

## Nurturing the Creators of the Future How to Start a Community Classroom for Children

Activity Model for “Fostering Peace-loving Global Citizens”



things that can be done today for the adults of tomorrow  
after-school plan for children



Introduction

Today the globalization of society is advancing rapidly. We at the Goi Peace Foundation believe that there is a necessity for each member of the human race to develop global consciousness and uphold new values and ethics that respect all forms of life on Earth. Based on this belief, we have been developing educational programs within the framework of lifelong education to nurture the spirit and foster respect for life in children.

In fiscal 2005 and 2006, we were commissioned by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) of Japan to implement the “Program to Promote Community Classrooms for Children.” With the help of numerous volunteers, we launched the Earth Kids Space program in over 20 locations throughout Japan. With the completion of the commission period, the Earth Kids Space program has become a self-sustaining operation since fiscal 2007.

Concurrently, the Goi Peace Foundation was selected to undertake government-commissioned “Research Study to Promote Comprehensive After-school Measures.” This research project aims to help promote the “After School Plan for Children,” which was begun by MEXT in cooperation with the Ministry of Health, Labor and Welfare and is also positioned as part of the Cabinet Office’s effort to reverse the decline in the country’s birth rate. The theme of our research was specified as “Fostering Peace-loving Global Citizens.”

Under the guidance of MEXT, we were able to carry out this research project with the support and cooperation of individuals and organizations in various fields, including the education and welfare departments in different cities, public schools, NPOs and NGOs, businesses, local supporters as well as international organizations. Our Earth Kids Space locations throughout Japan were also fully mobilized to undertake the research.

As a result, we have been able to formulate, implement and verify diverse activities for after-school hours and weekends with the purpose of “fostering peace-loving global citizens.” These outcomes were first presented at the National Olympics Memorial Youth Center in Tokyo on January 15, 2008. Open Classrooms have also been organized in various locations to offer many people the opportunity to experience these activities. Thus, it is our great pleasure to present the final outcome of our research study in this publication.

It is our hope that this activity model for a new kind of peace education will be utilized widely to bring together people of all generations and backgrounds in a harmonious and lively interaction and mutual learning.

The Goi Peace Foundation  
February 25, 2008

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, traditions 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 overemphasis 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.

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# Fostering Peace-loving Global Citizens

Research Project Team  
The Goi Peace Foundation

Today, we are caught in the wave of globalization which is affecting us in many ways. The theme of our Model Program, “Fostering a peace-loving global citizen,” implies that we must cultivate the awareness that we are all crew members of Spaceship Earth and that each of us is a constituent of a global community of life.

Problems such as global warming and food safety are the results of overdeveloped industrialization, overabundance of information, obsolescence of knowledge, institutional fatigue of our economy and other human systems, overemphasis on materialistic values and the desolation of the spirit, and the insatiable greed of human beings which even threatens morals of life. This global crisis can no longer be tackled from a national interest perspective, but requires every person to acquire a global perspective. We need to uphold and share a new set of universal values and ethics in order to bring about a paradigm shift in our way of life.

We must also do away with all kinds of polarizing approaches that pit one’s country against other countries, or one’s race, culture or religion against other races, cultures or religions.

All of today’s problems, whether it be global warming or disparity of wealth, may only be solved when there is a change in humanity’s consciousness which in turn leads to appropriate action. Therefore, we must cultivate a great many people who can make good judgments and choices and take actions as a responsible member of the global community.

Based on this concept, the Goi Peace Foundation launched the initiative for “Creating a New Civilization” with likeminded individuals and organizations around the world. The theme “Fostering Peace-loving Global Citizens” as commissioned by MEXT is nothing less than about nurturing creators of a new civilization of the future.

With inputs from many contributors, this report is compiled in a way that could be used as a reference book for all those who are interested in creating a safe and loving community classroom for children.





## ■ How We View Children in the 21<sup>st</sup> Century

Children are precious beings and the creators of the future for all life on Earth. They are not just physical beings, but are spiritual beings with awakened consciousness as a member of the global community of life.

## ■ Educational Values

- 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



## ■ Code of Conduct : The Three Promises

- 1 I will not bother others.
- 2 I will look after myself.
- 3 I will help others when I can.

# Earth Kids Space as a Model Community Classroom

## ～ Reports from the National Conference ～

On January 2008, a National Conference was organized at the National Olympics Memorial Youth Center in Tokyo, in order to present to the public the outcomes of the government-commissioned research study. Many people involved in education and child care gathered to hear the reports from the 13 Earth Kids Space locations which participated in the Model Program. The conference program included presentations, sharing of experiences, exhibits and experiential workshops. This section introduces the presentations made at the conference, which report on the experiences gained at the respective Earth Kids Space locations. They are intended to present the different challenges, possibilities and practices involved in creating community classrooms.



Fiscal 2007 Research Study to Promote  
Comprehensive After-school Measures  
Commissioned by MEXT

### National Conference

#### —Reports and Recommendations from the Earth Kids Space—

Date & Time : January 15, 2008 10 : 00 am-3 : 00 pm

Place : Small Hall, Arts Building, National Olympics  
Memorial Youth Center

Theme : “Fostering Peace-loving Global Citizens”



## P R O G R A M

### Reports from the National Conference

#### **Part 1**

- 10 : 00      Opening Remarks and Keynote Address  
                  “Peace Education Programs of the Goi Peace Foundation” by Hiroo Saionji,  
                  President of the Goi Peace Foundation
- 10 : 20      Introductions of People Involved in Implementation of Consigned Research
- 10 : 30      Presentation of Outcomes from Consigned Research Implementation Sites  
                  “Community-wide cooperation in Caring for Children” by Taeko Fukuoka,  
                  Coordinator, Earth Kids Space Koyoen  
                  “Love and Values that Nurture the Spirit and Energy of life”  
                  by Kazuko Terui, Coordinator, Earth Kids Space Goi
- 11 : 00      Voices of Partners and Collaborators  
                  “Regional Revitalization Begins With Child-raising Assistance” by Mieko  
                  Kitanoi, Fomer Chairperson, Koyoen Chapter of the Association for the  
                  Promotion of the Well-being of Youth  
                  “Hail to the Earth Kids” by Mitsui Tanaka, Former Coordinator, Earth Kids  
                  Space Nangoku-Tosa
- 11 : 20      Report on Experiences  
                  “Continuing International Exchange Together with Foreign Students of Diverse  
                  Nationalities” by Yuko Seki, Coordinator, Earth Kids Space Setagaya
- 11 : 45      Further Development  
                  “Child-raising Consultation Meetings Held for concerned Parents” by Kimie  
                  Seki, Former Coordinator, Earth Kids Space Setagaya
- 12 : 15      End of Part 1

Break

#### **Part 2**

- 13 : 00      Viewing of Exhibits / Interactive Program Workshops
- 14 : 20      Reports on Experiences at Earth Kids Space Sites  
                  Keiko Asai, Coordinator, Earth Kids Space Takaraduka  
                  Masumi Inoue, Coordinator, Earth Kids Space Niigata  
                  Emiko Kameshima, Coordinator, Earth Kids Space Okinawa  
                  Idumi Yamashita, Coordinator, Earth Kids Space Fuji
- 14 : 45      Future Outlook and Cooperation Requests
- 14 : 55      Conclusion
- 15 : 00      Closing

## Focal Theme●Community-wide Cooperation in Caring for Children

Outcomes : —Shared awareness that community members should all be involved in caring for children.  
—Active information exchange and collaboration among community members. Revitalization of the local community.

### “Involving Communities in Cultivating New Global Citizens”

Taeko Fukuoka  
Coordinator, Earth Kids Space Koyoen,  
Nishinomiya, Hyogo Prefecture



### Combining the Power of the Organization with the Power of the Individual

Over the past three years we have organized Earth Kids Space activities 168 times in total. We were able to implement various activity programs thanks to the support of the people in the community. The Koyoen school district has one elementary school, two junior high schools and two high schools. It also has the Koyoen Chapter of the Association for the Promotion of the Well-being of Youth, which has a great amount of organizational power. The Association provides complete support for our activities at Earth Kids Space Koyoen.

Once each month, the Association convenes a regular meeting that is usually attended by 40 people. Attendees include the Association's Chairperson, civilian committee members, people from the Social Welfare Council, heads of various neighborhood residents' associations in the Koyoen area, principals and vice principals of schools as well as representatives of nursery schools in the Koyoen school district, PTA Chairs of various schools, guidance counselors, and representatives of Sports 21, Girls Scouts, and other organizations. As a variety of information

exchange is carried out in this forum, we from Earth Kids Space also attend and distribute our newsletter once every two months.

Once, when Tanabata festival decorations were being planned for us, at the regular meeting I asked where we could get some bamboo. One member offered to provide some, and then a certain neighborhood residents' association leader also offered to personally help us by doing the physical work of propping up large bamboo stalks. This is one example of how wonderful people are gathering together to help raise the children of the community.





## Various Support and Co-operation Provided by the Community

Below are some of the ways in which community members have been supporting the activities of the Earth Kids Space :

- Nishinomiya city gave us special rates and reservation priority for using civic facilities.
- Schools helped distribute our program flyers to children.
- Association for the Promotion of the Well-being of Youth introduced our activities in their newsletter.
- Nishinomiya City newsletter featured our activities. This helped us gain recognition by the residents.
- Local newspaper carried the article about our children, who participated in the Space Friends 2007

event with astronaut Mamoru Mori.

- Local residents let us use a piece of land and helped the children grow potatoes, beans and other vegetable.

Studying and passing on Japanese tradition are also important. When children travel overseas, they should be able to talk about their own country's culture. This will lead to children growing into "Peace-loving Global Citizens." Our children were taught by people from the community how to make sandals using towels, and how to make straw and strands of rope for New Year's decorations. They also were introduced to summer festivals, *udon* (wheat flour noodles) making, and radio calisthenics. During international exchange time, people from the PTA made flags of Spain for us. Collaboration with many people from the community is making many kinds of Earth Kids' activities possible.



### Message

When Earth Kids Space was initiated three years ago, I believed that we had something in common with them—the things that we at the Association for the Promotion of the Well-being of Youth had been doing. Since then we have worked together hand-in-hand. We had held a variety of events before then, and just when I had begun to think that we didn't have enough one-on-one interaction with the children, Earth Kids Space came into being and filled that need in a very timely fashion. From about 10 years ago, Hyogo Prefecture has operated a Trial Week plan that offers second year junior high school students a week of experiences in society. Community facilities and business establishments take in the children and look after them while giving them hands-on experience. In Nishinomiya, NPO organizations make "eco cards" and carry out city-wide "Raise Eco-awareness Through Children" activities. In these ways, many organizations have partnerships with the Association, and we all work together to better our community. We believe that you don't need to do big things to revitalize the community—all you have to do is string your efforts together, one by one.



Mieko Kitanoi, Former Chairperson  
Koyoen Chapter of the Association for the Promotion of the Well-being of Youth

## Focal Theme●Love and Values that Nurture the Spirit and Energy of Life

Outcomes : — Creation of a space filled with love and friendly atmosphere.  
— Communication of love and compassion by totally accepting and resonating with the child.

### “How to Touch the Hearts and Lives of Children”

Kazuko Terui, Coordinator, Earth Kids Space  
Goi, Chiba Prefecture



#### The Importance of Feeling Fulfilled

In the past, even when we decided, “Okay, let’s go from the youngest to the oldest,” there were always kids who had a habit of saying, “I’m Number One,” and wanted to be first. However, that once-ubiquitous phrase has disappeared recently. Why? One day, I realized the answer. The last thing in our program at the Space is reading to the children. They will start talking to me in the middle of it, and I always make sure to listen to them and engage them and satisfy them by saying things like, “Oh, really? That’s amazing!” All I am doing is just receiving and listening to whatever they say, but I’m sure minds are satisfied by this. The Native Americans teach that children who are brought up with acceptance learn how to love themselves, and children who are brought up with praise learn how to be thankful. I believe that the phrase “I’m Number One” has vanished from this Earth Kids Space because the kids here are being accepted and praised.

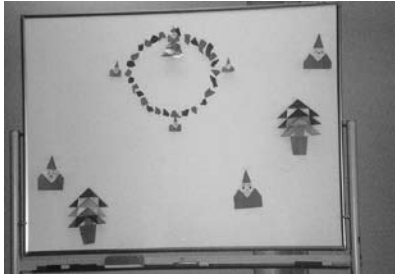
#### Children Accept Love Instinctively

The other day I read the story *Zo no Senaka*\*1 to

the children.

