the elementary school where we hold our events. Whereas previously children would ask "what is this 'earth kids' thing?" they now tell their friends,

"Today, I have to go to 'earth kids'"—and friends understand. Looking forward, our aim is to be able to have the Earth Kids Space take root in the community by calling for volunteers from the community and from the parents, and also from those associated with local high schools, 2-year colleges, and universities.



Having a terrific time outdoors!



Playing kendama



Terrific balance in this "acorn yajirobe"



Aren't these Napalese costumes gorgeous?

International Exchange; Preparing Rice-flour Dumplings ● August 24-25, 2005



Gathering around guests from Nepal

The event began with a question from the staff: "What are these marks on the world map showing us?" The children answered: "The countries where teachers come from." This cued the entry of Soshira and Runa from Nepal, who performed Nepalese dances for the group, dressed in beautiful native costumes. On the second day, our guest was Bahram from Iran. The children heard a talk on Iran and tasted dried dates. They also learned how to prepare Iranian tea. The message from his talk reaffirmed the value of peace: "My country fought a war with Iraq. Japan continues to maintain a stance of peace which is highly commendable." After a snack of homemade rice flour dumplings with Bahram, the children were satisfied and full.



Hard at play, or while experiencing new things, our children's smiles light up the room

Looking back on the year: Since launching Earth Kids Space, we have applied our wisdom and effort to the tasks of recruiting participants, finding sites, and planning programs. I am very grateful that in this way we were able to sustain the program over the year. Staff and volunteers united behind the space's aims and combined their capabilities to move the program forward. This resulted in some enjoyable interactions with the children as the year

unfolded. Members of the community were also very generous in assisting us. In year two, we will aim to build an even better program, and in doing so will attempt to tackle projects that had been beyond our capacity to date.



What color should I choose?



Tea ceremony experience, when time slows down

Steel Pan Performance ● January 21, 2006

This day's event featured Susumu Muraji and the Curepe All Stars. The children were fascinated by the steel pan, an instrument they had never seen before, and by Mr. Muraji's dreadlocks. Steel pans originated in the South American nation of Trinidad and Tobago and are made by cutting sections out of an oil barrel. The beautiful scales that can be generated on these instruments have led some to speak of "steel pan heaven." That lighthearted sound, and Mr. Muraji's philosophy of "If you can't enjoy today, how can you enjoy tomorrow?" were evident in the performance. Using improvised instruments made by putting buttons into film containers, the children kept time with the rhythm and were really grooving. The children were later invited to play the drums and to peer into a barrel (of the kind used to make the instruments). So it was not just a day of listening for them, but one of palpable excitement.



There is so much we want to ask Mr. Muraji!



Steel pan drums: what a beautiful sound!



Hey, is this really an instrument?



Hearts resonating with other hearts— Good communication at Earth Kids Space events

Looking back on the year: During the year, strong relationships of trust developed between the children and the staff. Communication between children and adults, and between children and other children, also vastly improved; and this good communication became increasingly common. The

changes that occurred in the children brought on a variety of positive results, which you felt it could almost be measured. All of this made the children more and more endearing in our eyes.



Sensei, please teach me! Try doing it this way



Friendly exchange with our visitor from Iran



Balloons anyone?



Firefighters look really smart!



Learning how to play hand bells

Reading Picture Books to Children ● March 9, 2006

On this day, Earth Kids Space welcomed “Kaze-san,” the director of the NPO “Fugetsuan,” a free school, who came to read to the children from some picture books. “Fugetsuan” is a gathering place for severely withdrawn children. Believing that the principal cause of severe social withdrawal is the inability to open up and share one’s feelings, Kaze-san established his academy as an “alternative place of learning to nurture the human spirit.” According to Kaze-san, its aim is teach children how to express their inner feelings and to give them peace of mind; and to improve their communication skills through counseling and training in human relationships.

Before Kaze-san began reading, he asked the children to please listen intently. Over the course of an hour or so, he read from a book called “Iroiroironna Hi” [All Kinds of Days], which depicted human emotions in colors, and another called “Tadashii Himawari no Sodatekata” [The Correct Way of Nurturing Sunflowers], which discussed how human beings should handle their emotions. Throughout, the children remained remarkably quiet, listening in rapt attention to his stories, their imaginative powers being fed and growing. When the reading ended, one boy begged Kaze-san to carry him on his back, an expression of his fondness for Kaze-san. After a lunch of *chirashizushi*, prepared by the staff, and of the Tokushima specialty *kintoki* baked sweet potato, the event ended with satisfaction written on the faces of many children.



In an atmosphere of friendly informality, Earth Kids Space events offer freedom and fun to adults and children alike

Looking back on the year: The neighborhood elementary school has allowed us to use the school grounds and its gym for our events. We have continued to hold our aikido practices, which have been a part of our program since its inception; the number of children asking to participate in it is increasing. By disciplining the mind and body, we hope to nurture children who have cultivated an appreciation of peace, harmony and international mindedness. We have promoted closer interaction

with members of the community by participating in the "Yamanote Friendship Festa" and are cooperating in efforts to keep our children safe by patrolling neighborhoods in our recently formed "Yamanote Children's Protection Battalion." We continue to be taught a great deal from the purity and honesty of the children. We are creating relaxed mutual relationships beyond generations.



Today the children are the photographers



Welcoming a guest from the Embassy of Poland

Aikido at the Elementary School ● February 25, 2006

This event was held on a bright springtime day at the Takaoka No. 2 Elementary School in Tosa, which has supported Earth Kids Space by allowing us to use its facilities. Both Principal Noriaki Oka and Vice Principal Junko Mizobuchi attended the event. The session was led by Iwame-sensei. Softly, Mr. Iwame asked the children to "sit in the seiza style," which immediately quieted the children down. Adults, too, became deeply engaged. Iwami-sensei: "Aikido is not about uselessly combating force with force, but rather about controlling your opponent's violence only; it is not about injuring or taking another's life. Aikido is a martial art that respects human life, it is a martial art of peace." After the aikido work out, the children split into groups, one doing *komamawashi*, another origami, and another "foot base." They played to their hearts' content.



Listening intently to the sensei speaking about aikido



Baby turtle
on the parent
turtle's back



Our greatest joy is seeing the wonderful children grow

Looking back on the year: The underlying premise of the idea of “reverence for life” and also the foundation of a human being’s life is the ability to recognize that everyone “is significant and absolutely precious.” Accordingly, we have sought to treat each child’s emotional and spiritual side with the utmost care. There is a story about a small accident at school, where a child who attends Earth Kids Space offered assistance in a quick and natural way. These actions caught the attention of the teacher, who was deeply

impressed by the child’s actions. The more frequently a child attends our events, the more settled and compassionate he or she becomes. Parents and members of the community are extremely appreciative of our efforts. Through word of mouth, the number of participants in our events is increasing. In year two, we believe that we can add to the fun of our events and put together programs that involve interaction or joint sponsorship with other groups.



Zimbabwe’s national anthem on the koto



Welcome to Earth Kids Space!



Children gain valuable experience interacting with people from other countries



Let’s work on this together!



Learning first hand about aikido

Visit from an Official from The Embassy of Zimbabwe ● February 18, 2006

On this day, we welcomed two officials from the Embassy of Zimbabwe, Tiki Gibson Chamboko and Thuresi Ndarama. We placed colorful decorations around the venue, including paper Zimbabwe flags, which were drawn by the children, flower arrangements, origami and other items. The guests were also greeted by a rendition of their country’s national anthem played on a koto. Ms. Ndarama, who was dressed in an ethnic costume, spoke briefly about her country and then showed the group a video depicting her country’s current situation. Someone then respectfully asked “What is the meaning of your country’s flag?”, which pleased Mr. Gibson greatly. He responded: “The white symbolizes peace, and this is the most valuable and important thing. So I

sincerely appreciate the honor of being able to speak at the Goi Peace Foundation in this way.” In answer to another child’s question, “Could you tell us about traditions in Zimbabwe?” Mr. Gibson responded with a point that all should remember: “To pay respect—to feel respect not only toward your parents, teachers and others who are above you but also to other human beings—that is a Zimbabwe tradition.” The talk was followed by activities for guests and children, including the *fukuwarai* “create-a-face game,” which provoked much laughter, and the folding of origami. With everyone enjoying each other’s company, it turned out to be a heartwarming and wonderful day of international friendship.



Both children and adults are growing

Looking back on the year: So much of the experience has been inspiring: meeting the children, seeing them try with all their might to accomplish a certain task, watching how much they enjoy games and other physical activity and how they never say die. There are times when it gets tough, but we have learned that in such instances—when children insist on having their way, based on what they like or do not like, or when they raise their voices, etc.—it is important to put your arms around their shoulders, hold their hands, and otherwise provide the warmth

of human touch. Younger sisters and brothers (kindergarteners) also participate, and as they continue to come to the events, the sense of differences in age among the children dissipates. We hold our events in a hospital and are able to continue having them because of the participation and support of many people. One person, for example, has offered to help us make contact with foreign residents and students. Looking ahead, we aim to formulate a unique vision for our space, one that takes into consideration the wishes and opinions of parents.

Visit from Officials from The Embassy of Poland ● January 18, 2006

When Bożena Socha of the Embassy of Poland arrived at our event, she was greeted with a “dzien dobry!” (“Hello!” in Polish), which the children had practiced before hand. Not only did this delight Ms. Socha but it also delighted the children because they had made themselves understood. By using a guest’s language to convey their greetings, the children were expressing respect in a very natural way. In her talk about Poland, Ms. Socha mentioned that “summer vacations were two months long,” and that children were allowed to stay home on March 21 to celebrate “the beginning of spring.” This provoked an envious cry from the children, who said: “What? We’d like that here too!” Ms. Socha later gave a quiz, which the children responded to with one correct answer after another, indicating how closely they had been listening to the talk. In Poland, elementary schools



“Thank you” and “Hello”
in other languages



Coloring Easter Eggs!



With Ms. Socha of Poland, who “adores children.”



Listening to an interesting presentation

are all named after famous Polish people. Hence, you have Copernicus Elementary School, Marie Curie Elementary School and so on. This custom evolved as a means of nurturing a sense of pride in the country. Ms. Socha also sang the theme song from a popular cartoon show in Poland. The children then painted in the colors of an Easter egg that Ms. Socha had drawn. It was a day that brought Poland much closer to everyone.



Our activities will convey naturally to the children the spirit of compassion for others and feelings of appreciation

Looking back on the year: Because of the small number of people on our staff, we can only do things when we have the support of people who are familiar with what we wish to do. In fact we have managed to come this far because of some tremendous teamwork between the staff and such people. Central to all of our activities are the children, who we believe have been learning more about caring, cooperation, gratitude and other important matters of the heart. Their laughter, their wonderful natural abilities, their trust...each

day they are getting closer to all of those qualities aspired to by Earth Kids Space. Today's children are given "things" in abundance. Here, our job is not to provide them with things, but rather to convey clearly the importance of such matters of the heart. In February we held a show at the city hall gallery that we put everything from the past year into. Next year, we look forward to involving many others in a wider range of activities and working jointly with many more people in the community.



Everyone did their share of the small chores



We planted some charming flowers



No one holding back in this contest!

Takoyaki, made by everyone



Let's Camp in The Magnificence of Nature ● August 6-7, 2005

This was a purely summer event. The children lived for two days away from their families amid the great outdoors of the Sanroku Fureai Park near Mt. Kaimon. The program had much to offer: barbecues, pools with moving water, grass skiing, nature walks, astronomical observation, fireworks, etc. Sleeping

and eating together brings people closer together. At the camp, we also had a haiku writing event led by a haiku poet/teacher. The following haiku written by the children and staff convey a sense of the setting and the atmosphere of the camp.



Two days surrounding by the great outdoors

- My summer was / A time of many smiles / And shining sweat (5th grader)
- Sprays of water / The cicadas are buzzing / This our camp ground (1st grader)
- Beetle / With your black body / You look so cool (7th grader)
- With a lot of my / Good buddies at the camp / A barbecue (7th grader)
- Oh shooting star / I think at Mt. Kaimon / Of a dream now gone (staff)
- A splendid sight / Last night's fireworks display / A shivering breeze (staff)
- Frolicking children / Will it be them and me / In the pool today (staff)

The Earth Kids Space Program

To express and put into practice the spirit of the “Declaration for All Life on Earth” through education—this is the philosophy on which Earth Kids Space has evolved. The first half of this section (P.56~61) describes the starting point of this educational program and the goals that can be accomplished through it. The second half (P.62~83) presents the effective, well-received methods actually used in the program. We encourage everyone to try out these methods at children’s activity spaces around the globe, and to give us feedback on their effect.

The Goi Peace Foundation’s Educational Aims

The Goi Peace Foundation believes that humanity must look to a number of common ideas as the starting point for education and believes that these ideas are summarized in its “Declaration for All Life on Earth.”

■ Educational philosophy	Human beings are members of a global community of life; they must cultivate an awareness of their responsibility and mission toward this community and carry out this responsibility and mission
■ Objective of education	Our objective is to concretize this responsibility and mission as members of a global community of life: which is to say, it is to cultivate the capabilities and skills, and the personality and character traits, that will contribute to building peace and harmony in the world, a world based on an awakened consciousness that transcends all confrontation and discrimination
■ Areas of coverage	With the philosophy of lifelong education as the guiding principle, the foundation’s educational activities shall cover a wide range of areas, including social education, family education and school education
■ View of children	Children, as stewards of the future of the global community of life, are precious beings. Along with their physical bodies, they have within them an awakened consciousness of their membership in the global community of life
■ View of education	It is important to look at the deeper issues of life and consciousness and to allow adults and children to learn from each other about the essential matters of life
■ The foundation’s educational values	<div>1. Reverence for life<ul style="list-style-type: none">● Respect for all forms of life, in a way that transcends discrimination between self and others● Autonomy● Choice, resolution, decision, and execution● A positive view of one’s self● Respecting life as it is and trusting in this life</div> <div>2. Respect for all differences<ul style="list-style-type: none">● Accepting and respecting the multiplicity of individual personality traits● Understanding and respecting other cultures● International understanding● Cultivating a spirit of tolerance and altruism</div> <div>3. Gratitude for and coexistence with all of nature<ul style="list-style-type: none">● Understanding the earth● Appreciating the various aspects of nature● Cultivating a sense of unity with nature● Realizing the wisdom of a sustainable lifestyle</div> <div>4. Harmony between the spiritual and material<ul style="list-style-type: none">● Breaking away from an overly materialistic value system● Promoting understanding of spiritual values● Understanding the human heart and human feelings; putting store in matters of the heart and spirit● Recognizing the importance of easy-going rhythms, eliminating excessive competition; nurturing an attitude of cooperation and collaboration</div>

■ Educational programs

The foundation executes programs aimed at realizing the spirit behind the “Declaration for All Life on Earth.” From a variety of highly respected educational values, the foundation identifies those which it feels will alleviate the deficiencies that are particularly prevalent in today’s world. It considers this task to be particularly pressing and takes action to deal with these deficiencies in creative ways.

In carrying out its programs, the foundation places an emphasis on safety and on establishing environments of friendly informality where lives can intersect in personal ways. Such human contact inspires trust, a sense of safety, positive views of one’s self, and the ability to communicate. By elevating these reactions into an acceptance of universal love, harmony and appreciation, the foundation is seeking to nurture persons capable of creating peace in the future.

Outline of the “Declaration for All Life on Earth”

Philosophy

Human beings are members of a global community of life; they must cultivate an awareness of their responsibility and mission toward this community and carry out this responsibility and mission

Objectives

Transcending all confrontation and discrimination and creating a peaceful and harmonious world based on enlightened views and ideals

General Principles

1
Reverence for life

2
Respect for all differences

3
Gratitude for and coexistence with all of nature

4
Harmony between the spiritual and material

Practice

As individuals:

Building at the core of one’s self a heart of love, harmony and appreciation

In our specialized fields:

By integrating the knowledge, skills and capabilities of various specialists, building a cooperative structure that can contribute to the realization of world peace

As the young generation:

Joining with adults and children in learning from one another; carrying out roles as stewards in the creation of a peaceful future

Basic Precepts of the Earth Kids Space Program

A correct understanding of children

In recent days, there has been much discussion about one or another aspect of children's education. But these discussions, no matter how often they occur, will never result in a solution because they are based on adult condescension toward children. Children, in their basic state, are revealing the truth. We should underline this: children are inherently equipped with all the necessary tools for living. They provide infinite love, joy and happiness to those around them. They inspire hope and remind us of the preciousness of life. The birth of a single child brings hope

to the hearts of many and becomes a light. Children teach us about the beauty, the preciousness and the nobility of life itself. They are intuitively knowledgeable about all things. The idea that adults must be powerful protectors of children is a total misconception. On the contrary, when adults become overprotective, it gives rise to defiant attitudes and many other distortions in children. If adults are always respectful of children, and if they treat even the littlest child as a person with an individual character, that child will fully realize his God-given talents.

Treating children with respect

Children can show us some amazing abilities that are worthy of respect, and that no adult can hope to surpass. No grouping of esteemed scholars or educators, for example, can be more totally absorbed in some activity or show more innocent wonder than children. There is something in the delightful presence of a single baby that defies comparison. No panel discussion by scholars or educators on the topic of selfless love can, in the end, be more than armchair theory. But if a baby participates in that discussion, simply by being placed on the table, the scholars and educators will be no match. The baby's very presence, and its innocence and selflessness, will suddenly provoke love, joy and happiness in people's hearts—and induce a mood of peacefulness.