“The Papa elephant is ill. When he tells his family, the child elephant Poppo-chan says, ‘Will you go away to some place nobody knows? Please take me with you.’ But the Papa elephant admonishes, ‘I can’t do that!’ It is said that when death is near, an elephant will go away to look for a place to die alone. In the middle of the night, the Papa elephant left to go out with a big noise. Poppo-chan quietly follows after him. The Papa elephant digs a hole and buries something near the river. On the second day and the third, the Papa elephant goes far away again and buries something.”

At this point, I asked the children, “What did he bury?” One of the children said, “He didn’t bury anything, he buried his spirit.” Another kid said, “That’s right. The next day he went to the animals, the trees and the flowers and said, ‘Be well. I’m going now, but you all be nice to each other, okay?’” The children said that on the third day, he said thanks for everything and buried much of his spirit there. There were still three pages left in the book, so I asked them, “How can you all know what’s ahead before I read it?” They answered, “Because, that’s the way it is here at the Earth Kids Space. That’s when I understood that it is so important to be recognized and praised. But there is more than that here. This place is full of love. That love was conveyed at some point and took root in the children’s hearts.”



## Nurturing Children Who Can Draw Out Love and Spiritual Richness from within Themselves

Recognizing your own good qualities and recognizing the great things about people. Seeing the positive things about your own country, and taking a long look at the good points of other countries. These are the kinds of things that lead to “Fostering Peace-loving Global Citizens.” At the Earth Kids Space, the

kids can play freely — make drawings, origami, anything they want. As they played, they also brought out such a degree of love and spiritual richness from within that they understood that the elephant “buried his spirit.”

\*1 Zo no Senaka (The Back of the Elephant), a novel by Yasushi Akimoto, published by Kodansha

### Message

I first heard about the existence of Earth Kids Space just at the time when I was saddened by the death of a girl I knew and thought, “I wish there were a place where children could do the things they want to do and shine brightly.” I am not a certified educator, but I was able to use my childrearing experience to work together with everyone to build a lively place filled with positive love. If we adults can join forces throughout Japan and the world to create these places for children, I believe that we as well as the children will continue to shine brightly.

Kazuko Terui, coordinator, Earth Kids Space

## Focal Theme ● Overcoming Isolation, Building Strong Partnership with School

Outcomes : — Great improvement in children's behavior through the practice of the Three Promises.  
— Cooperative relations with the community and school as a result of positive changes observed in children.

### “Hail to the Earth Kids”

Mitsui Tanaka, Fomer Coordinator, Earth Kids Space  
Nangoku-Tosa, Kochi Prefecture



### A True Place for Children

Many households in our district have experienced divorce, with some statistics showing that single parent families account for as much as 40% of households with children. When I started the Earth Kids Space, I found out that many of these single parents are hardly ever at home, and their children are hanging around at home until late at night waiting for the parent to finally return.

I thought that something must be done about this. I live in a small two-story house, but I decided to open up the entire first floor to the children so that they could come any time they wanted as long as I was present. I'd get calls on Sunday mornings from kids who would say, "Is it okay to come now? My parent was already gone when I woke up and I haven't eaten yet..." Kids would come to my house after school with their backpacks and say, "I'm home." I had always lived a quiet single life before, but suddenly out of nowhere it seemed like one great family filled my home.

Now the children all have looks of ease on their faces, as if they were in their own house. Their smiles are so sweet. They don't need difficult logic or systems of organization. All they need is love and respect. All we need to do is just keep on loving them

with a warm heart and believing in them, no matter what they do. Anyone who puts their mind to it can operate an Earth Kids Space that envelops the children in love. Anyone who has the love can do it.

### The Three Promises Are Deeply Instilled in Children's Spirits

At our Space, all the kids keep the Three Promises\* with a gleam in their eyes. The children do their best in the belief that they can become who they want to become an honorable person by keeping the promises.

At first, the children messed up the room. The elementary school teachers seemed to be keeping their distance watching from afar at the beginning. But gradually, the children changed. Their powers of concentration came out, their postures improved, and they became able to answer questions clearly and look their teachers in the eye. Now the teachers are sympathetic to Earth Kids Space principles, and when trouble arises we get in contact with each other right away. We also actively share information. The teachers also help when parents need to be contacted.

The boy who used to say, "I'm the most pathetic kid in the world," has regained warmth. Smiling faces on children are truly wonderful. I love them and want to see them. This year I will turn 80 years old, but



those smiles keep me going.

I was elated that the school principal said, “Thanks to Ms. Tanaka, the school, the parents, and the people of the community want to work more closely to raise

our children.” If we begin by reaching out to those around us, anybody, children or adult, can change.

\* The Three Promises : See page 18 of this Report.

## Message

Going to Ms. Tanaka’s place, gives the children a sense of well-being. You have constantly sympathized with the children at your Earth Kids Space. On weekends, you even prepare breakfast and lunch for them. We have so much respect for you. Now the elder children teach the younger ones the Earth Kids rules, and they all behave well together. Thanks to you, the children who are not getting what they need at home are given love and made to feel that they are precious. A child’s future is supposed to look bright, but in today’s world this is not always the case. However, the things these kids experience at your house will provide them with sustenance for their lives in the future. We teachers are influenced by you in our work, but should you ever feel that we are not treasuring the children enough, please give us your candid advice.

Excerpted from a letter written by the Principal of a collaborating school



## Focal Theme●Development of Global Consciousness and Internationalization of Local Community

Outcomes : — Cultivation of international sensibility in children through interaction with foreign students.  
— Mutual understanding transcending differences of language and culture. Raised awareness as a citizen of the Earth.

### “Continuing International Exchange Together with Foreign Students of Diverse Nationalities”

Yuko Seki, Coordinator, Earth Kids Space  
Setagaya, Tokyo



At our Earth Kids Space, we cherish international sensibilities. In particular, we enjoy the frequent participation of students from 30 countries who live in the area. When we held a program in connection with the United Nations International Day of Peace, a great many foreign students attended and were able to enjoy interacting with children, parents, and other people from the community.

At first the children saw the students as “foreigners” and had passive attitudes, but as they spent time interacting with them, they were able to transcend differences and enjoy the exchange. Some foreign students remarked that during their participation in the program they were able to stop feeling like a foreigner and just feel like a person.

International sensibility acquired at an early age becomes a practical quality in adulthood. Some parents remarked that they wish they had an opportunity like this in their childhood.

In the Earth Kids Space program, children continue having experiences of meeting foreign students and having direct conversations with them. It is our hope that a rich international awareness and a sensibility that we are all part of a global family are cultivated in the children.

I believe it would be wonderful if more places like this where “Peace-loving Gloval Citizens” mature in a natural way could be created and developed in all regions.

Six of the foreign students who are participating in the Earth Kids Space Setagaya program attended the National Meeting for Announcing Results. A good time was had by all, as they extended greetings and introduced themselves in their own countries' languages, and had the audience responded in the words they had just been taught. The venue became a veritable "Mini Earth Kids Space." Later, the foreign students gave their impressions of Earth Kids Space.

### Virgilio (from Mexico, majoring in agricultural economics)

I get a great impression from Earth Kids Space. I have great fun with everyone every time I go there. I want to help build a society where everybody cherishes the spirit above all else, even after we grow up. To this end, I believe the Three Promises that the children recite are also important. Every day, I am trying to be like a child in the sense that I smile. If you smile, your heart will open up. I will continue to participate in Earth Kids Space.



### Betsy (from Colombia, doing global social research)

Earth Kids Space is a precious place for me. Thank you for always allowing me to participate.

### Mustafa (from Jordan, majoring in dentistry)

I am elated to be here. Thank you very much. I am grateful from the bottom of my heart to everyone working so hard for the children and for the future. I also look forward to the coming of the day when the people of the world achieve happiness.



### Zhu (from China, majoring in global economics)

I have been participating in Earth Kids Space for three years and am very happy to be able to use this opportunity to express my gratitude. I have learned what is possible for us to do for the sake of international understanding and exchange. Playing with the children has given me both good times and good cheer, and has put me into the state of mind that I can tackle my daily life with vigor. I believe that creating peace starts with making steady efforts working from what's immediately around you. From now on, I hope to work with Earth Kids Space and engage in various other activities.

### Gabriel (from Nigeria, majoring in fisheries science ; pictured left)

When we first came to Japan, my wife Rose and I were on our own and had no acquaintances. We also wrestled with the language barrier. However, thanks to our participation in Earth Kids Space, we were able to have wonderful exchanges with children, singing and playing together. We are grateful for the kind hospitality of the people of Japan. I hope that we will be able to hold a program like Earth Kids Space when we go back to Nigeria. Through activities like this, I hope we can achieve a joyful world full of love and unity.



### Gabriel's wife, Rose (from Nigeria ; pictured right)

I thank the people of Japan who have been so friendly and kind to us.

# Reports from Earth Kids Space Locations

## ● Case Studies and Recommendations

### Child-raising Consultation Meetings Held for Concerned Parents

Kimie Seki, Former Coordinator, Earth  
Kids Space Setagaya, Tokyo

After our Parents Meeting last year, many people expressed their desire to have more such meetings in the future. In response, we are now holding Child-raising Consultation Meetings six times a year, during the daytime on weekdays for two and a half hours.

《Child-raising Consultation Meeting Concept》

⇒Parents are becoming isolated amidst the trend toward the nuclear family and the declining birth rate. They need a place for discussions about child-raising.

⇒By talking, they can let their feelings loose, get more comfortable and become able to deal with their kids in an easygoing way.

⇒Let's clearly separate the social principle of competition from children's individual worth and growth.

⇒One need not be the same as everyone else ; it's okay to be different. It's important that we recognize and help develop a child's good qualities.

⇒Let's respect the principle that a child is a gift from Heaven. Let's also cultivate awareness in ourselves that enables us to feel the preciousness of a child's life.



### Candid interviews with Moms

At the conference, mothers who attend the Child-raising Consultation Meetings at Earth Kids Space Setagaya also took the stage to answer questions.

《Child-raising Consultation Meeting Topics》

- On the parent-child relationship : How to praise, how to admonish, how to avoid over-protectiveness and over-control, how to avoid hindering a child's autonomy.
- On relationships between children and their friends : How to help kids cope with insecurity when entering new classes and starting with new teachers, how to make up for lack of experience and communication.
- On play : What to look out for regarding the use of electronic games and IT equipment.
- How to address changes in the environment surrounding kids. The trend toward the nuclear family and the declining birth rate are having adverse effects such as the lack of opportunities for children to play with children of other ages. A strong local community is very much needed.



《Significance of the Child-raising Consultation Meetings》

- Thanks to the homey atmosphere and small number of people, it's easy to talk.
- Even though I have major problems I must handle myself, as I talk I feel more relaxed and am able to interact with my kids in an easygoing way.
- When I am alone, I just feel more and more ill at ease. When I come here, I can listen to the older mothers talk about their experiences and am able to turn around my worries and become more positive.

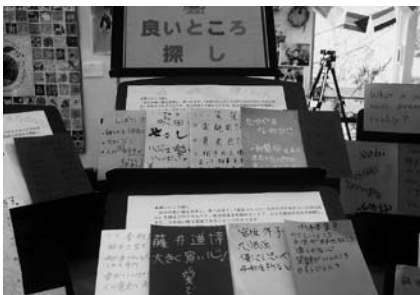
## Partnering with the Local Elementary School and Enjoying Collaboration by University School Students

Keiko Asai, Coordinator, Earth Kids Space Takaraduka, Hyogo Prefecture

Our after-school Earth Kids Space is held at an elementary school in the city. One hundred children participate every time and the place is always full of crackling energy. We have the understanding and cooperation of the elementary school, and sometimes the principal and vice principal themselves come to give support. The teachers also tell us that since the things in the school are all for the children, we can use them all freely, and we gratefully do. Since we operate in the school, the children are able to just stay there after school time. This fact is not only convenient for the children but also extremely reassuring in terms of safety. In addition, the members of “Club Geordie,”\* a organization devoted to international understanding and education at Kansei Gakuin University, are a confident group of collaborators who play with the children. They offer the children a variety of programs related to international understanding, and actively take part in them.

Our Space is being supported and is developing healthily thanks to such partnership and cooperation.

\*“Club Geordie” develops new programs in international understanding and comes to visit Earth Kids Space. The children look forward to its members’ visits.



## Collaboration with the Local School Kids' Club Using Introductions to Japanese Culture

Masumi Inoue, Coordinator, Earth Kids Space Niigata, Niigata Prefecture

At Earth Kids Space Niigata, we are trying many different things thanks to the understanding and cooperation of people and groups in the community.