Children are strong, hardy, and full of the power of life. As evidence, we can point to the phenomenon of children and adults who are involved in airplane accidents, earthquakes or other disasters. Under exacting the same conditions, it is invariably children, not adults, who are mi-

raculously pulled from the wreckage or rubble and survive. The infants and children, whom adults believe they must protect, survive. Those who are supposed to be doing the protecting all die. Adults, who are possessed of so much knowledge and experience and who know all there is to know about the world, die. Why? It is because babies and children are being themselves and living as they really are. In their totally natural state, there is no unnatural exertion, only a pure expression of the great life force. In this way, they are able to tap into their unlimited intuition and wisdom and continue to live. All of this is inevitable. In young children, there is absolutely no unnatural exertion, conflict, or attachment. If we recognize the inherent preciousness of children and give them respect, they will always mature in positive and healthy ways. It is important for parents always to respect the character and the will of their children. If children are brought up with respect, they will never go astray or take the wrong path. They will be able to live in accordance with the principles of nature.

Respect is the driving force behind life

All human beings wish to be recognized for who they are. They can live only when they believe that their lives have value. If the value of their lives is ignored, they lose the will to live. There is not a single human being who can live without the respect of another person. Respect is the sole energy which is worthy of human life. Our definition of respect is not that which is awarded to someone who has done great work, or has become a great person, or has achieved great things. Respect, instead, means to esteem and honor another person's very life. The life of each member of the human community is sacred. To begin with, we must endeavor mutually to respect those with whom we come into contact. Before insisting on having one's own way, or criticizing another person's faults, or blaming another person for his or her mistakes, we should first feel respect for that other person. We should demonstrate such respect by enhancing the dignity of life. This should be

done by expressing and conveying one's joy in the wonder of that person's birth. Only in this way will the other person be able to live with confidence and pride, and be able to accept the duties and responsibilities that are incumbent upon him or her. In addition, that other person will become someone capable of showing love and tolerance and of adopting an attitude of kindness and compassion toward those nearby.

The importance and necessity of being respected are more important than we generally believe; respect is deeply connected with, and has a great impact on, a child's destiny. For human beings, what is important is respect. Respect is esteeming and honoring a child's very presence and his or her very life. Only when a child is honored and esteemed in this way will his or her limitless abilities flower. Genuine education can only take place when there is respect inside of love.

True learning

We are seeing a new definition of education emerge, one that is moving from the traditional excessive emphasis on knowledge to a focus on experience. The heart of education hereafter will be not how much knowledge one can cram into one's mind or how much one knows. Rather, the question will be how many different experiences a person has had and how capable he or she is of considering matters deeply. True learning is not simply a matter of remembering or accumulating knowledge; it entails "recognizing," "perceiving," and "understanding" in each moment of our lives.

Children's natural curiosity and strong impulse to learn exist within them at birth. The important thing is for adults and children—and adults and adults, and children and children—to mutually praise, honor and express joy in the very existence of the other person's life. Only then will it truly occur to people that they are living a full and happy life, and that they exist and are living in the here and now. What is important is that people truly feel that life is joy itself; that it is hope; and that it is a splendid and wonderful thing.

Autonomy

The motivation and willingness to take responsibility for one's duties and obligations

We are living during a period of major change, when the authority and responsibility traditionally vested in nation states, ethnic groups and religions must be transferred to the individual. This does not mean that individuals can live as they please, in a self-centered way; it means instead that they must achieve autonomy and that they must recognize that they are members of a global community of life—and that, as members of this community, each has responsibilities to bear and missions to carry out. In cultivating the ability of each person to accept such responsibilities and duties, what will be most critically needed are actions that enhance the reverence for life. This means that adults must honor the wonder and beauty of their children's birth and convey this spirit of appreciation to them. This will allow children to live with confidence, pride and a sense of responsibility.

Harmony

The ability to initiate communication and cooperation

There is a need for harmony in all aspects of life: harmony with one's self; harmony with others; harmony between the needs of the heart and of the body; between spiritual needs and material needs; between one's self and nature. To achieve harmony requires that we communicate with the relevant "other," be it yourself, your friends or your parents. Cultivating an ability to communicate with these others and finding ways of coexisting with them is important. Nature achieves a remarkable harmony and moves in beautiful accord with natural laws. It is important for adults to respect and honor the character and intentions of children. If children are respected and nurtured in this way, they will never go astray or take a wrong path. They will be able to live in accordance with the principles of nature.

Method of Commencing Programs

Three Promises



- 1 Do not make a nuisance of yourself**
- 2 Do what you can for yourself**
- 3 Help others when you can afford to**

Global Understanding

A perspective that encompasses the entire world and a spirit of appreciation toward the earth

In the arenas of power, wealth, and honor, and of knowledge, technology and education, there is a divide that separates peoples, nations and organizations between the haves and the have-nots. Such a divide also exists between those that provide such resources and those that receive them. The foundation is aiming to build a world in which dualistic conflicts and discriminatory attitudes are transcended, and in which people recognize and respect different ethnic groups, races, religions, cultures, traditions and customs; and in which diversity is honored and experienced mutually with joy. It is when a spirit of appreciation for living on this earth arises that the path toward coexistence will emerge.

Love and Peace

A spirit that desires to be helpful to people and society, and to contribute to peace

The supreme mission of every individual is to build a spirit of love, harmony and appreciation at the core of his or her being. From children, adults have some wonderful things to learn; and together they must live the kind of lives that will enhance such qualities—we speak here of children's purity, innocence, cheerfulness, wisdom, intuition and so on. It is only when the very existence and the very life of each child is honored and esteemed that the child's limitless abilities will flower. It is only when respect exists at the heart of love that genuine education can take place. And from this, children will emerge to play robust roles as stewards in the task of building peace in the future.

We begin all our events at Earth Kids Space with recitations of the foregoing statements. And we have received many reports to the effect that these rules have had a real impact. The three promises encompass qualities which Earth Kids Space seeks to cultivate, i.e. "autonomy, harmony, understanding of the earth, love and peace." When the children recite these promises, they take them to heart and the staff notices that children make efforts to abide by them. This approach might be especially effective in elementary school settings.

Autonomy

Nurturing the motivation and desire to act autonomously

We are living in a period of major change, when the authority and responsibility that has traditionally been vested in nation states, ethnic groups and religions must be transferred to the individual. This does not mean that individuals can live as they please, in a self-centered way; it means that they must achieve autonomy and must recognize that they are members of a global community of life—and further that, as members of this community, each has responsibilities to bear and missions to carry out. In cultivating the ability of each person to accept such responsibilities and duties, what will be critically needed are actions that enhance the reverence for life. This means that adults must honor the wonder and beauty of their children's birth and convey this spirit of appreciation to them. This will allow children to have confidence and pride and to live a responsible life.

Imagining the future

Aims

In modern society, it is difficult to have dreams. But children will learn that, by imagining a future, this very act of imagination will provide guidance as to what must be done to bring about the desired future. Children will learn that holding idealistic visions in their minds can become a source of strength in building their futures. They will learn that by looking forward in this way they will be taking the first step toward maximally realizing their hopes and potential in society. By using this method, we aim to encourage children to define their own dreams and to give them the ability as adults to imagine, share, and take action to bring about a preferred future for their societies. Finally, the exercise will awaken them to the fact that our lives today and the way the future evolves are connected.

Things to prepare

Mozoshi paper (construction paper); colored pencils, highlighting pens, crayons, etc; origami; scissors; paste (and any other materials that are deemed necessary).

Program content

- (1) Divide participants into groups of three to four children; smaller groups encourage greater participation.
- (2) In their groups, the children will discuss what kind of towns they wish to live in and then draw images of these towns on *mozoshi* paper or construction paper.
- (3) After completing these drawings, the children will be asked to draw where they are in these future towns and to say what they are doing.
- (4) Each group will then present their work to the other groups.
- (5) Afterwards the respective drawings will be combined, creating a single world.



Applications

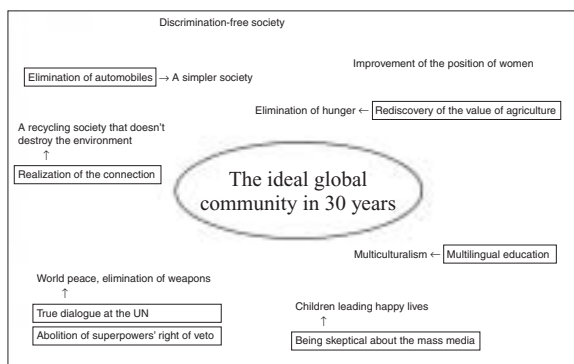
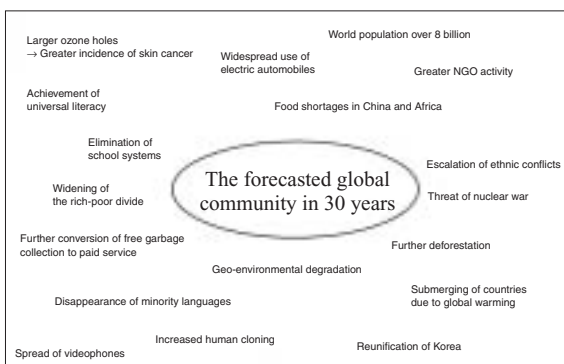
- The exercise can be extended to imagined interactions among the respective communities.
- Singing “Sekai ni hitotsu dake no hana” [Each flower is Unique Flower in the Whole World] would be a good way of concluding the event.

<Program for middle and high school students>

- Divide participants into groups of four to five students.
- In the center of the mozoshi paper, the students should write down the words: “The community that we project in xxx years” and encircle them with a highlighter pen. Based on ideas that arise from simulations about this projected future, the students should then write down in the space around these central words anything that comes to mind about what their community will look like in xxx years.
- On another piece of mozoshi paper, the students should write down the words “Our ideal community xxx years later” and encircle them with a highlighter pen. Each person should then consider the kind of future he or she would prefer and write down descriptions of this ideal community around these central words.
- The students should then compare the two sheets of paper and identify what the differences between the two are.
- They should then consider what should be done to bring about the preferred global community, writing down their ideas on the second sheet and encircling them with highlight pens.
- Each group should then compare their respective sheets and discuss any ideas that arise from this comparison.

Key skills cultivated

- Imagining the future of their town in groups cultivates communication skills.
- By presenting their thoughts to other groups, the children will develop presentation skills.
- Care should be paid to see that all children are participating.



One Million Volt Life

Aims

In their constant moment-to-moment changes, all living things express a joy and creativity which are innate to life—young leaves on trees, beautifully blooming flowers, actions brimming with vitality, happy voices. They are the brilliance of life itself. People go through many things in their lives. In every life, however, human beings encounter moments when they become acutely aware of this kind of innate joy and creativity—as, for instance, when they act courageously to help friends or courageously take on challenges that extend the boundaries of their own lives. Despite illness and obstacles, this innate joy and creativity persists. And this special something about life envelops not only the person experiencing it but also friends and others who come into contact with that person. In this segment of our program, children will learn that life continues to exhibit this kind of innate joy and creativity at all times and in all places—and will learn about the greatness of their own lives. The program aims to make children aware of this special something in themselves—of their likes, of what excites them.

Things to prepare

Forms to fill in (as noted below); pens, pencils, etc.



One-million Volt Life

Name _____

I'm Hiroshi's life. Whenever Hiroshi moves his arms and legs, studies, or eats, I'm always filling him with a one-million volt life.

Every time that Hiroshi became troubled or sick, I made him feel better by giving him one million volts of life. However, Hiroshi sometimes forgets that I'm inside him. It is those times that I can't fill him with a one-million volt life.

- ❶ What times have you been able to experience a one-million volt life?



- ❷ What words can be said to fill Hiroshi with one million volts of power? Also think of other times when power is released.

Times when power is released	Words for a one-million volt life
Winning a game	
Failing a test	
Falling ill	
Making a new friend	

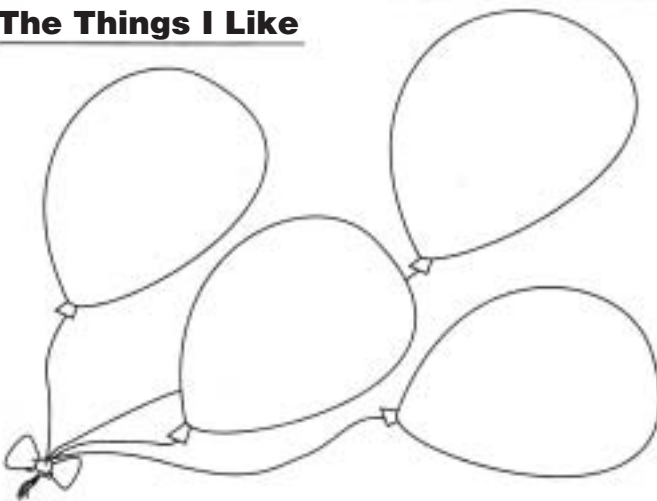
Program content

- (1) Participants will read the story entitled the “One Million Volt Life” which is printed on the form distributed to them.
- (2) Participants will write down their thoughts and reactions on these forms; if writing down these thoughts is difficult, staff will provide examples.
- (3) The children will share with others what they have written down under the categories of “what I like,” “my five senses,” and “one million volt life”.

Applications

At this point, children could be made aware of certain special characteristics of which they had not been aware: for example, a characteristic such as “I speak in a loud voice.” One idea might be to have competitions that highlight these special talents.

The Things I Like



My Five Senses



I like to look at



I like to listen to



I like the taste of



I like the smell of



I like to touch



Encouraging a fresh awareness of Japanese culture and spirit of harmony

Encouraging a fresh awareness of Japanese culture will contribute significantly to the formation of personal identity. If children can feel confidence and pride in their identity, it will be easier for them to live a responsible life. To put it differently, the formation of identity is closely related to autonomy. Here, our focus is on what children can learn from two activities that symbolize Japanese culture: tea ceremony and *aikido*.



The spirit of tea ceremony: the spirit of hospitality

Upon accepting the Culture of Peace Special Award from the Goi Peace Foundation, Dr. Genshitsu Sen said the following: “Human beings, indeed all humanity, can achieve happiness by taking the spirit of nature into their hearts and by living in peace, consideration and compassion for one another, and avoiding hurting one another. This thought occurred to me in a flash one day and I realized that it represented the essence of the tea ceremony.” Since that sudden insight, Dr. Sen has been propagating his philosophy of “peacefulness from a bowl of tea,” working tirelessly to spread the culture of tea and to promote global peace. *Sen no Rikyu*, Dr. Sen’s forbearer, expressed the spirit of tea in four characters: “harmony, respect, quiet, simplicity.” In the everyday lives of modern Japanese, it has become difficult to appreciate the value of Japanese culture and “its spirit of harmony.” The tea ceremony provides a good opportunity to gain an appreciation of these values.

Aims and key skills cultivated

Through drinking a bowl of *matcha* [green powdered] tea, participants experience the spirit of the tea ceremony, learn its etiquette, and become familiar with the background behind the various implements used. They learn the value of coming into contact with Japanese culture and begin to see what “tea’s spirit of harmony” means.

- **Kissa:** in tea ceremony, drinking a bowl of *matcha* tea is called “*kissa*,” which means that one does not simply drink tea but rather that one “puts one’s heart into drinking it.” After the first small mouthful, the feeling is one of “thank you,” where the person thinks about the blessings of this world and of people and things; after the second small mouthful, the thought is of “*okagesama de*,” of how he or she owes the present moment to the efforts of so many others. In this way, the person drinking the tea seeks to nurture his or her spirit by first creating a generous and open frame of mind. After finishing the tea, with the third sip, the person carefully views the tea bowl, an action that indicates respect for the life contained in it. The formality surrounding the drinking of *matcha* tea exists as a way of allowing a person to enter this frame of mind.



- **Life:** the instructor made the following comment to the children about looking at tea bowls: “When you hold the bowl high above your head to examine it you may start to get dizzy...you may feel as though you will drop the bowl...so, hold the bowl at knee level, where you can look at it quietly and with care.” When one considers the sequence of events that began with a clump of clay and about how that clay was turned into a shape that is now a tea bowl, it makes one sense something that cannot be expressed in words—a something which emerges from voices and effects that no longer can be seen: the clay, the power of the fire, the craftsman, the feeling of care invested into the piece. From time immemorial, the Japanese have called this some-

thing “soul” or “heart” and have shown great respect for this living spirit in people and things. When one uses or holds a tea bowl or any other implement in this spirit, the position and movement of one’s hands become naturally respectful. Formal tea-serving manners were developed through this spirit. Looked at in this way, doesn’t everything begin to shine with a kind of joy and creativity of life, be it a blade of grass along the side of a road, or a grain of rice, or animals, or friends, or the people around you?

• **“Boil, spirit, boil”**—words of *Sen no Rikyu*: The tea ceremony is an occasion where tea and sweets are enjoyed, along with flowers and conversation; as such it offers participants a quietly comfortable experience. With these expectations placed softly in one’s heart, the person enters the room where the tea ceremony will occur. From the simple act of sitting beautifully in that room and enjoying sweets and the tea, an incomparable feeling of peace and happiness arises. *Rikyu* described this in his teachings as “boil, spirit, boil.” When the water in the kettle cools off, it can be heated by adding more charcoal to the brazier, enabling participants to enjoy the delicious taste of tea again. In the same way, when one’s heart loses warmth because of loneliness, grief or pain, *Rikyu* taught that one’s spirits could be revived by adding charcoal to the heart, as it were, so that the person could see beauty and happiness in things once again. This spirit eventually led to the “*wabi, sabi*” [austere refinement, quiet simplicity] esthetic that is at the source of Japanese culture. It is the spirit that inspires the Japanese people to live happily and in a spirited way.

The spirit of *aikido*

Nature of practice

Aikido is a modern art of self defense founded by Morihei Ueshiba, who after penetrating the deepest mysteries of traditional Japanese martial arts, took on further difficult spiritual training and elevated the “art” of self defense into a “path.” In *aikido*, one does not uselessly contest another person’s strength. Through techniques born from “entering” *Irimi* and other body movements *Taisabaki*, the practitioner of *aikido* only aims to control another’s violence and never takes that other person’s life. It is a way of martial arts that suits the modern age because it promotes respect for human life. This is why *aikido* is known as the peaceful way of martial arts.