One example is our collaboration with a local school kids' club. The children in the club and our Earth Kids Space children visited each other's space and played together. Through this collaboration we are expanding our forum for activities.

Another example is our programs for understanding Japanese culture, such as flower arranging and tea ceremony. We are putting a lot of effort into this area. As he teaches the children how to use the flowers, the flower arranging teacher makes sure to tell each student how wonderful he or she is. The tea master, an elderly lady, always wears a kimono, and conveys the Japanese tradition through every move that she makes. These instructors understand the Earth Kids Space principles and come to us as volunteers. Sometimes they bring large pieces of luggage holding tools and other materials.

I believe the spirit of harmony and gratitude toward people and things inherent in Japanese culture helps cultivate the qualities needed to become a truly internationally minded person. The children are learning these important things at a young age thanks to such efforts by people in the community. I am very grateful for this.



## Earth Kids Space : From Okinawa to the World

Emiko Kameshima, Coordinator,  
Earth Kids Space Okinawa, Okinawa Prefecture

We hold Earth Kids Space once a month. The motto is "Bright and fun." The children also recite the Three Promises on their own in the course of their play. The children are very happy about participating in Earth Kids Space. Interest is high among people in the community, and staff participation by adults is on the rise. I also run a healing care school and salon, and many of my customers and students are sympathetic to the Earth Kids Space cause.

I hope that Earth Kids Space can communicate from here in Okinawa to the world at large. One recent day, just as I was thinking this thought, some great collaborators appeared. I was at a nail salon in the neighborhood, and when I said that I wanted to convey the idea of Earth Kids Space, and I wanted to meet the kids of the world, so that all the world's children can grow up freely and naturally, the owner, who was in the middle of a manicure, took off her mask and looked me in the eye. "That's it," she said. "That's what I've always wanted to do. Let's do it together!" Then another customer who had overheard us joined in and said she would help, too. That other customer was a black woman who owned a very nearby church. What had happened was that three owners of establishments in the immediate vicinity of each other — my place, the nail salon and the church — had met and shared our passionate feelings about working together for the sake of children. We will join the children and the people in the community to introduce the greatness of Earth Kids Space from Okinawa to the world.



## Fostering Regional Individuality and Achieving Internationalization

Idumi Yamashita, Coordinator,  
Earth Kids Space Fuji, Shizuoka Prefecture

The other day, I went into town with the children to hand out fliers inviting the people in the community to come to Earth Kids Space. When we went into a shop run by a Brazilian and handed out the flier, the owner said with an expression of mixed surprise and joy, “But I don’t speak Japanese well, and my eyes and hair color are different...” When we said, “Please do come,” he responded, “But, is it okay if I go?” It was shocking to hear this and what it implied about the current state of things.

There are about 4,000 people from foreign countries living in the city of Fuji, where we reside. Our interaction with the foreigners who live among us is still insufficient. Earth Kids Space is a place where adults and children can have fun together being their natural selves. I feel that it is important to pursue regional internationalization through Earth Kids Space by constantly reaching out to our foreign neighbors. I hope we can all do this together.

Currently I am working as a city council member of Fuji city. My experience in this position has caused me to keenly feel the importance of the role of government institutions. After all, they handle everything connected to the foundation of our lives — education, welfare, construction, public works, etc. However, one finds very often that one doesn't know where to get a consultation, for example, about creating a community classroom. I used to feel this way, too. However, even if you are unsure, first try going to your local government. Smile when you speak, and don't give up right away. Keep trying. There is always a way to foster regional individuality and make balanced preparations. Your local government, then the prefectural one, will start to smile with you. Next, the national government will smile, and then the people of the world. If you first break through the people around you, their smiles will start the wave. We at Earth Kids Space Fuji intend to get our message out, and we hope you will join us.



# Activity Model for a Community Classroom for Children

Let us create an inspiring and safe environment where children can spend their time after-school. We propose the Earth Kids Space as a model community classroom, where members of the community can come together transcending boundaries of generation, nationality or culture and enjoy interaction in a harmonious and friendly atmosphere.

- ◇ Start-up, Operation and Management Manual
- ◇ A Model for Partnership and Collaboration
- ◇ Educational Philosophy of the Earth Kids Space Program
- ◇ The Ten Principles for Creating an Earth Kids Space
- ◇ Practical Activity Manual
- ◇ Tested and Recommended Activities
- ◇ Reference Materials for Activities

# Start-up, Operation and Management Manual

## Start-up

- ☐ Code of Conduct / Shared Objectives

### The Three Promises

In a place where many people gather, the children take these rules of behavior to heart even in an atmosphere that lets them act freely, and they actively try to observe the promises. When opening a Place for Children, having a shared set of rules with the children is extremely important to everyone being able to spend their time there comfortably. The rules that come from the next three items are especially effective in nurturing autonomy, consideration for others, spontaneity and a sense of ethics.

- ① I will not bother others.
- ② I will look after myself.
- ③ I will help others when I can.

### The Four Objectives

As children spend their time comfortably, we aim to nurture in them values and ideas befitting these leaders of the future generation. By setting the following objectives, we can clarify the direction of the Earth Kids Space. (See page 25)

- ① Independence
- ② Harmony
- ③ Global Understanding
- ④ Love and Peace

- ☐ Reconfirm the Ten Principles for Creating an Earth Kids Space (See pages 26–27)
- ☐ Consult with administrative counterparts at municipalities involved in after-school classrooms for children
- ☐ Secure staff (enough number of staff to look after the participants)
- ☐ Secure places for activities (school and other public facilities, people's homes, etc.)

### Venues

- ☐ Consider safety, check the neighborhood around the venue. Be sure to consider amount of vehicle traffic, amount of people who pass by, whether there are eyes and ears around, whether sidewalks are sufficient, etc.
- ☐ Possible venues include school and other public facilities, private culture rooms, and people's homes.
- ☐ Consider space usage fees and choose facilities that could be used on an ongoing basis.

- ☐ Confirm participants

### Participants

- ☐ Typically eligible participants are children from first-year elementary school students up to third-year junior high school students, and their parents.
- ☐ If participation by small children is desired, consultation with parents is needed.
- ☐ If participation by children with physical disabilities or autistic children is desired, try to accommodate it to the extent possible. In principle, when accepting such participation, request the parents to always accompany the child. It is important to accommodate such participation after sufficient consultation with the parents.

## Operation and Management

- ☐ Implementation schedules and other schedule management
- ☐ Activity program plans that accommodate the actual conditions in each community
- ☐ Coordinating contacts among schools, households, and communities
- ☐ PR activities (creating and distributing posters and leaflets announcing meetings, PR about activities)
- ☐ Maintaining a list of emergency contacts
- ☐ Enrollment or non-enrollment in insurance (See page 20 “Safety Management”)
- ☐ Clerical work (arranging for educational materials, necessary consumables, etc.)
- ☐ Accounting : keeping track of finances (including organizing and storing receipts)
- ☐ Building various regional networks
- ☐ Planning and developing activity programs in line with actual conditions
- ☐ Preparation before and cleanup after classroom implementation

※Make the setting of appropriate contents for budget, number of participants, ages, and venues as precondition for operation.

## Number of sessions and session time

- ☐ Consider a number of sessions for which implementation will be sustainable.  
One to three times a month is probably a manageable number. Number of sessions can be increased, with the precondition of budget measures by the municipality, in cases where the additional session can have a supplementary role to the school such as “group walking home from school” or after-school care session. Increasing the number of sessions during the summer vacation, mainly on weekdays, seems to meet parents’ needs. Multiple-day sessions and consecutive-day sessions are also encouraged. Incorporating support for independent research assignment during the summer vacation into your program will make it even more fulfilling.
- ☐ For weekday sessions, adjust to the end of the school day of the students in lower grades, and open the venue at around 2 : 30 pm. Starting the program after the older students finish class and all have gathered will result in a smooth flow.
- ☐ For weekend and holiday sessions, you can adjust times to needs, for example, morning only, afternoon only, or both.
- ☐ Weekends and days off are good for parent-child participation. However, participation tends to be low on Sundays and holidays.
- ☐ Adjusting ending time according to the time of sunset (5 : 30 pm in the summer, 4 : 30 pm in the winter) is a good idea.

## Communication with Parents

- ☐ Information for parents should not be given verbally to children. Put it down in written form and make sure it gets in the parents’ hands.

## Cooperating and Partnering Organizations

Cooperation by households, schools and the community in looking after children’s after-school activities is important. Activities steeped in the community lead to community revitalization. Moreover, as the Earth Kids Space gains the trust of everyone in the community, the activities themselves will

become self-sustaining.

## Safety Management

Be sure to explain to the parents and have them understand that the Earth Kids Space is operated by volunteers, and that you gain the participation of parents and children based on their understanding and acknowledgement of the principle of self-responsibility.

☐ Know the participants in advance

For safety's sake, use a participation registration application system so that you will be able to keep track of who is participating and there isn't some unspecified number of kids coming and going freely. Be sure to check for allergies and chronic illnesses at the time of application for registration. Allergy information is crucial when determining menus and ingredients for cooking practice.

☐ Injury

1. When a child is injured
2. Immediately inform staff.
3. Determine whether to call ambulance, taxi, etc.
4. Contact parents.
5. Call for ambulance or call taxi to take (staff and) child to the hospital.
6. Decide whether or not to continue the session with the remaining staff. Secure the safety of the remaining children.

☐ When a child becomes ill

1. Check the symptoms.
2. Take child's temperature. ※Absolutely do not administer any internal medication by your own judgment.
3. Contact parents.
4. Depending on the circumstances, send child to a hospital or call an ambulance.

☐ When an accident for which liability for damage may be incurred occurs

1. If you are insured, phone your insurance company promptly.
2. If items are damaged, take photos at the scene and collect repair estimates so that the circumstances of the accident are understandable.

※ Have the insured person who caused the damage conduct out-of-court settlement negotiations. For out-of-court settlement, have sufficient consultations with the insurance company you are already using. Be sure not to enter out-of-court settlement negotiations until you have acquired the consent of the insurance company.

(Excerpted from the Sports Safety Association website)

☐ Suspicious persons

- Gather information on suspicious persons from police boxes, etc.

【The Tokyo Metropolitan Police Department's Suspicious Persons Information Page : 】

[http : //www.keishicho.metro.tokyo.jp/seian/fushin/03minato.htm](http://www.keishicho.metro.tokyo.jp/seian/fushin/03minato.htm)

- Keep the entrance door locked during sessions.

☐ During a major earthquake

1. Secure safety (have children protect their heads).
2. Gather children in one spot and make sure everyone is present.
3. Shut the gas valve and turn off the electricity breaker.
4. Remain inside until tremors have subsided completely.
5. Promptly extinguish any fires that may have broken out.

6. Evacuate as soon as fire gets large.
  7. Evacuate as a group to an “open evacuation area”.
  8. Contact parents. ※ Contact parents as soon as it is possible to do so.
  9. Return once tremors have subsided and fires have been extinguished (or died down).
- ☐ Heavy rainstorms and typhoons  
Use the previous day’s weather forecast to make a determination. If a heavy rainstorm or typhoon is expected to make landfall during the morning or afternoon of a scheduled session, cancel the session. Make necessary deliberations in the event that landfall is expected in the evening of the session day.
  - ☐ Handling of personal information
    - Prepare only the bare minimum number of lists of participants’ personal information (names, addresses telephone numbers, etc.).
    - Limit the removal and borrowing of personal information lists to staff that need to do so for work. Absolutely do not allow anyone else to do so.
    - If one participant (A) requests the contact information of another participant (B), do not give the information right away. Instead, ask A to approach B directly. Alternatively, the coordinator can ask B’s permission, and divulge B’s information to A after obtaining B’s permission.
 ※ In compliance with the Personal Information Protection Law.
  - ☐ Collecting participation fees, material fees, etc.
    - Prepare collection envelopes.
    - After collecting fees, write “Date,” “Fee Type,” and “Amount” on the envelopes, stamp “Received,” and return envelope to each child and tell them to hand it back to their parents.
    - Take sufficient care in managing cash received.
  - ☐ Enrolling in Sports Safety Insurance  
We recommend considering having the participants enroll in Sports Safety Insurance.