Aikido does not have tournaments. Through repeating techniques in ways appropriate to each person’s level of proficiency, *aikido* practices aim to train both the spirit and the body. Its methods seek to instill politeness, to polish techniques, to toughen body and mind, and to teach people how to become praiseworthy human beings. The purpose of practices is not simply to hone technique, but rather to promote a correct understanding of the way of martial arts and a proper appreciation of the importance of traditional Japanese culture.



Harmony

Nurturing the ability to communicate and cooperate

There is a need for harmony in all aspects of life: harmony with one's self; harmony with others; harmony between the needs of the heart and of the body; between spiritual needs and material needs; between one's self and nature. Achieving harmony requires first that we communicate with the relevant "other," be it yourself, your friends or your parents. Cultivating an ability to communicate with these others and finding ways of coexisting with them is important. Nature achieves a remarkable harmony and moves beautifully in accordance with natural laws. It is important for adults to respect and honor the character and intentions of the children. If children are respected and nurtured in this way, they will never go astray or take the wrong path. They will find ways of living in accordance with the principles of nature.

Turning on happiness lights

Aims

This event will enable participants to discover and contemplate their good points and to feel the joy that comes from having others write good things about them. They will realize that if people recognize each other's strong points, mutual good feelings will arise among them.

Things to prepare

Construction paper; markers; color pencils

Program content

- (1) The instructor will write down his or her name and draw a picture of his or her face on a piece of paper for children to use as a sample.
- (2) The children will then do the same on paper distributed to them.
- (3) On each of these sheets, the children will write down around the pictures of their faces what they consider to be their strengths and good points. For example, they can say "I am spirited" or "I am cheerful and fun to be with".
- (4) After this is done, each child will turn to his or her right and ask the person sitting there to write something positive about him or her. By having a number of children do this, creates an atmosphere that is conducive to writing about strong points. Children should be urged to write about others in exchange for others writing about them
- (5) Children should have as many other children and adults as possible write down what is good about them.
- (6) With these exchanges completed, the children will make presentations to the rest of the group.



Key skills cultivated

Before beginning this exercise, event organizers should make an effort to establish an atmosphere which promotes the natural use of positive language. They could do this, for example, by having someone read picture books or other books that contain beautiful and positive language. When a child is unable to come up with anything that is good, adults should help out by articulating the good points about that child and conveying them to him or her beforehand. In this way, the child will gradually discover and accept his or her own strong points. Even children who are embarrassed initially will feel less hesitant about praising others as the mutual praise continues. What is important is for them to experience the process.

Applications



■ Using paper fans and photographs

After learning the basic method described above, one can add variations to the exercise by changing the material used.

Example (1): Replacing construction paper with paper fans, which can be cut out from paper files, with plastic knives used as handles.

Example (2): Replacing drawings of faces with photographs. Rather than drawing one's own face, photographs can be pasted onto the paper.

■ Using the words “switching on the light of happiness”

- (1) Cut hearts or other designs out of colored construction paper and pin these insignias on the chest of each child. Distribute around ten shiny stickers to every person. Pin angel's wings on the back of each child on which have been written positive words (wings which the children themselves can make).
- (2) With these seals in their hands, the children should then pair up with a friend and begin exchanging positive words about the other person. Before the children start, they should be given an example, such as: “xxx, you are wonderful because you are always lively,” etc.
- (3) After the exchange with the first partner has taken place, the children will then say “Turning on the happiness lights” and place a seal on the other child's insignia. After receiving his or her seal, each child should say “Thank you” and move on to partner with someone else.
- (4) To the extent possible, children should be encouraged to make exchanges with all of the other children. Allotting generous amounts of time and making it a game are an effective approach. The latter can be achieved, for example, by saying “Let's see how many happiness lights can be turned on before I say stop”.



Everyone works on a puzzle

Aims

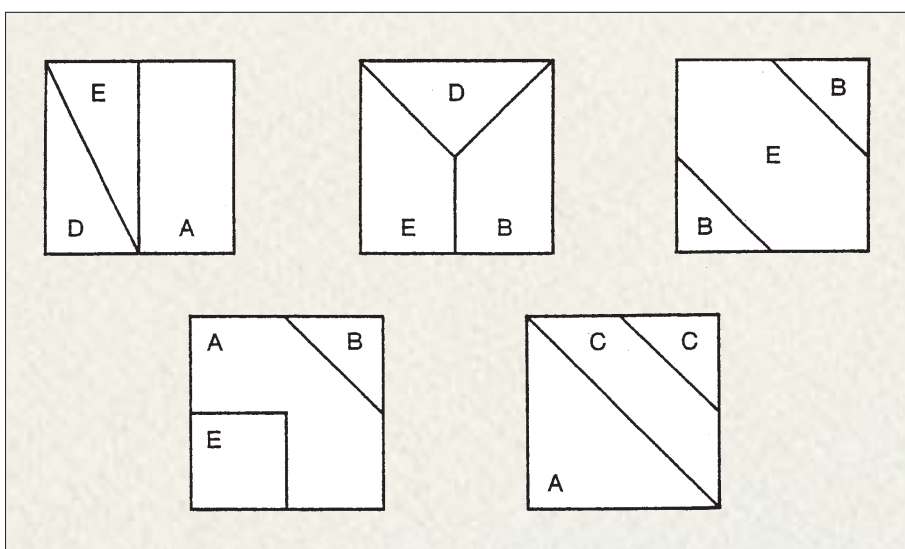
Completing the puzzle will require cooperation. This process will be immensely helpful in encouraging participants to think about what their respective roles should be. If those working on the puzzle can just catch on to the fact that cooperation rather than competition is necessary, it should not take too long to complete the task. After participation in this exercise, it would be worthwhile for participants to discuss the issue of “cooperation and competition.”

Things to prepare

Square pieces marked A through E; five envelopes (as shown in the diagram, organizers should prepare five square shaped cards. Pieces marked “A” should all be placed in the first envelope, those marked “B” in the second, those marked “C” in the third and so on.)

Program content

- (1) Divide participants into groups of five.
- (2) Distribute five envelopes, each containing square cards marked A to E, to each group.
- (3) Each group will then be told that the purpose of the exercise is to create five equally sized square shapes, and that the following two rules will apply:
 - While the groups are creating their square shapes, there can be no communication, either verbally or by other means.
 - No square pieces may be given to another person nor taken from another person. Pieces that are not needed are placed in the center of the table and those that are needed are taken from the center of the table.
- ✱ For primary school children in the lower grades, the first rule may be ignored and they will be allowed to talk among themselves.
- (4) Groups that have completed the task will raise their hands to indicate that their puzzles have been completed.
- (5) After completing the square shapes, the groups will discuss the issue of “cooperation and competition”.



Key skills cultivated

The above discussion can proceed on the basis of the following kinds of questions.

- “How did a person who finished in a fast group feel?”
- “How did a person who had difficulty with the task feel?”
- “What kinds of things during the exercise made you feel the need for cooperation?”
- “Did a person with leadership qualities emerge in the group?”

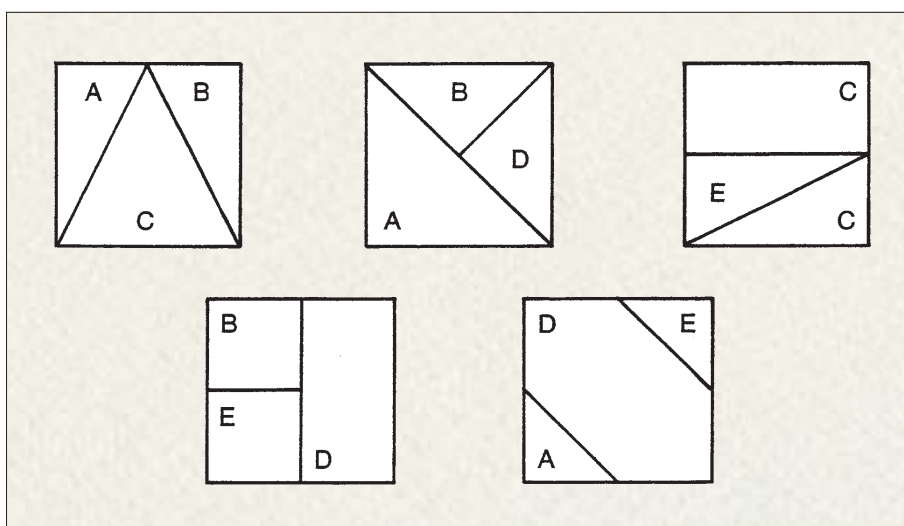
Among children in the lower or middle grades, it will not be uncommon to see children express pride in having completed the task or expressing satisfaction at having been helped. On the other hand, some children will express disappointment or anger or possessiveness. What is important is that children understand that solving the puzzle was not something that could have been done alone.



Applications

Puzzles for children in the lower and middle grades of primary school

The following kinds of puzzles should be used for children in the lower and middle grades of primary school. Because there are multiple solutions rather than only one, the puzzles will be easier for younger children to complete. This will lessen the disappointment that they feel when they are unable to find solutions. The rules of the game are basically the same as described in the previous page. However, because the children will be allowed to talk, it will be easier for them to find solutions. And because square mounts will be provided, it will make it easier for children who are not yet familiar with the abstract concept of “square” to complete the task. The exercise is also an extremely effective way of helping children learn about geometrical forms.



(Puzzles for children in the lower and middle grades of primary school)

Flower arrangement

Aims

By giving the children a generous amount of time to work on their arrangements, they will be allowed to experience that certain “something” which arises from a dialogue with flowers. With sufficient time, they can devise arrangements that emphasize the beauty of the flowers and the joy and creativity of life. Because in flower arrangement, there are no superior or inferior, or skillful or unskillful result, the children can express themselves freely according to their own preferences—and that if the children like something, it has value.

Things to prepare

Flowers; flower arrangement and basket; bucket; water; construction paper to create message cards; pen, etc.

Program content

- (1) Provide names of flowers and describe their distinguishing characteristics
- (2) Provide examples of how flowers should be secured, and explain how they should be arranged to take advantage of their characteristics.
- (3) Children then attempt their own arrangements.
- (4) On construction paper cut into the shape of cards, the children will write messages.
- (5) The card is attached next to the flowers with a piece of wire.

Key skills cultivated

Besides adding spiritual richness to children’s lives, the act of arranging flowers teaches that if an arrangement is to their liking, it has value, and that there is no such thing as a superior or inferior, or a skillful or unskillful outcome. From that perspective, flower arrangement is clearly an activity that carefully respects the existence of each child. And, because an arrangement can become a gift, it can be a way of expressing appreciation, by attaching a card to the completed arrangement. Each child can create his or her own world. This world is different from everyone else’s, one that he or she can learn to value. Children will sense deep down that while there will be “differences” in the work produced, there will be no “discrimination” on the basis of it.



Fragrances as Therapy—“Seeing” Scents, “Seeing” the Heart

Aims

From fragrances, children are able to let their imaginations go to work and to create their own worlds. These worlds will be different for each child, but he or she will learn to value these differences. In creating fragrances, there are no superior or inferior outcomes, no outcomes that are more skillful or less skillful. Children will sense deep down that while there will be “differences” in what is produced, there will be no “discrimination” on the basis of it.

Things to prepare

Five types of essence, extracted from flowers; a beaker; dropper; fragrance mixing form; pencils, etc.

Procedure for mixing fragrances

- (1) Provide five types of fragrances, extracted from flowers. Do not let the children know the names of the flowers; just allow them to enjoy each fragrance. Then have the children record what each fragrance brings to mind; it can be colors, scenery, stories or other things they associate with those fragrances.

- The five fragrances are:
jasmine; rose; lily of the valley; hyacinth;
orange

- (2) When the children have completed describing the associations created by the fragrances, they will choose their favorite fragrance and decide what other fragrances to mix with it and in what amount. In measuring these amounts, the children will use a number between one and five.
- (3) The children will then mix the fragrances in the ratio decided upon.
- (4) Finally, the children will be informed of the names of the flowers from which the fragrances were derived.

香り(はかり)のデザイン

香の具 No.1	1	1	1	1	1	1	1	1	1
香の具 No.2	2	2	2	2	2	2	2	2	2
香の具 No.3	3	3	3	3	3	3	3	3	3
香の具 No.4	4	4	4	4	4	4	4	4	4
香の具 No.5	5	5	5	5	5	5	5	5	5
香の具 No. 1	...	...	...	...	...	...	...	...	...
香の具 No. 2	...	...	...	...	...	...	...	...	...
香の具 No. 3	...	...	...	...	...	...	...	...	...
香の具 No. 4	...	...	...	...	...	...	...	...	...
香の具 No. 5	...	...	...	...	...	...	...	...	...
合計	10 回								

Key skills cultivated

The children are not told the names of the flowers for a reason, which is to avoid having anything interfere with a child’s free associations, whether it be the use of his or her mental faculties to guess the names of the flowers or preconceived ideas about each flower. The greater the gap between the name and the associations produced, the more interesting the result. The important thing is to respect what each child feels and imagines. The staff should carefully handle the fragrances that the children create. The images that arise in each child’s mind will be reflected in the fragrances that he or she creates. Hence, “seeing fragrances” amounts to “seeing the heart.”



Instructor: Fumie Yamashita, author of *Shiawase wo Yobu Kaori no Therapy* [Happiness Arousing Fragrance Therapy], Hon no Ki Publishing

Global Understanding

**A perspective that encompasses the entire world
and a spirit of appreciation toward the earth**

In the arenas of power, wealth, and honor, and of knowledge, technology and education, there is a divide that separates peoples, nations and organizations between the haves and the have-nots. Such a divide also exists between those that provide such resources and those that receive them. The foundation is aiming to build a world in which dualistic conflicts and discriminatory attitudes are transcended, and in which people recognize and respect different ethnic groups, races, religions, cultures, traditions and customs; and in which diversity is honored and experienced mutually with joy. It is when a spirit of appreciation about living on this earth arises that the path toward coexistence will emerge.

Life of immeasurable value

Aims

This program is based on Prof. Kazuo Murakami's book, *Sekai wa Hitotsu no Seimei kara Hajimatta* [The World Began from a Single Life]. It seeks to teach children about the miracle that is the birth of life—about how life emerged from the immensely long histories of the earth and the universe, which are now 3.8 billion and 15 billion years old, respectively. Children will learn that although there are more than 30 million living things on the earth, they all share the same genetic code and all split off from a single life form. This exercise will also make the point that each individual, with his or her wonderful potential, is an existence of immeasurable value.

Things to prepare

The simpler version of *Sekai wa Hitotsu no Seimei kara Hajimatta*; video tape of Prof. Murakami's lecture; color balls on which are conspicuously written the names of the four nitrogenous bases found in DNA (thymine, cytosine, guanine and adenine); objects consisting of animals attached to strings; a large "life bag," in which to place the animals; a "life code box," on which a heart insignia has been attached; life code messages.

Explanation of the above

- Handmade objects consisting of animals attached to strings: as evolution progresses from fish and insects to reptiles, birds and mammals, the children will attach toy versions of these animals to strings. At the very end, they will attach human beings (dolls). This hand-made object will represent the connection of all life.
- "Life code box," on which a heart insignia has been attached and life code messages: in the order in which the animals have been attached to strings, "life code messages" should be created. To remember the proper order, each animal should be numbered. A life code message should describe the characteristics of the animal; e.g., for a lion the message might be "has a long mane and sharp teeth and claws." This will constitute the life code message. The messages should be composed so that the children can guess the names of the animals. All these messages should be placed in the life code box, which will be marked with the heart insignia.

Program content



Kazuo Murakami,
Sekai wa Hitotsu no Seimei kara Hajimatta (Kiko Shobo Publishing)



The video tape of lecture by Prof. Kazuo Murakami, lecture series videotape from The Goi Peace Foundation

- (1) The book, *Sekai wa Hitotsu no Seimei kara Hajimatta* should be simplified and the video tape of Prof. Murakami's lecture should be edited down to a shorter version. The staff should prepare the items noted above.
- (2) A staff member will then read from Prof. Murakami's *Sekai wa Hitotsu no Seimei kara Hajimatta*. Depending on the children's ages, the staff person may wish to read sections from the English version as well.
- (3) The video of Prof. Murakami's lecture, shortened to seven minutes, will then be shown. The staff should encourage the children to pay attention, perhaps with a comment like: "Please watch the video closely because we will have a short quiz afterwards." An offer of prizes for correct answers in the quiz might be a good incentive. In any case, the staff should make an effort to encourage the children to pay attention to the video.
- (4) As described in Prof. Murakami's book, all life is composed of four bases: thymine, cytosine, guanine and adenine. The children will be taught that types of life are determined by how these bases align, with one combination resulting in a human being, another in a fish and so on. The four bases should be written down in large letters and displayed to the children. One effective means of doing so would be to use colored balls with the names of the bases written on them.
- (5) The children should then be shown the life code box, marked with the heart insignia, and the large "life bag," in which animals have been placed—and then should be asked to think about what they might contain. The instructor might say about the life code box that "It contains the codes of life" and about the large bag that "It contains life." He or she will then take out the message cards from the former and read them to the children, who will be asked to guess from those "codes" (information) what animals are being referred to. The instructor will then take out from the large bag the animal that is "the answer" for each message.
- (6) After all the animals have come out of the bag and the instructor has finally come to human beings, all of the animals should be spread out in front of the children to reinforce the idea that all of life is connected.
- (7) Questions based on Prof. Murakami's video should be prepared in advance. These questions should be kept as simple as possible and be answerable with a "Yes" or a "No", e.g., "Are all genes made of the same substances?"

Key skills cultivated

Prof. Murakami's book and video should be edited into easy-to-understand versions that suit the ages of each audience. Since the handmade objects are intended to stimulate the imagination, the staff should talk to the children and explain to them in ways that make it easy for them to imagine the origins of life. Because this explanation will involve a discussion of genes, instructors should rely on visual aids to clarify what they are saying.