## Sports Safety Insurance

【For information, consult the Sports Safety Insurance Association website : 】  
[http : //www.sportsanzen.org/hoken/hoken1.html](http://www.sportsanzen.org/hoken/hoken1.html) (Japanese info only)

In this form of insurance, the Sports Safety Insurance Association is the insurer, and members of organizations involved in social education that conduct amateur sports activities, cultural activities, volunteer activities, community activities, and guidance activities that have undergone enrollment procedures are the insured. The contract is a comprehensive one for injury insurance and damage liability insurance concluded with 10 non-life insurers managed by Tokio Marine & Nichido Fire Insurance Co., Ltd. This is also a compensation system that covers accidents that occur in Japan and incorporates a “mutual aid payment system” operated by the Association into these insurance items. Note that this insurance does not cover accidents that occur during activities that are under school control.

We recommend that you will find and enroll appropriate insurance for children’s activity and accident.



## A Model for Operating an Earth Kids Space in Partnership and Collaboration with the Community

Through this research project, it became clearer that partnership and collaboration with various individuals and organizations in the community are vital in creating and operating Earth Kids Space. This is because the Earth Kids Space is not only a place for children to spend time after school, but also a place where adults can come together in an effort to nurture children as a whole community. A community-wide cooperation is already producing outstanding results in many locations. Municipal administrative offices, local educators and child-care providers, non-profit organizations, commercial districts and local businesses are all potential collaborators in providing care for children in the community with shared intention and sense of duty.

Creating an Earth Kids Space may indeed be considered as a community-wide project that could revitalize the local society. The diagram shows a model of the cooperative network based on our own experience.



### Government Administration

Relevant departments at each municipal administrative office (e.g. education and welfare related departments), municipal committee for the After-school Programs for Children, and board of education

Youth  
organiza-  
communi-

### Schools, etc.

Elementary schools, junior high schools, and high schools in the school district

### Regional Public Institutions

Libraries, Community centers and Public halls, Police departments, Fire departments, Waterworks departments, International exchange organizations, etc.

Other after-school classrooms, children's centers, etc. in the community

Residents' associations, NGOs/ NPOs (including reading, music, and art related), Welfare organizations (volunteer activities), Senior citizens groups, Child-care institutions. Youth organizations, Universities (welfare clubs, international exchange clubs, etc.), and Various other organizations in the community

Experts in the community, preservers of regional traditions and culture, organizations that promote traditions and culture, etc.

Circle of cooperators and volunteers in the community offer :

- Advice for implementation
- Cooperation in publicity
- Contribution to the program
- Lectures and guidance
- Participation in various events

Local merchants' associations, local industry associations (agricultural cooperatives, fisheries cooperatives, etc.), chambers of commerce, etc.

### Earth Kids Space

Children  
Coordinator  
Staff (including instructors and safety management personnel)  
Parents

# Educational Philosophy of the Earth Kids Space Program

Today there is concern about the sustainability of life on this planet, including human life. As we aim to cultivate the youth who will be our future leaders, our urgent need is to develop human beings who have global perspectives and values and ethics befitting a global community that champions the stance that all of the earth's living things deserve respect. Therefore, in addition to enabling children to spend after-school hours in a spiritually rich, safe and stable manner, we recommend the practice of education that fosters global perspectives and mindset, and befits the new age they will lead.

In inaugurating an Earth Kids Space, it is important to form a philosophical consensus with those who will be involved. The following contents have actually been implemented producing positive results. Please use them as reference.

## ■ Educational Philosophy

Human beings are members of a global community of life ; we must cultivate an awareness of our responsibility and fulfill our mission toward this community.

## ■ Goal of Education

To foster talent and character that will contribute to the realization of the aforementioned ideal.

## ■ View of Children

Children are precious beings and the creators of the future for all life on Earth. They are not just physical beings, but are spiritual beings with awakened consciousness as a member of the global community of life.

## ■ View of Education

Adults think that “we must educate children,” but this is a misconception. If we respect the value of children's existence itself, recognize the capacity and intuition they possess, and completely accept them, their greatness will spring forth. In other words, education in the 21<sup>st</sup> century should explore the realms of ‘life’ and ‘consciousness’ and provide opportunities to learn about the true meaning of life. In particular, adults should learn from the wonderful qualities of children, such as their purity, innocence,

cheerfulness, and wisdom, and uplift themselves together with the children.

## ■ Educational Values

- 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

## ■ Code of Conduct : The Three Promises

- 1 I will not bother others.
- 2 I will look after myself.
- 3 I will help others when I can.

## ■ Educational Practice

The “others” in the Three Promises refer to all people, from family and friends around us to all of humanity. When children spontaneously come to understand that it is “all humanity” whom they should not bother, and whom they should help when they can, it means they have achieved global consciousness. Our educational practice is geared toward encouraging children to open their hearts, rising above all differences of race, ethnic group, religion, politics, generation, and physical traits, through experiential learning and interaction in a friendly and trustful environment.

## The Four Objectives

Our education respects the children's existence as they are, and aims to have children spontaneously acquire a broad perspective and compassion through various activities. We have set up four objectives to describe our aim in essence, making it easy to explain to the parents and people in the community.

### Independence

To develop a sense of responsibility for oneself

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.

### Harmony

To cultivate the ability to initiate communication and cooperation

Nature achieves a remarkable harmony and moves beautifully in accordance with natural laws. Similarly, it is important that we cultivate in children the ability to initiate communication with themselves, friends and parents, and form cooperative relationships, so that they can find their own path to harmonious coexistence.

### Global Understanding

To foster a global perspective and a spirit of appreciation toward the Earth

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. Transcending all these dualities and distinctions, we shall create a world in which all different races, ethnic groups, religions, cultures, traditions and customs are respected, and diversity is appreciated and enjoyed. We shall coexist with all life on earth showing gratitude to them.

### Love and Peace

To nurture 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, harmony and appreciation at the core of his or her being. It is only when respect is coupled with love that genuine education can take place to ensure that children are brought up to play a leading role in building peace in the future.

# The Ten Principles for Creating an Earth Kids Space

How should we approach creating a place for children to spend time after school? How should we view the significance of the children who come to visit? What kinds of perceptions and actions are necessary for nestling up to children's hearts? We propose an implementation philosophy for creating a Place for Children that has been reaffirmed by the coordinators and staff at the various implementation sites and shared by all in the course of advancing this consigned research program. In these ten items are the standards for perceptions and actions that we would like all people involved in creating a Place for Children to be aware of in their efforts.

## 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 a "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 :

- Try implementing the "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 shall never be teased when they are making every effort to accomplish a task.

■ Rule : children shall 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.

■ Children and adults will share joy.

■ Children will share joy with one another. Everybody is friends at Earth Kids Space.

## 4 We will value humor.

We will value the innocent laughter of children. When humor is good-hearted, and refreshing, it has the ability to bring excitement and vitality to life.

■ "Laughing exercises," "high fives," "applause," and other techniques will be actively incorporated into the operation of Earth Kids Space.

■ 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 shall 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. This sense of security will encourage children to grow to their full potential.
- When they come, they will hear words such as, “Welcome! Good to see you!” and “Come again!” that will help them reaffirm their own existence.

**7** Let’s exchange 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 and nicely say, “I’m sorry” when they feel they’ve done something wrong.
- We should encourage the use of words of forgiveness. 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,” “It’s okay,” etc. These words of forgiveness will relieve children’s tension.

**8** There are no tests at Earth Kids Space. There are no rankings or comparison.

- 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 also 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. Our approach is to eliminate anything that can obstruct the power of life, including rankings or orders of merit that are created when contests and competitions are excessively instituted. Instead, we should create an environment where children are free to truly be themselves by focusing on strengthening their trust in affection and life.

**9** It should be a place of relaxation and fondness.

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

**10** We will encourage children to develop their own dreams and to cultivate an ability to make those dreams a reality.

- In order to paint a picture of one’s own future and that of the world, a new sense of values is needed. Earth Kids Space represent the higher values needed to realize this world of the future and share them with children.

# A Day at a Earth Kids Space

Below is a chart tracing the series of events from the preparations, the children's arrival through their departure. The time of day selected here is after-school time. For events on weekends, and at different venues and locations, please make arrangements accordingly.

## ◆ Details ◆

Time	Instructor Activities	Kids Activities	Notes, etc.
3 : 00 pm	Activity preparations / Meeting (Sharing of duties / announcements, messages, etc.) ○Prepare while greeting kids	○Kids come in order ○They stamp the attendance list ○Free play	○Say "Hello" but also convey feelings of "We were waiting for you!" and "We're glad you came." ○Encourage kids to clean up after free play and gather toge- ther.
3 : 30 pm	Opening ○Lively greetings by all ○Convey today's schedule ○The Three Promises (See page 24)	○Finish free play, get together and give lively greetings	The Three Promises 1 I will not bother others. 2 I will look after myself. 3 I will help others when I can.
3 : 45 pm	Today's Main Activity : UN International Day of Peace		
	○Introduce UN International Day of Peace ○Read <i>Kawaiso na Zo</i> * ○Pass out drawing paper, so kids can draw their impressions of the story ○Help them along with their drawings	○Kids turn their ears to the story ○Kids draw their impressions of the story  * <i>Kawaiso na Zo</i> (The Poor Elephants) , published by Kinnohoshisha	○Explain : The United Nations declares September 21st the International Day of Peace. It is a day to wish for, promote and practice peace, the common ideal of all nations and all people. ○If children comment on the story while it's being read, listen fully to what they say. ○See to it that they draw freely. ○Give support to kids having trouble drawing by showing examples, etc.
5 : 00 pm	○Make a forum for showing the kids'drawings ○Encourage them to give their impressions of the drawings	○Present own drawing, give impressions ○Enjoy the other children's drawings	○Respect the individuality and ways of expression of each drawing. Absolutely do not rank the drawings ("well done," "not so good") . ○Recognize the goodness in every drawing.
5 : 20 pm	Ending ○Clean up ○Say goodbye—convey affection to each and every one ○Greet parents coming to take kids home	○Help clean up ○Say goodbye ○Wait for pickup if necessary	○Make sure kids don't forget any belongings. ○Carefully confirm which kids are supposed to/not supposed to get picked up. ○Send kids the message that they are always welcome by saying "Stay well for next time!," "We can't wait to see you again," etc.
5 : 30 pm	○Staff give each other their own impressions, exchange views ○ Lock up and adjourn		

# Practical Activity Manual

Only some of the activities implemented so far are listed here. They are included in this practical manual to enable any Earth Kids Space to put them into practice. A characteristic of the work of this program is that it is based on the idea of "Fostering Peace-loving Global Citizens." We have taken care to include procedures, necessary materials/documents, etc., in order to present the reader a clear image for actual implementation. In carrying out these activities, we recommend that you incorporate various ideas to adapt to each situation.

**Refer to the following home page for the other practical activities.**

**Click 'Earth kids space Report on Operations for Fiscal 2005'.**

**<http://www.earth-kids.net/english/activityreport.html>**

## Where Does Our Lunch Come From?

【Objective】	To learn where the food we eat every day comes from. Also, to get a true feeling of connection with the world by investigating which countries export the ingredients in children's lunches. We may form an interest in the countries whose flags we stood up in our plate.
【Materials Needed】	Paper-mache, drawing paper, colored pencils, scissors, glue, paper plates, toothpicks
【Reference Materials】	World maps, social studies textbooks
【Procedure】	<ol style="list-style-type: none"> <li>① Each child makes his/her own lunch menu with the paper-mache.</li> <li>② Each child thinks about which country produced the items in the lunch he/she made.</li> <li>③ First, children write their guesses on paper (For example, "Rice-Japan.")</li> <li>④ Before they come back next time, have each child check at the supermarket, etc., to see from where the various items on his/her plate were imported.</li> <li>⑤ The children come back with the results of their investigations, and confirm the origins of the lunch ingredients.</li> <li>⑥ The children check the location and national flag of each country on the world map.</li> <li>⑦ The children draw the flag of the exporting countries and decorate their lunches with them.</li> </ol>
【Activity Pointers】	You also can begin this activity by having the children draw pictures of their lunches. The point is to arouse their interest and active participation.
【Application】	We recommend that the children go to the supermarket and actually look at the markings on the food products, but if this is not possible, investigate in advance and prepare materials listing this information.
【Impressions/Happenings】	We found that much of the food that we eat regularly has been imported and from very far away indeed. We noticed that perfectly harmonious international exchange is taking place on our plates (and in our stomach), and we realized once again our connection to the world. The children were very happy to be able to make their own lunches in their own ways.