Applications

After the activity comes to a close, an effective follow up might be to use the "happiness light" activity discussed above in section (1) of this compilation.

Freddie the Leaf

Aims

The changing forms of life, its cyclical nature, and the idea of rebirth are themes that course through the book *The Fall of Freddie the Leaf*. By reading this book, children will be encouraged to think about the question “What is life?” Through this story of life, children will sense the energy and strength that are behind the dynamic, moment-by-moment changes in life’s phenomena. By considering life at this basic level, children will learn that all existence is interrelated.

Things to prepare

Picture book; *mozoshi* paper (construction paper); origami; paint; crayon pastels; cotton; leaves; nuts, etc. (material to be used for handmade props)

Program content

- (1) Watch the musical “Freddie the Leaf.”
- (2) The staff should prepare a digest from *The Fall of Freddie the Leaf*, by excerpting sections by season and summarizing these excerpts. This digest should be kept on hand for younger children. Children who are capable of doing so should be asked to help prepare their own digests.
- (3) The children are divided into four groups, one for each season of the year.
- (4) Each group will read the parts of the digest relating to their season and prepare props that illustrate the scenery of these seasons by placing leaves, nuts, cotton etc, on *mozoshi* paper or construction paper
- (5) The program will end with children reading their parts to the other children and presenting their props to the entire group.



Key skills cultivated

Viewing the musical will greatly help children gain an understanding of the book and encourage them to use their imaginations. Also, the music and beautiful colors that are woven into the fabric of the musical are deeply moving and will motivate children to build their props. For programs that don’t use the video, the staff should consider steps to promote understanding such as first reading the picture book and then reinforcing the message with a follow-up reading of the digest.

Applications

- Everyone can read *The Fall of Freddie the Leaf* together.
- Watch the musical “Freddie the Leaf.”
- Using the basic story as their framework, the children can produce their own play.
- The staff can arrange an occasion for the presentation of this play.

Depending on the number of participants, the children can devise different plots and methods of staging. While the musical produced for the stage was a large and beautifully produced work which deeply moved its audiences, there is a need to set reasonable goals for the play produced by the children. The point is not to produce a completed work of art but rather to allow the children to sense a feeling of accomplishment from cooperating on the project and to gain an understanding of the value of participation.





2005 Kids' musical "Freddie the Leaf: the story of life"



Book:
Freddie the Leaf
— the story of life—
By Leo Buscaglia,
translated by Nana Mirai,
Published by Dowaya



CD:
2005 Kids musical
Freddie the Leaf— the story of life—
Published by Dowaya



Video Tape:
2005 Kids musical
Freddie the Leaf
— the story of life—
Published by Dowaya

Earth Kids Festival



Aims

The sun, water, air, land, food...the many blessings of the earth enable us to live. We are all lives that are rooted in the earth. The purpose of this event is to consider with gratitude what we ordinarily overlook—the fact that all life is interrelated. It is to convey to each other a feeling of appreciation and to celebrate this interrelatedness and this appreciation.

Things to prepare

Several balls; pictures of things in nature, food, etc; earth balloons or pictures of the earth; cards on which to write words of appreciation (we recommend cutting construction paper into the shape of hearts or stars to create these cards); highlight pens; colored pencils; scotch tape.

Program content



- (1) Tape pictures of the sun, moon, trees, flowers, fruits, water, rice, etc. on to the floor. Baskets may also be arranged around the floor as receptacles for balls.
 - (2) The children should stand in a line and throw the balls, aiming at the pictures or the baskets.
 - (3) For the pictures that the balls land on, the children will write “thank you” on their cards. For example, they could say “Thank you, Mr. Sun, for your warm light.” The children could also tape their cards to the pictures that are hit.
 - (4) If children wish to write on other pictures, they can throw the ball as many times as they wish and write as many “thank you” cards as they wish.
 - (5) The children should then paste their completed cards on any part of the earth balloon or the picture of the earth.
 - (6) After pasting their cards to the balloon or the picture of the earth, the children should select a few and read them to the rest of the group.
- ✳ After completing the event, the children can gather around the earth and say “Thank you, Mr./Ms. Xxxxx,” sing songs, and have their afternoon snacks.

Key skills cultivated

Besides ball throwing, other methods should be devised to add a game element to the exercise. As many of these methods as possible should be used to increase enjoyment and to facilitate expressions of “thank you” by the children.



Create-a-face game in a foreign language

Aims

This is an activity that adapts the rules of fukuwarai, the “create-a-face game.” It can be used as a fun way of interacting with people from other countries. In this game, children will learn the importance of cooperating with each other in a fun task while putting concerns about winning or losing aside. The goal of this game is to complete a face. By participating in this game, children will cultivate positive emotions about their groups. The children who are blindfolded will cultivate an ability to listen carefully to instructions. Through this event, children will not only increase their vocabularies but also develop a clearer understanding of spatial relationships.

Things to prepare

Cloth or towel for blindfolds; a large outline of a face drawn on a piece of paper; parts of a face (eyes, nose, mouth, etc.) created out of construction paper; the words “right, left, up, down” written in a foreign language (written on the spot on a blackboard or a sheet of paper).

Program content

- (1) Foreign visitors will teach children how to say eyes, nose, mouth, etc. in their native languages. In certain cases, depending on the age of the children, the children will also be asked to learn words for “right, left, up, down.”
- (2) The outline of the face may be taped onto a blackboard or onto the floor.
- (3) One child at a time is blindfolded and must place the parts of the face on the drawing. When handing the part to the blindfolded child, the other children will say the name of the part in the foreign language: “This is a . . .” When the child gets close to the correct location for the part, the other children should clap or help the child adjust his or her directions with shouts of “right, left, up or down.”
- (4) After all the parts have been placed on the drawing, the child removes the blindfold and takes a look at the completed face.
- (5) All the children should take turns pinning the parts on the face.

Applications

The event should be structured so that success will depend on the blindfolded child being helped by the other children. Drawings of animals or houses can also be used. The game can also use objects that are more complicated and require many more parts to be completed.



Love and Peace

**A spirit that desires to be helpful to people and society,
and to contribute to peace**

The paramount mission of every individual is to build a spirit of love and harmony and appreciation at the core of his or her being. From children, adults have some wonderful things to learn; and together they must live the kind of lives that will enhance such qualities—we speak here of children's purity, innocence, cheerfulness, wisdom and intuition. It is only when the very existence and the very life of each child is honored and esteemed that the child's limitless abilities will flower. It is only when respect exists at the heart of love that genuine education can take place. And from this children will emerge to play robust roles as stewards in the task of building peace in the future.

Seeing the power of words

Aims

In this event, children will sense the energy and the “soul” of language and will begin to appreciate the importance of words. The advantage of this method is that, through experimentation, children will understand the importance of language in a scientific way and as a matter of felt reality. It will add concrete reasoning to teaching children moralistically that “you shouldn't use ‘bad language’.” And when children understand the importance of language, one can expect a significant impact. Once experienced, this awakening to the power of words will leave a strong impression. The program is easy to set up and to carry out. Children will be able to see with their own eyes the importance of using good language. Rather than gain mere knowledge from the results of an experiment, the children will learn experientially by conducting their own experiments over one-month period.

Things to prepare

Cooked rice; bottles (two per child); alcohol for disinfection; labels; marker pen; book (to look up words)



Masaru Emoto,
Messages from Water
(HADO Kyoikusha Co., Ltd.
/I.H.M. General Research
Institute)



Program content

- (1) Participants will be shown the results of an experiment carried out in the month prior to the day's event, in which two bottles, one labeled "thank you" and the other "damn you," were used
- (2) With the pre-event experiment as a model, the participants will begin to prepare their own experiments

Preparation

- Boil two bottles, or sterilize them using disinfecting alcohol
 - Look for words akin to "thank you" and "damn you"; write them on labels and attach the labels to the respective bottles
 - Take the bottles home; place cooked rice (white rice) in each of the bottles. The children should be told that each day they are to say to the "thank you" bottle the words that they have chosen for it; and to the "damn you" bottle, the words that they have for that bottle.
- (3) After one month, the children will be asked to bring their bottles back to Earth Kids and examine the results



Results of experiment

The rice that has been spoken to in "damn you" type words has turned black and emits a rotten odor, while the rice that has been spoken to in "thank you" type words has fermented and emits a fragrance akin to mellow *koji* (a fragrance of sake) [note: *koji* is steamed rice that has *koji* mold cultivated in it; it is the key ingredient in sake brewing].

Observations

The theory that plants have consciousness is gradually gaining official acceptance. There is an unmistakable difference in the growth and development of plants that, on the one hand, have been spoken to kindly and gently in words such as "I hope you grow to be a strong and healthy plant" and, on the other, plants that have been subjected to angry language such as "I hope you just dry up and die." Some believe that this is because the water inside the plants listens to music and words. That is to say, some believe that the enjoyment that people feel when listening to music, and the spiritual uplift that they get from this activity, are the result of changes in the state of water in their bodies. This suggests that the vibration of music and words being conveyed through the air have its greatest effect on water. And it is not only water that is affected; microscopic organisms are also deeply related to this phenomenon. Like human beings, microbes work hard when they are praised; but when they are belittled they fall into a "rebellious slumber." Some believe that because microbes have been subjected continuously to "thank you" and "damn you"-type language, it has caused them to split into good bacterium and bad bacterium.

Applications

The effects are equally clear if one uses water or chocolate. When the experiment was done on chocolate, the difference in taste was so remarkable that children let out a cry of amazement.

International Day of Peace

Aims

The International Day of Peace is a good opportunity to turn one's attention toward the world and to wish for global peace. It also provides people with a chance to recognize that many countries and diverse cultures exist on our planet.

We are aiming to create a world free of dualistic confrontation and discriminatory consciousness, a world in which all different races, ethnic groups, religions, cultures, traditions and customs are respected, a place where diversity is appreciated and enjoyed. And we believe that developing a spirit of appreciation toward all living things is the path toward coexistence with nature.

What is the United Nations International Day of Peace?

The UN has designated September 21st as the United Nations International Day of Peace. On this day, attention is turned toward the universal ideal of peace, and programs aimed at promoting peace are carried out. Declaring it to be a day of ceasefire and nonviolence, the UN calls on people everywhere to halt all antagonistic actions for one day. In commemoration of this day, a variety of events are held at UN headquarters and other sites around the world.

Program content: 1

- Holding Earth Kids visas, participants visit different booths in rally fashion; at each booth, the children get their passports stamped.

Example:

- Hand-drawn national flags
- Creating ornaments out of stained glass
- Pencil balloons
- Handmade boomerangs
- Friendship booths manned by foreign students
- ❖ At these booths, the children learn from the foreign students how to say "hello," "thank you," "friends," and "peace," and also how to write their own names, in the language of the students
- These can be written down on paper that has been cut into the shape of leaves and then hung on a Peace Tree which has been set up in the middle of the room.



**Program
content: 2**

- Each child decides for him or herself which country's picture he or she will paint.
- He or she will then paint that country's national flag.
- In the language of each country, the child will write down greetings, "thank you," etc. on the paintings of the national flag.
- Each child will then announce to the others the name of the country and the language that is spoken there.
- The paintings and words are taped in classrooms and other places, to serve as reminders of the country name and language.



**Program
content: 3**

- A picture of the earth drawn on *mozoshi* paper is placed on the floor. Miniature flags of each country are prepared in advance
- Participants are divided into two groups. Each group takes its position on one side of the drawing
- One after another, members of each group play paper-scissors-stone; the winner after each face-off receives a miniature flag from the judge and lines it up on one side of the drawing
- Both teams read the names of the flags on their respective sides



Memo

Try creating your own “Earth Kids Space Library” by drawing up a list of books and music that you recommend!

[illegible]

--

Handwriting practice lines consisting of 20 horizontal lines.

Blank rectangular box for drawing or illustration.

Blank rectangular box for drawing or illustration.

Blank rectangular box for drawing or illustration.

Blank rectangular box for drawing or illustration.

Blank rectangular box for drawing or illustration.

Voices from the Network

Finally, we would like to share some words from scientists and educators who have been a part of the Goi Peace Foundation network.



Regardless of the external situation, human beings require goals that are worth pursuing for their entire lives. Once such goals are established and people are engaged in their pursuit, they will consider all things in a positive light. Seemingly small mistakes will be viewed as a necessary part of the process. And people will become accustomed to converting these experiences into feelings of pleasure and extreme happiness. If they do so, the brain is invigorated and motivation increases.

(The late Gen Matsumoto, neuroscientist)



Scientific discoveries are brought about by sensitivity, intuition and inspiration, and not by theory, reason and demonstration....We have begun to realize that laughter lowers one's blood sugar count. Inspiration, joy and a sense of appreciation switch on a person's good genes....Wishing for the happiness of the world's people is a way of life that is in accord with nature.

(Kazuo Murakami, geneticist)



All tomato seeds, regardless of their shape, contain a wonderful power of life. Making a judgment of that power based on the external shape of the seed is a materialistic stance that lacks the perspective of "life power." I unequivocally believe that materialism and materialistic modern science are mistaken. Materialism neglects this thing called life. Only by fusing with great things such as life, nature and the universe can science hope to make progress hereafter.

**(The late Shigeo Nozawa,
scholar known for his development of hyponica propagation)**



Today, mankind's thinking and consciousness are lifting humanity to a new level. This new level is the level of consciousness that is referred to by the Greeks as "holos," which means "overall." This is an area that requires that entire systems be considered. For that purpose, the methods that have been used to date, which have revolved around conflict, separation, and scattering will be of no avail. This is because mankind overall is a single system.

(Ervin Laszlo, scientist and systems philosopher)



While keeping "education of the heart" completely neutral, we must base it on the highest moral and ethical standards. In this regard, we must eliminate not only the worship of money and other materialistic doctrines, which lean overly toward materialistic values. We must also eliminate superstitions and religious standards and prejudices that arise primarily out of denominational and sectarian perspectives. And if we set high values for our children, they will naturally and voluntarily begin to learn in ways that realize those values. There is no need whatsoever for tests and rankings. What is important is that we promote values that enhance their spirituality. The supreme value is the happiness of all people—world peace.

**(Jagdish Gandhi,
educator and winner of UNESCO Prize for Peace Education)**



Earth Kids is fantastic!
 "You are welcome at our next event!"
 "Thanks, I'd like to come."



Ideas for Nurturing the Spirit and Life

Earth Kids Space Report on Operations for Fiscal 2005
 Published: March 25, 2006
 Published by:
 The Goi Peace Foundation
 Community Classrooms for Children Project
 "Earth Kids Space" Management Committee
 (Projected under consignment by The Ministry of Education,
 Culture, Sports, Science and Technology of Japan)

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Declaration for All Life on Earth

■ PREAMBLE

The earth is an evolving living entity. Every form of life on earth is an important part of this living entity. Accordingly, we, as individual human beings, must cultivate the awareness that we are all members of a global community of life and that we share a common mission and responsibility for the future of our planet.

Every one of us has a role to play in the evolution of our planet, and to achieve world peace each of us must live up to our responsibilities and obligations. Up to the present time, few people on earth have been fully satisfied with life. We have faced conflicts all over the world in competition for limited resources and land. This has had a devastating effect on the global environment.

As we enter the new millennium, more than anything else, the realization of world peace depends on an awakening of consciousness on the part of each individual member of the human race. Today, it is imperative that every human being bears the responsibility of building peace and harmony in his or her heart. We all have this common mission that we must fulfill. World peace will be achieved when every member of humanity becomes aware of this common mission—when we all join together for our common purpose.

Until now, in terms of power, wealth, fame, knowledge, technology and education, humanity has been divided between individuals, nations and organizations that have possession and those that do not. There have also been distinctions between the givers and the receivers, the helpers and the helped.

We hereby declare our commitment to transcend all these dualities and distinctions with a totally new concept, which will serve as our foundation as we set out to build a peaceful world.

■ GENERAL PRINCIPLES

In the new era, humanity shall advance toward a world of harmony, that is, a world in which every individual and every nation can freely express their individual qualities, while living in harmony with one another and with all life on earth. To realize this vision, we set forth the following guiding principles:

1. Reverence for life

We shall create a world based on love and harmony in which all forms of life are respected.

2. Respect for all differences

We shall create a world in which all different races, ethnic groups, religions, cultures, tradi-

tions and customs are respected. The world must be a place free from discrimination or confrontation, socially, physically and spiritually—a place where diversity is appreciated and enjoyed.

3. Gratitude for and coexistence with all of nature

We shall create a world in which each person is aware that we are enabled to live through the blessings of nature, and lives in harmony with nature, showing gratitude for all animal, plant and other forms of life.

4. Harmony between the spiritual and material

We shall create a world based on the harmonious balance of material and spiritual civilization. We must break away from our over-emphasis on the material to allow a healthy spirituality to blossom among humanity. We must build a world where not only material abundance but also spiritual riches are valued.

■ PRACTICE

We shall put these principles into practice guided by the following:

As individuals

We must move beyond an era in which authority and responsibility rest in nation states, ethnic groups and religions to one in which the individual is paramount. We envision an “Age of the Individual”—not in the sense of egoism, but an age in which every individual is ready to accept responsibility and to carry out his or her mission as an independent member of the human race.

Each of us shall carry out our greatest mission to bring love, harmony and gratitude into our own heart, and in so doing, bring harmony to the world at large.

In our specialized fields

We shall build a system of cooperation in which wisdom is gathered together to derive the most from technical knowledge, skills and ability in various fields, such as education, science, culture and the arts, as well as religion, philosophy, politics and economics.

As the young generation

In the 20th century, parents, teachers and society were the educators of children, and the children were always in the position of being taught. In the 21st century, adults shall learn from the wonderful qualities of children, such as their purity, innocence, radiance, wisdom and intuition, to inspire and uplift one another. The young generation shall play a leading role in the creation of peace for a bright future.



The Program for Children's Activities in
Local Community of The Ministry of
Education, Culture, Sports, Science and
Technology (MEXT) of Japan