# Let's Build a Tree of Peace

【Objective】	To cultivate a peaceful spirit by writing words that make us feel peace, such as kind words, cheerful words, and words of appreciation. Also, to feel the energy of words. Finally, to play a Bingo with the names of countries to get children familiar with country names and arouse their interest.
【Materials Needed】	Tree of Peace (make it with colored drawing paper), apple-shaped strips of paper (or cute-shaped sticky notes), colored pens, Bingo sheets with country names (prepare in advance), other items necessary for Bingo
【Reference Materials】	World maps
【Procedure】	<ol style="list-style-type: none"> <li>① Prepare a Peace Tree and Bingo sheet with country names for each group.</li> <li>② Explain that the object of the Bingo game is for each group to bring the as yet fruitless tree to life with words of peace and complete the Tree of Peace.</li> <li>③ Divide children into groups of two or three and play the country-name Bingo game.</li> <li>④ With each Bingo spot on a group's sheet that is called out/filled in, each child in the group writes kind words, cheerful words, and words of appreciation on an apple-shaped strip and affixes it to the Tree of Peace.</li> <li>⑤ Continue the game until the Trees of Peace have become full of peaceful words, and each group has completed its Tree of Peace.</li> <li>⑥ Finally, have each group announce the words (fruit) it put on its Tree of Peace.</li> </ol>
【Activity Pointers】	It is crucial to have the instructors realize that the object of this Bingo game is not for someone to win, but for all to have a fun and exciting time making a Tree of Peace. If needed, help the game go more smoothly by suggesting examples of "words of peace."
【Application】	Ordinary Bingo sheets may be substituted for Bingo sheets with country names. For small numbers of children, the game may be played individually instead of in groups. If you wish to emphasize the fun aspect of the game, you may incorporate your own ideas and use ball games, etc., instead of Bingo.
【Impressions/Happenings】	Some children needed time to write words that give peaceful feelings, but when they were asked, "What kinds of words make you feel peace?" and given time to freely say words that came into their heads, the words eventually came to them smoothly. A surprisingly large amount of words (fruit for the tree) came out, including, "thank you," "smile," "snug," "exciting," "bright," and "consideration."



Tree of Peace

# Making Earth-Pots of Flowers and Greenery

<b>【Objective】</b>	To find ways to arrange flowers and bring out their beauty and life force. To take time to arrange flowers and experience the feelings that arise from our dialogue with the flowers. The results shall not be ranked or graded in any way. Instead, each child's work resulting from his/her own tastes will have its own value, and each child will be able to express him/herself freely. Since the PET bottles will be reused as flowerpots, the children will also experience the spirit of treasuring things and the fun of creative ingenuity.
<b>【Materials Needed】</b>	PET bottles (large), cut flowers, colored tape, drawing paper, oil-based colored markers, stickers, etc.
<b>【Reference Materials】</b>	Books about wild grass and flowers
<b>【Procedure】</b>	<ol style="list-style-type: none"> <li>① Reuse the PET bottles as flowerpots. Cut to an appropriate length and put colored tape around the opening. (You may also do this in advance.)</li> <li>② Before arranging the flowers, ask, "What kind of a world would we like to live in?" Encourage the children to come up with their own visions.</li> <li>③ Have them draw their visions for the Earth they would like to live in on the drawing paper.</li> <li>④ Cut out the drawings and affix them on the PET bottle flowerpots.</li> <li>⑤ Introduce the names and characteristics of the flowers and other plants you have prepared.</li> <li>⑥ Portray the PET bottles as Earths and have each child arrange the flowers, leaves, etc., in his/her own way. They can be placed in water or planted in soil.</li> </ol>
<b>【Activity Pointers】</b>	Encourage children to form their own visions—that they can create their own original worlds, different from everyone else's, and formed out of their own feelings. Do not rate as "well done" or "not so good" or otherwise rank the children's creations in any way. Have them feel that there are no "better" and "worse", just "differences." From this realization, each one will confirm his/her sparkling individuality and feel happiness and pleasure.
<b>【Application】</b>	You can try various ideas, such as wrapping the PET bottles in wrapping paper and decorating them with ribbons. Since flowers can be used as presents, you can try affixing cards to the finished works, and make expressions of gratitude.
<b>【Impressions/Happenings】</b>	Some kids responded to the question, "What kind of a world would we like to live in?" with, "I want to live like friends together with everyone here!" Others remarked, "I want to live in a world full of greenery."



# Let's Breathe Life into Scrap Wood

【Objective】	These days, children are blessed with perfectly made toys. Have children use their rich creative abilities to make their own enjoyable time. By having them think of ways to reuse discarded scrap wood, cultivate their awareness of the importance of handling the Earth's limited resources with care. Have children realize their connection with nature through the enjoyment of their dialogue and interaction with wood.
【Materials Needed】	Scrap wood, school glue, saws, examples of finished works for reference, beads, lace, markers, and other tools for decoration
【Procedure】	<ol style="list-style-type: none"><li>① If conducted indoors, put on background music playing calm sounds like babbling brooks and chirping birds.</li><li>② Explain where the scrap wood came from.</li><li>③ Encourage the children to experience dialogue with the wood, for example, by saying, "If you ask the wood how it would like to be used, ideas will pop into your head."</li><li>④ You also may want to show examples of woodworking for reference.</li></ol>
【Activity Pointers】	Allow ample time so that the children do not feel rushed. Use music, etc., to set a mood conducive to communicating with the wood.
【Application】	Things like milk cartons, wrapping paper, wire hangers, and PET bottles can also be used to stimulate application of ideas and creation of new things. Try finding new uses for packing peanuts. You can make necklaces, wreaths, and dolls using packing peanuts and wire. This exercise can bring out children's splendid creative abilities. Another fun idea is creating houses out of corrugated paperboard.
【Impressions/Happenings】	Things like milk cartons, wrapping paper, wire hangers, and PET bottles can also be used to stimulate application of ideas and creation of new things. Try finding new uses for packing peanuts. You can make necklaces, wreaths, and dolls using packing peanuts and wire. This exercise can bring out children's splendid creative abilities. Another fun idea is creating houses out of corrugated paperboard.





# The Screen Inside of Us—Using Dramatic Storytelling

In this example, we introduce Poyon's Travels, a scenario written by Earth Kids Space staff. This story includes environmental themes and can also be used to nurture understanding about the Earth's environment.

【Objective】	Use the environmental theme of water circulation to deepen understanding of the Earth's environment. Do not give out prepared images or pictures. Instead, use dramatic storytelling to draw out the children's innate imaginative capacity, and help them use their heads and hearts to create lively images. Allow them to expand the images they come up with in their own ways and help them listen to the story and cultivate a world of abundant imagination and rich spirit.
【Materials Needed】	Poyon's Travels, a scenario created for dramatic storytelling, one illustration (decide whether to use an illustration to create an overall image in line with the content of the story), three storytellers, drawing paper, colored pens and pencils, etc.
【Reference Materials】	Poyon's Travels, a scenario for dramatic storytelling, created by Earth Kids Space ※ For information on Poyon's Travels, contact the Earth Kids Space Office.
【Procedure】	<ol style="list-style-type: none"> <li>① When the children have gathered and seated themselves, introduce the characteristics of dramatic storytelling and what they will do as follows. "Now we will read Poyon's Travels to you. We only have one picture to go with this story, and the main character Poyon isn't even in it. But each one of you has a screen inside. By putting on the switches in your heart and your head, you will find that many pictures will come to mind as you listen to the story. Like a TV, picture after picture will come to you. So, listen to the story and as you listen, let the images come to you clearer and clearer."</li> <li>② The three staff take on the roles of "Narrator," "Poyon," and "Leaves/Raindrop/Rock/Cloud," and present the story.</li> <li>③ When the story is over, review Poyon's travel path by asking the children questions such as, "Where did Poyon go first?" Have the children answer.</li> <li>④ Ask the children what image of Poyon occurred to them as they listened to the story. Have them draw their own pictures of the main character Poyon, who wasn't in the original picture. At this time, stress that it is okay to draw one's own Poyon that is different from everyone else's.</li> <li>⑤ Finally, tell them that Poyon actually refers to the circulation of water in the natural world.</li> </ol>
【Activity Pointers】	By "dramatic storytelling," we mean reading aloud, in particular picking up the content of the verse or prose and infusing it with feeling. By varying tone of voice, means of voice production, and expression of emotions, you can convey a vivid story to the children that will enable them to come up with images easier. Presenting this kind of reading is an important part of this activity.
【Application】	You can also use other existing picture books and scenarios that are suitable for storytelling. You can also try having the children perform the storytelling. Doing so gives them an opportunity to enjoy acting, and brings about a sense of togetherness. In addition, by putting themselves in one of the character's shoes, children can learn how to read other's feelings.

## Improvisational Play ☆ Playback Theater ☆

Playback Theater can also be thought of as, "A Place for Sharing," "Healing Theater," or "Theater of Gifts." Someone becomes the narrator and tells his/her own story (for example, something that actually happened to him/her). Based on the story, the "actor" performs a play on the spot. Although the place isn't an actual theater, the story could be very dramatic and actually be full of healing energy (if not curative in the strict sense of the word). It's not a game, and yet it is great fun. This exercise can be a very powerful key to opening up powers of insight, healthy human relations, and new creative inspirations.

【Reference materials】 Playback Theater Nyumon (An Introduction to Playback Theater), by Kayo Munakata, published by Akashi Shoten

【Impressions/Happenings】 Kids who had been talking busily listened to the storytelling quietly and attentively. Afterward, when asked to draw their picture of Poyon, every single child drew with passion and originality.



## ● Tested and Recommended Activities

Here we introduce activities related to the theme of our research “Fostering Peace-loving Global Citizens”. All of the activities listed on the following charts have been implemented at the Earth Kids Space in various communities and have been reported in detail. We have included Aims/Objectives and Materials/Reference used for each activity, so please make use of them as reference materials for organizing your own programs.

	Activity	Aims/Objectives	Materials/Reference
1	UN International Day of Peace 1.Exchange students introduce their countries 2.Kids introduce Japanese games 3.Get in a circle and give a peace message	1 To learn about the countries and national characteristics of the exchange students who have come to play. To deepen understanding about customs and cultures that differ from Japan by hearing about from the people of those very countries. 2 Kids show thanks for being told about other countries by showing the guests their own games and culture. It's also a chance to take a new look at Japanese games. By assuming the position of teachers, children acquire leadership qualities. 3 Use UN International Day of Peace to direct everyone's awareness at the world and cultivate the wish for peace while interacting with many exchange students from overseas.	
2	UN International Day of Peace	To learn about the UN and be stimulated to think about peace.	・ <i>The UN is for Everyone</i> (The United Nations Information Center)
3	UN International Day of Peace Read <i>Kawaiso na Zo</i> to the children and have them make drawings of their impressions (See page 28)	To feel the happiness of being here, and learn the preciousness of life. To cultivate the ability to draw what one feels on drawing paper.	・ The large picture book, <i>Kawaiso na Zo</i> (The Poor Elephants) (Kinnohoshisha)

	Activity	Aims/Objectives	Materials/Reference
4	UN International Day of Peace—Peace Message	To compose a message wishing for peace on the occasion of the UN International Day of Peace, thereby putting the spirit wishing for peace into expressive form.	· Words expressing peace in the languages of the world's countries (printed on paper)
5	Learning about the UN and hearing stories about people who work there	To find out about the countries of the world, and learn the preciousness of life. To focus attention and listen to the talk.	
6	International exchange (Sri Lanka)	To have interest in the world's countries and cultivate international sensibilities. To find out about differences in lifestyles, cultures, and customs, and nurture the spirit of mutual respect.	· Enlarged paper copies of words of greeting in local languages
7	Add Italian words for "thank you" and "hello" into play, and have kids get a feel for Italian while playing games	To taste the enjoyment of exchanging words and interacting. To have interest in the world's countries and cultivate international sensibilities.	· Write Italian greetings on simili paper. · Picture-story show of <i>Pinocchio</i> Prepare maps, put mark on Italy's location
8	Come in contact with India	To watch and enjoy Indian dance. To see and touch costumes from India. To see Indian makeup and hear Indian folk songs. To get to know another country's culture and have interest in the world's countries. To find out about differences in lifestyles, cultures, and customs, and nurture the spirit of mutual respect.	· The Indian folk story <i>Himalayan Flute</i> , by A. Ramachandran (Fukuinkan Shoten) · Indian dance (cassette, costumes, tape)
9	Get to know about India	To get to know about India. To have interest in the world's countries and cultivate international sensibilities.	· Materials concerning India
10	International exchange (India)	To have interest in the world's countries and cultivate international sensibilities. To find out about differences in lifestyles, cultures, and customs, and nurture the spirit of mutual respect.	

	Activity	Aims/Objectives	Materials/Reference
11	Let's be Chinese	To interact with Chinese people wearing ethnic dress, and get a sense of Chinese culture by experiencing Chinese greetings (pronunciations that are not found in Japanese) and hand games.	<ul style="list-style-type: none"> <li>World maps</li> <li>Make your own Chinese flags and simili paper with Chinese greetings on them.</li> <li><b>Brave Ajiku</b>, a folk story from the Manchu People</li> </ul>
12	Talk about China	To have interest in the world's countries. To find out about differences in ethnic groups, lifestyles, cultures, and customs, and nurture the spirit of respect. To deepen international understanding.	<ul style="list-style-type: none"> <li><b>A book of photos of ethnic minorities in Yunnan</b> (Yunnan Science and Technology Press)</li> <li><b>Tompa Daily Chinese Character Dictionary</b> (Dehong Ethnic Press)</li> <li><b>Experience Yunnan</b> (Yunnan University Press)</li> <li>World maps</li> </ul>
13	The Three Promises in Chinese and Azerbaijan	To get more of a grasp for foreign languages by trying to speak sentences	
14	French castles and dressmaking	To exchange words of thanks ("Merci") in French and enjoy making dresses. To get to know another country's culture and have interest in the world's countries.	
15	What kind of a country is France?	To have interest in the world's countries. To find out about differences in lifestyles, cultures, and customs, and deepen international understanding.	<ul style="list-style-type: none"> <li><b>The Story of Babar</b></li> <li>Friendly insect cards</li> <li>Earth globes</li> <li><b>CoCo Panache</b></li> <li><b>Leon le Bourdon</b> by Antoon Krings</li> </ul>
16	Listening to stories about life in Jamaica	To find out about interacting with people of other countries from those who have lived in Jamaica, and how they were able to acquire speaking ability.	Printout of the song, <b>One Love</b>
17	Making Jamaican food	To learn about Jamaican culture by making Jamaican food.	
18	Let's learn about the Republic of Ghana	To learn about the country of Ghana.	To hear directly about the experiences of people who have lived in Ghana, learn about differences with Japan, and have interest in the world's countries.

	Activity	Aims/Objectives	Materials/Reference
19	Let's have fun with English	To get familiar with and used to English through picture books and music in English, so as to cultivate international sensibilities.	<ul style="list-style-type: none"> <li>· <i>The Wonderful Wizard of Oz, Alice's Adventures in Wonderland</i></li> <li>· <i>What's the Time Mr. Wolf?</i></li> <li>· <i>Letter Hunt</i></li> <li>· <i>Doraemon no Hajimete no Eikaiwa</i></li> <li>· <i>English Picture Dictionary</i></li> <li>· Mother Goose CD</li> </ul>
20	Greetings from around the world	To learn how to exchange greetings in the languages of different countries, and create opportunities to connect with the people of the world.	
21	Let's learn about food from around the world	To learn true facts about Japan and the world's countries, and heighten international awareness through food.	
22	Stories from around the world	To learn that children around the world are also playing and having fun just like us.	<ul style="list-style-type: none"> <li>· <i>Children's Games</i> (Asia/Pacific Cultural Centre for UNESCO)</li> <li>· Trees (Shogakukan)</li> <li>· What Kind of Day Is Today? (PHP Interface)</li> </ul>
23	Halloween	To experience a festival/holiday of another country, and deepen understanding of other countries.	<ul style="list-style-type: none"> <li>· What Kind of Day Is Today? (PHP Interface)</li> </ul>
24	Making Christmas wreaths	To experience a festival/holiday of another country, and deepen understanding of other countries.	
25	Making Christmas decorations	To learn about the world's plants and make wreaths in appreciation of the preciousness of plants. To feel more intimate with nature and the seasons by using natural materials (nuts, herbs, etc.) to make decorations.	
26	Kids tea ceremony	To get a taste of the Japanese spirit by experiencing a traditional Japanese manners.	

	Activity	Aims/Objectives	Materials/Reference
27	Moon viewing	To develop interest in the moon and cultivate rich sensibilities by experiencing the custom of moon viewing.	<ul style="list-style-type: none"> <li>· <i>About Moon Viewing and The Moon and The Rabbit</i> (TOKK—a Hankyu Railways information magazine for Takaraduka, Osaka, Kyoto and Kobe)</li> </ul>
28	Making sandals from towels	<p>To make something out of everyday materials using one's hands and feet.</p> <p>To cultivate powers of attention, creativity, and perseverance by patiently making sandals while thinking of one's own ideas for color, shape, and size.</p> <p>To cultivate sophistication as internationally minded people by coming into contact with and experiencing Japanese traditional culture and handicraft, and further, to expand knowledge and perspectives regarding international differences in ways of life, culture, and traditions.</p>	<ul style="list-style-type: none"> <li>· NHK <i>Oshare Kobo</i></li> <li>· How-to-make Manual</li> </ul>
29	Making kites & kite-flying session	<p>To learn about and treasure Japanese tradition through experience, and have this experience lead to formation of respect for other cultures.</p> <p>To cultivate sophisticated internationally minded people who will be able to speak about their own country's culture when coming into contact with people of other countries.</p> <p>To experience the season and cultivate the spirit of appreciation for nature through the fun of making kites out of natural materials such as bamboo, Japanese paper, and kite string.</p> <p>To feel the wisdom of ancestors and experience the good qualities of Japan by taking part in seasonal events.</p>	
30	Taking part in a local autumn festival	To deepen exchange with people in the community.	
31	Planting buckwheat seeds	To acquire hands-on experience in planting buckwheat seeds.	
32	Reaping buckwheat	To feel the joy of the growth and harvest of the seeds that were planted in August.	



	Activity	Aims/Objectives	Materials/Reference
33	Making <b>shimenawa</b> (beating straw, stranding)	<p>To learn about and treasure Japanese tradition through experience, and have this experience lead to formation of respect for other cultures.</p> <p>To cultivate sophisticated internationally minded people who will be able to speak about their own country's culture when coming into contact with people of other countries.</p> <p>To experience the season and cultivate the spirit of appreciation for nature by making slipknots out of natural materials such as straw, urajiro (<i>Gleichenia japonica</i>) pine leaves, and nuts.</p> <p>To feel the wisdom of ancestors and experience the good qualities of Japan by taking part in seasonal events.</p>	
34	Rice harvesting and <b>hazakake</b> (drying in the sun)	<p>To learn how the rice we eat every day is made by taking part in the actual process.</p> <p>To see how the rice seedlings planted in the spring have grown into rice plants.</p>	
35	Rice threshing	<p>To learn how the rice we eat every day is made by taking part in the actual ongoing process of planting, harvesting and threshing.</p> <p>To feel the joy of the harvest.</p>	
36	Flower garden and baked sweet potato party	<p>To feel like a member of the local community and cultivate the ability to communicate with people in the community by taking part in local events.</p> <p>To feel the season, better understand the natural environment, and cultivate the spirit of appreciation by picking nuts, climbing trees and otherwise freely playing in a natural setting.</p> <p>To deepen understanding of fire and temper one's emotions by working with a large fire, which would not ordinarily be possible.</p> <p>To feel the wisdom of ancestors and experience the good qualities of Japan by taking part in seasonal events (bonfires, sweet potato baking) that go back many, many years.</p>	

	Activity	Aims/Objectives	Materials/Reference
37	Making eco-hangers	To take a little thought and transform unneeded objects that had been thrown away into useful items. To cultivate knowledge of how to make a thing useful and a spirit against wastefulness.	<ul style="list-style-type: none"> <li>· Wire hangers acquired from dry-cleaners</li> <li>· Colored ribbons</li> </ul>
38	Using PET bottles as flowerpots for arranging flowers (See page 31)	To learn the beauty of flowers, and arrange them as a form of free expression while considering harmony between the flowers and the pots in bringing out their beauty. To cultivate kindness in children's hearts.	<ul style="list-style-type: none"> <li>· PET bottles</li> <li>· Flowers</li> </ul>
39	Making candles from natural beeswax	To closely experience the light that people used in their lives in olden days by taking part in making candles from natural beeswax, and heighten awareness of one's country's tradition and nature.	
40	Arranging baby chicks	To expand the circle of friendship through children interacting with each other. Make chicks with paper-mache and yellow lace.	
41	Making things (See page 32)	To use natural materials and get in touch with their richness.	
42	Gardening (Flowers of the world)	To cultivate global perspective while taking part in nurturing life through gardening.	
43	Nature watching (Parents and children together)	To develop the spirit of gratitude for the Earth through interacting with nature.	
44	Field full of spirit (Working in a field)	To develop the spirit of gratitude for the Earth through interacting with nature.	
45	Nature watching—Parents and children together (“Want to become a dragonfly expert?” “Let’s think about the past, present, and future of nature”)	To foster a spirit that treasures the Earth, through observing nature. To nurture minds that think about the future of the community by learning about its history and participating in cleaning up.	<ul style="list-style-type: none"> <li>· Encyclopedia of insects</li> <li>· <b><i>Dragonfly Watching Guide</i></b> (Hyogo Prefecture Town School Project, Learning and Ecological Activities Foundation for Children [LEAF])</li> </ul>

	Activity	Aims/Objectives	Materials/Reference
46	Recreation	To have everyone play together outside and promote friendship.	
47	Planting flower seedlings and bulbs in a flowerbed	To get close to nature. To let patients at a hospital see beautiful flowers.	
48	“What is global warming?” “Animals who have vanished from the Earth”	To find out the kind of situation of the planet (Earth) where we live. To learn that animals that we know well are in danger of extinction. To nurture the spirit of appreciation for the Earth and its animals.	<ul style="list-style-type: none"> <li>• Earth globes</li> <li>• <b>World Atlas</b> (Toda Design Institute)</li> <li>• <b>World Map of Endangered Species</b> (Maruzen)</li> <li>• <b>An Inconvenient Truth</b> by Al Gore (Random House)</li> <li>• <b>Zoo of Extinct Animals</b> (Rironsha)</li> </ul>
49	Nature Heritage Maze	To learn the wonderment, grandeur, and splendor of Mother Nature, etc., through the Nature Heritage Maze	<ul style="list-style-type: none"> <li>• <b>Cultural Heritage Maze—From Yakushima, A Journey Around the World</b> (PHP Interface)</li> <li>• <b>Seven Thousand Years of Memories—Yakushima</b> (Minami Nihon Shim-bunsha)</li> <li>• Materials on Yakushima and Flowers (Internet)</li> </ul>
50	The mystery of natural stones	To learn the relationship between the Earth and Space through natural stones. To simultaneously learn the relationship between natural stones and humans.	<ul style="list-style-type: none"> <li>• Materials from NHK Special : Space—<b>Great Journey to the Future</b></li> <li>• <b>Cosmos</b> by Carl Sagan</li> <li>• Cosmic Calendar</li> </ul>
51	Making natural stone pendants		
52	Let’s make your own stamps	To cultivate the desire to bring the world together as one through making stamps.	<ul style="list-style-type: none"> <li>• From the Japan Post website : <b>Japanese Stamps and Mail</b></li> <li>• From Yomiuri KODOMO Shimbun Sept. 22, 2007 : <b>Stamp Designers</b></li> </ul>
53	Around the World Concert	To get an understanding of different cultures through music and at the same time to experience the wonder of various kinds of music.	<ul style="list-style-type: none"> <li>• Sheet music for <b>Nanatsu no Ko, Sonata, Nocturne, Kuroneko no Tango, Ta-Hu-Wa-Hu-Wai, Confirmation, Sekai ga Hitotsu ni Naru Made</b>, etc.</li> </ul>

	Activity	Aims/Objectives	Materials/Reference
54	Game : <b><i>Around the World</i></b>	To use the Around the World game to find on a map and get to know the countries of the world.	<ul style="list-style-type: none"> <li>· Game : <b><i>Around the World</i></b></li> <li>· Bingo</li> </ul>
55	Where does our lunch come from? (See page 29)	To get familiar with international exchange and develop the spirit of gratitude to the countries from whom we import food, by placing their national flags on the plates.	<ul style="list-style-type: none"> <li>· World maps</li> </ul>
56	Sign language song	To learn that the people around us should be viewed as deserving our respect and gratitude, and that people should be in harmony so that the world is one.	<ul style="list-style-type: none"> <li>· <b><i>Book of Songs for Learning Sign Language — So We Can Be Friends</i></b> (Victor CD)</li> </ul>
57	Kocarina recital	To experience playing kocarina music that children have rehearsed ahead of time, on a big stage in front of many people.	
58	Birthday party	An opportunity to learn reverence of the existence of each and every person. To develop a cooperative and caring heart.	
59	Find the good points	To bring out *everyone's good points, and develop a cooperative and caring heart.	<ul style="list-style-type: none"> <li>*<b><i>You may create your own methods in various aspects or points.</i></b></li> </ul>
60	Mind map	To use our powers of ideas and imagination and think about things without preconceptions.	<ul style="list-style-type: none"> <li>· <b><i>Introduction to the Finland Method</i></b></li> <li>· <b><i>Finnish Language Text</i></b> (Keizaikai)</li> </ul>
61	Let's have fun playing ball games together	Communication among children.	
62	Let's have fun playing countdown games together	Communication among children.	
63	Having fun reading and listening to folk tales together	Communication among children. To experience local folk tales.	
64	Having fun drawing pictures together	Communication among children.	

	Activity	Aims/Objectives	Materials/Reference
65	Having fun choosing national flags together	To cultivate the spirit of peace. Communication among children.	
66	Tree of Peace (See page 30)	To complete a "Tree of Peace" by writing positive things, such as kind words, cheerful words, and words of appreciation, on apple-shaped strips of paper.	

\*For more details about each activity, contact the Research Project Team at the Goi Peace Foundation.

## The Three Promises

- 1 I will not bother others.**
- 2 I will look after myself.**
- 3 I will help others when I can.**

Children recite these promises in unison everytime during the day at an Earth Kids Space. As the children recite these promises out loud together, they take them to heart, soon showing an attitude indicative of the promises. We continuously hear reports attesting to the effectiveness of this practice.

# Reference Materials for Activities

In this section, we introduce organizations, websites, and other materials for reference in line with the theme of this program, "Cultivating Peace-loving Citizens of the Earth Who Have Deep International Sensibilities."

※Following data are effective in Japan, we expect that you find the same kind of data in your own country or regions.

## The United Nations High Commissioner for Refugees (UNHCR)

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Contact : Japan for UNHCR  
TEL / 03-3499-2450 (Hours : 10 : 30am-5 : 30pm)  
FAX / 03-3499-2273 FAX/03-3499-2273  
[http : //www.unhcr.org/cgi-bin/texis/vtx/home](http://www.unhcr.org/cgi-bin/texis/vtx/home)

### About UNHCR

About 19 million people around the world have been forced from their homes and are living in unstable conditions. The UNHCR's role is to protect and offer living assistance to them. The UNHCR responds to emergency situations to provide food, water and places of refuge. Furthermore, it assists in safeguarding the basic human rights of and in finding solutions for refugees and asylum seekers, based on the 1951 Convention Relating to the Status of Refugees.

#### 『DVD Video Materials』

*Let's Try To Change Things Just a Bit*  
*What Does It Mean To Become A Refugee?*  
*Refugee Women*  
*Refugees Are People, Too*  
*Angola's Refugees : The Road to Autonomy*

\* All of these DVDs/videos can be mailed and lent free of charge.

#### 『School Visits』

Japan for UNHCR cooperates with UN refugee assistance activities, and welcomes visits by elementary, junior high, and high schools students that desire

- Group-specific learning on field trips
- Independent research for integrated study
- To think about humanitarian assistance and peace through the refugee issue and deepen international understanding.

## The United Nations Educational, Scientific and Cultural Organization (UNESCO)

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Contact : National Federation of UNESCO Associations in Japan  
TEL : 03-5424-1121 FAX : 03-5424-1126

### About UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized agency of the United Nations whose objective is to promote international peace and human welfare through collaboration and exchange in education, science, and culture among nations.

#### 『School Visits』

The National Federation of UNESCO Associations in Japan carries out simple learning sessions as opportunities for the children (from elementary through high school ages) who will lead the next generation to learn about UNESCO's activities. These sessions introduce things like the role of UNESCO as a UN agency and the various UNESCO activities carried out in the private sector.

#### 『World Heritage Kit for Kids』

Educational materials on World Heritage Sites for students in upper elementary school years

※ The kit can be downloaded free of charge from the following URL :

【World Heritage Kit for Kids】

[http : //whc.unesco.org](http://whc.unesco.org)



『UNESCO Peace Pack』

This can be used both as an educational tool enabling children to easily understand The International Year for a Culture of Peace, and as a supplementary material for the “integrated study” based on the revised education guidelines implemented from 2002.  
\* It can be downloaded free of charge from the following URL. If you have difficulty obtaining it, our office can prepare a copy and send it to you.

UNESCO Peace Pack

[http://www.unesco.org/education/asp/peace\\_pack.shtml](http://www.unesco.org/education/asp/peace_pack.shtml)

『DVD・Video Materials』

*Mina Smiles* (Literacy education understanding)

*Mina's Village Says Yes! to Waste Management* (Environmental education)

*Folk Dances of the Asia and the Pacific 2* (Cross-cultural understanding, World Heritage, etc.)

『Picture Book』

Meet My Friends! (Cross-cultural understanding)

Guess What I'm doing! (Literacy education)

The Sun (Environmental education)

Clothes and People (Cross-cultural understanding, etc.)

## The United Nations Center for Regional Development (UNCRD)

Contact concerning regional assistance for international understanding education:

\* Be sure to make clear your name, department (name of school and school year, or name of organization), address, contact numbers—telephone number (fax number), and E-mail address when contacting. Public Relations Office, United Nations Regional Development Center, 1-47-1 Nagono, Nakamura-ku, Nagoya-shi, 450-0001

TEL : 052-561-9390 (Inoue) FAX : 052-561-9374

### About UNCRD

There are people working to develop our communities in order to make it easier for us to live in them. This work is called regional development. People working on regional development include those who work at prefectural and municipal government offices (local government officials), people who work at NGOs (non-governmental organizations), and researchers. The UNCRD gathers local government officials and researchers working on regional development in developing countries and gives them training related to regional development. It also carries out thoughtful investigative research on regional development issues. By sharing and discussing examples of regional development already experienced by Japan and numerous other countries with those participating in its training programs, the UNCRD formulates regional development plans tailored to the conditions of each country, and sometimes offers advice on how to implement them. (From the UNCRD Kids website)

『Regional Assistance for International Understanding Education』

<Examples of implementation of dispatch programs>

“About Sierra Leone and the UN—Playing Folk Instruments”

“The UN's Role and the Work of the UNCRD — Experiencing Water Carrying”

“Let's Make Ethnic Costumes with Researchers from Bangladesh! —Cross-Cultural Understanding and the UN”

“Making Sri Lankan Curry and Learning about the UN and the UNCRD”

“Let's Make Sri Lankan Food with Sri Lankan Workers! —With An Introduction to the Activities of the UN and the UNCRD”

## The United Nations World Food Programme (WFP)

Contact : Pacifico Yokohama International Organization Center, 6<sup>th</sup> Floor, 1-1-1 Minato Mirai Nishi-ku, Yokohama-shi, Kanagawa-ken, 220-0012

TEL : 045-221-2510 FAX : 045-221-2511

E-mail : [wfp.japan@wfp.or.jp](mailto:wfp.japan@wfp.or.jp)

<http://www.wfp.org>

### About WFP

The United Nations World Food Programme (WFP) is the UN's only agency for food aid. It is also the world's largest humanitarian aid organization. It was established in 1961 with the mission of eradicating hunger and poverty, and began official activities in 1963. (From the WFP website)

## 『School Feeding Program』

Downloadable from the following URL. There is also detailed information on the following website.  
【Brochure introducing the School Feeding Program】  
<http://www.wfp.or.jp/activities/sfp.html#sfp>

## Food and Agriculture Organization of the United Nations (FAO)

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Contact : Pacifico Yokohama International Organization Center 5<sup>th</sup> Floor, 1-1-1  
Minato Mirai Nishi-ku, Yokohama-shi, Kanagawa-ken, 220-0012  
TEL : 045-222-1101 FAX : 045-222-1103  
E-mail : [fao-loja@fao.org](mailto:fao-loja@fao.org)  
http : [//www.fao.org](http://www.fao.org) Japan office website <http://www.fao.or.jp>

### About FAO

The Food and Agriculture Organization of the United Nations (FAO) is a specialized agency of the UN that has the objectives of ridding the world of hunger and improving nutritional standards.

## 『Reference Material for Kids』

Compare : The Food and Agriculture of the World and the Agricultural Industries That Support Them  
<http://www.fao.or.jp/kids/sekainogohan.html>

## JICA Earth Plaza

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Contact : 4-2-24 Hiroo, Shibuya-ku, Tokyo, 150-0012  
TEL : 03-3400-771 FAX : 03-3400-7394  
contact [chikyuhiroba@jica.go.jp](mailto:chikyuhiroba@jica.go.jp)

### About JICA Earth Plaza

JICA Earth Plaza was founded with the aim of serving as a place that attracts many private citizens as a center for international cooperation through citizen's participation, cultivates feelings of empathy and solidarity with the people of developing countries, and acts as a resource for information transmission/exchange and training for citizen's groups involved in international cooperation.

## 『JICA Visits』

JICA Earth Plaza welcomes school visits and field trips. For people interested in international cooperation, JICA also accepts individuals, groups of friends, and families for visits to JICA.

## 『JICA International Cooperation Course To Go』

JICA sends instructors to schools.

## 『Interactive Zone』

The Interactive Zone has exhibits of photographs, videos, actual objects, and models that illustrate current living conditions in developing countries, problems facing the Earth, and facts about international cooperation. Everyone can get hands-on experience of the conditions in developing countries and global issues.

## Development Education Association and Research Center (DEAR)

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Contact : (Office) Tomizaka Christian Center Bldg. #2, 3<sup>rd</sup> Floor, 2-17-41  
Koishikawa, Bunkyo-ku, Tokyo 112-0002  
E-mail : [main@dear.or.jp](mailto:main@dear.or.jp)  
TEL : 03-5844-3630 FAX : 03-3818-5940  
<http://www.dear.or.jp/english/english.html>

### About DEAR

DEAR is a network association for promoting development education. DEAR brings together many people with diverse backgrounds and knowledge to create and participate in learning communities, and to connect their learning communities to the world. The broad range of

participating people and organizations include educators, NGOs/NPOs, former JICA staff, international agencies, international associations, local governments, researchers, and students.  
\* DEAR also publishes numerous educational materials, such as *If the World Were a Village of 100 People* (Workshop edition).

### International Education Resource and Innovation Center (ERIC)

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Contact : #105 Cosmo Nishi Sugamo, 1-93-5 Takinogawa, Kita-ku, Tokyo 114-0023  
TEL : 03-5907-6054 (Training staff) 03-5907-6064 (Text staff)  
FAX : 03-5907-6095  
[http : //www.k3.dion.ne.jp/ ~ eric-net/](http://www.k3.dion.ne.jp/~eric-net/)

#### About ERIC

The International Education Resource and Innovation Center (ERIC) is the first material and information center in Japan established for the purpose of finding out about problems common to all mankind in the globalizing civil society, introducing new methods of learning and education from overseas that are useful in building the characters of people who will have the motivation and skills to solve these problems, and putting into practice and popularizing these solutions. ERIC is developing numerous activities promoting education in international understanding, through services in the four areas of training, publishing, libraries, and research (carried out mainly for instructors of school education and social education), and based on the six pillars of environment, development, cross-cultural understanding, human rights, peace, and the future, in accordance with the recommendation at the 1974 UNESCO General Conference.

### Institute for Comprehensive Research on Culture and Education in Northern Europe

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Contact : Main Office of The Association for Promoting the Finland Method  
Institute for Comprehensive Research on Culture and Education in Northern  
Europe, #402 Kimusu Bldg., 2-60-6 Ikebukuro, Toshima-ku, Tokyo 171-0014  
E-mail : [finmeso@clock.ocn.ne.jp](mailto:finmeso@clock.ocn.ne.jp)  
Researching and introducing Finnish method that are implemented at schools  
The Finnish Method won first prize on reading ability section of PISA, OECD  
Program for International Student Assessment

Publications include Introduction to the Finland Method (By Tatsuo Kitagawa and the Association for Promoting the Finland Method) , Finnish Language Textbook Teaching the Five Basic Items, etc.

### Education for International Understanding Program (EIUP)

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Contact : EIUP office  
#205, 2nd Floor, Graduate School of International Development, Nagoya  
University, Furo-cho, Chikusa-ku, Nagoya-shi, 464-8601  
TEL/FAX : 052-789-5082  
Hours : Mondays, Wednesdays, and Fridays from 1 : 00pm to 5 : 00pm  
<http://www.gsid.nagoya-u.ac.jp/eiup/index-e.html>

#### About EIUP

The Education for International Understanding Program (EIUP) is an NPO run by students at the Nagoya University Graduate School of International Development. At the Graduate School of International Development, students who possess a wide range of cultural backgrounds and experiences study development, cooperation, and exchange from an international perspective. Students can use the features of this graduate course to contribute to regional globalization in the form of international cooperation activities with a feeling of immediacy.

\* Dispatch programs in international understanding are available.

## Voices of Participants, Collaborators and Parents (from Questionnaires)

We asked groups, instructors, parents, and others who participated/cooperated in this Model Program to answer a questionnaire. In this section, we present some of the important impressions and views we collected from the questionnaire results. We would like to share the contents as guidelines for the creation of Earth Kids Space. We would like to thank everyone for cooperating in answering the questionnaire.

### Q What impressions were you left with after participating/cooperating?

○ A lot of volunteer activities have various restrictions and difficulties, but this kind of program is wonderful. (Government worker)

○ I hope that from now on, work of this kind on community places for children and support for childrearing will continue to be enhanced. (Government worker)

○ I envied the staff's enthusiasm and the children's shining faces, which were both wonderful. (Government worker/Volunteer)

○ I don't usually interact with children much, so I found it fresh and enjoyable. (Volunteer)

○ Playing with the children, I had the feeling that there is freedom in play, and that each one has his/her own place to play. I don't think the way of playing has changed so much since the days when we were kids. The toys may have been modernized, but the way kids think and go about playing ("Let's do this," "Let's use that.") have not changed. (Cooperating organization)

○ The smile on a child's face is a terrific thing. (Instructor)

○ I was impressed with the cheerfulness and liveliness of the children. (Instructor)

○ I was surprised by the children's high-spiritedness and curiosity. (Cooperating organization)

○ The way the children could open the door to their hearts even for a short time, spend the time as they wish, and be themselves in a place where adults welcome them, made me feel that this space could at times be even better for them than their own homes. (Parent)

○ The children are always looking forward to the next time. We hope there could be even more sessions. (Parent)

○ The staff even stopped in the middle of reading the story to carefully answer each one of the children's questions. I thought that this kind of thing must make a child very happy. (Parent)

○ It was lovely to see the children really open their hearts to the staff. I felt they were showing a side of themselves that they do not reveal at home or at school. This place is also a "Place for Hearts." (Parent)

○ The children learn a lot from various new experiences. I believe many aspects are cultivated here. I hope you continue this work for a very long time. (Parent)

○ It's an extremely good program in that it provides a wide range of experiences for children through activities that they couldn't otherwise do by themselves. (Parent)

○ The staff spoke in warm tones and looked after the children well, earning their confidence. (Parent)

○ Seeing the kids' gleaming eyes during activities like "making udon noodles" made me strongly feel the importance of parents and kids doing things together. (Parent)

○ It is important for children to be able to enjoy a variety of experiences doing things together with other children and people in the community. (Parent)

Q In what ways do you think that after-school community classroom for children can contribute to communities and society?

○ In the old days, kids in the neighborhood could get together after school and play and learn many things together. As the trend toward the nuclear family progressed, the old kinds of neighborhood relationships have declined. Therefore, in today's society, having children of various ages interact with each other is necessary and crucial.

○ In our modern society, which is often said to be constraining, the existence of a place where children can be their natural unfettered selves will help us adults be more at ease in raising them.

○ This program helps decrease the number of lonely kids.

○ I get to see the problems of dropouts and shut-ins at close range at places of education. I feel that the involvement of a wide range of adults, collaborators from the community, and instructors at community classrooms has a very significant impact on parents as well as children.

○ I think it is a place that makes it possible for the grownups of the local community to join together to raise the children.

○ With the situation of our society these days, one doesn't know what will happen if we leave our children to play alone in the park or even near our homes. We need places where they can play safely.

○ I think it can contribute by securing a place where kids can learn things they don't get at school. For example, if they could learn about the decline of the natural environment through surveys on the growth and development of plants and animals in the region, think of ways to improve the situation, and have the opportunity to take action, then their intellectual curiosity would be stimulated and their desire to learn would be aroused.

○ How comfortable and happy would one be if he/she had a place to be! Having an adult nearby to help in case anything happens will lead to the establishment of a safe community environment.

○ To have a place where anybody could go anytime would be ideal.

○ I believe it is already playing a sufficient role by bringing all family members together with the community.

Q This research project pursues a new kind of peace education under the theme, “Fostering Peace-loving Global Citizens” What do you think about the necessity of such efforts?

○ Interaction with people of other countries broadens one’s perspective and makes us feel that even if we have different eye color, skin color, language, etc., we are all just people who live on the Earth. In the past, when children saw foreigners they avoided them, but they don’t avoid them today. I believe peace education is necessary.

○ I believe it is important to raise children who have deep international sensibilities and also cherish Japanese culture.

○ First, kids should learn about Japan, the country where they live. Then, I think the most important thing is to truly feel happy that they are spending each day living in peace.

○ I believe it is vital to understand each other’s standpoints, and the cultural and traditional backgrounds with which each other has been born and raised. I think you need to have the sensitivity to understand all kinds of cultures and traditions. This sensitivity is the thing that is fostered here.

○ I believe kids should learn about many different countries, so that they may grow up into useful human beings.

○ I strongly feel a necessity, and I believe that more and more adults should actively participate and popularize these efforts.

○ I think that first, it is important for kids to intimately feel and get to know what peace is, and what kind of circumstances make them feel at ease.

○ I feel that children should have the opportunity to think about what things they need to pick up now and what things they should do from now on in order to achieve peace. I believe that improvements in communication and personal relationships will lead to “Cultivating Peace-loving Citizens of the Earth Who Have Deep International Sensibilities.”

○ I believe that we can nurture kind spirits that love peace through exchanges with foreigners and things like music, handicrafts, and industrial arts.

○ I believe it is necessary for kids to realize that no one can live just by himself or herself and to have the spirit of mutual cooperation. In a world full of self-centered people, education that cultivates peace-loving people who have deep international sensibilities is perhaps the starting point.

○ I think that opportunities for interaction with exchange students and exchange with people from other countries who live in Japan is becoming very useful toward regional globalization and international understanding.

○ I believe that coming into contact with people from various countries is even more significant than learning English.

○ I believe that in our world that is getting out of control, loving hearts and feelings of consideration toward others will lead to peace. These things are great for bringing up children with deep sensitivity.



○ I believe children will broaden their perspectives as people simply by hearing stories of experience told by people in the community and learning that there are many different ways of looking at the world. I also think doing this will lead to their coming up with future goals and dreams.

Q What can be done to nurture children's "spirit and life" through after-school measures?

○ When children of different ages gather and play together, it is a natural thing for larger children to look after smaller ones and stronger children to help out weaker ones. But it is also a very important thing, and when it is experienced naturally, it will nurture children's spirit and life.

○ I believe that children who feel lonely or isolated will be nurtured just by having this kind of place where adults will look after them.

○ Kids learned the beauty of eating vegetables they harvested in the field, and the wonders of meeting and interacting with people from other countries. I think they experienced many things that made them rich in spirit.

○ I just want children to be provided with a place where they smile and enjoy themselves. I also believe that they can live well in society under any conditions, as long as they have enough room in their hearts.

○ There is a saying, "The heart is the one to cherish." I think that hearing about actual experience will leave lasting impressions on children's spirits and their lives.

○ I think it is first important that kids have an interest in the connections of life and the mystery and blessing in the fact that one's own life exists at all. I also believe they should have opportunities to keenly feel that we are all living on the foundations built by those who came long before us.

○ Since this place has more freedom than school, and kids can interact with friends while observing the rules, we can cultivate feelings of consideration for others.

○ I believe the spirit will be nurtured through opportunities to come into contact with people in many different situations, such as people with illnesses, seniors in nursing homes, pregnant women, babies, people with disabilities, and people who have recovered from being victims of bullying.

○ I believe that the spirit of kindness will develop in children who have opportunities to interact with elderly people, as it does in children who grow up in households where an elderly person lives.

○ I want children today to be able to play with grass, play "explorer," pick up insects, and run around in the fields as the children of old did. I believe that their spirits and lives will develop through such an involvement with nature.

○ I think it would also be good to select a book from which one can feel the preciousness of life and have the children discuss its contents. Other ideas would be to have a talk by a woman who has given birth and one by someone who has experienced war.

○ Taking care of and nurturing animals would be an opportunity to foster reverence for life.

# Cultivating Internationally-Minded People of the 21st Century — A New Perspective Toward the Future

In this research project, many different activities have been carried out throughout Japan with the theme of “Fostering Peace-loving Global Citizens” From now on, this theme will take on even more importance in the

## Toward Cultivating Children Who Have Deep International Sensibilities

Yoko Machida, Principal, Takaraduka Municipal Nagaodai Elementary School

These days, I have had more opportunities to hear words like “information society” and “globalization” in the education world. We now live in an extremely convenient world, where news about something that happened in a certain place can travel around the globe in an instant and reach millions of people who can learn about it without even leaving home. These times strongly require that we raise children who have the perspective and capability to make appropriate use of this information and try to build a more peaceful and spiritually rich society.

In developing international sensibilities, it is essential that children come into contact with the cultures of as many countries as possible and accumulate experiences of actually meeting people from other countries, in particular during their elementary school years, when their hearts and minds are still flexible and they are able to accept things good-naturedly. The visits by the honorable ambassadors from Ghana, Mozambique and Lesotho to Takarazuka and their interaction with our children became great assets for the children of this city. It is my belief that these elementary school experiences will certainly play an important role in the future, when these children become involved with many different countries in the global community.

At school, we give peace education, international understanding, and life education during the period for integrated study and the period for ethics. I feel there is a need to give repeated instruction in all aspects of children’s daily lives, together with hands-on activities. It is also important to provide various types of information on a daily basis, and cultivate the communication skills that will enable children to exchange their thoughts based on that information.

Three years have passed since the Goi Peace Foundation’s Model Program for After-school Activities Support was implemented in Takarazuka city, and three elementary schools are now reaping the benefits of the program. The Earth Kids Space site in Takarazuka is operating with the involvement of many ordinary citizens as instructors, most of them Earth Kids Space volunteers. Cooperation by student volunteers from schools such as Kansei Gakuin University and Takarazuka University of Art and Design is also playing a significant role. The program contains enjoyable activities based on the annual plan and is focused on understanding of and collaboration with people from many countries throughout the world.

From now on, with the kind support and cooperation of the Goi Peace Foundation and other friends of our schools, we will continue to put our greatest efforts into cultivating children of the 21<sup>st</sup> century who will be able to actively transmit the message of mutual understanding and peace as citizens of the Earth.

creation of community classrooms for children and other activities.

Two people who have cooperated with the project have given us their thoughts regarding education, childrearing, developing human resources, and the creation of a peaceful world in the 21st century. Yoko Machida is an elementary school principal and Atsushi Aritomo has traveled around the world for many years as a businessman and interacted with people from various countries.

May all of us involved in nurturing children share these perspectives which should be useful in our future activities.

## What Do We Mean by “Peace-loving Global Citizens”?

Atsushi Aritomo, Former General Manager, International Sales Support Division, Fujitsu Limited

Whatever their race, nationality, age or gender, humans have the shared desire to live comfortably. If this desire is pursued in a self-centered way, without proper preparation or consideration of the surrounding environment, frequent conflicts with one's neighbors will ensue.

If we truly realize that each one of us is a citizen of the Earth, then we should be able to understand the fundamental unreasonableness and irrationality inherent in pursuing one's own benefit at another's expense. War has never been a true solution to conflict, and it is the worst possible choice which causes the endless cycle of revenge. As Dr. Martin Luther King, Jr., who gave the famous “I Have a Dream” speech, espoused in the course of fighting to obtain civil rights for African-Americans, even if another commits violence against us, a non-violent approach aimed at resolving differences through dialogue is to be revered and will lead to true victory.

Although all humans have a mouth, two eyes and two ears, our senses of values, which are grounded in where we live, and our own history, tradition, religion, and culture, are vastly different. Having deep international sensibilities means having the ability and sensitivity to accept the diversity of these values and broadly understand their differences. Perhaps peace-loving citizens of the Earth are those who are able to understand and respect the points of view of others, and find out what others want just as they know what they themselves want.

Of course, this is easy to say but difficult to carry out. Perhaps we must reach the point where, in the words of Mother Teresa, who dedicated her life to relief of the poor, “We avoid all egocentric thoughts, hatred, ill will, envy, and greed, love God with our hearts, souls, spirits and strength, and love people in the way that God does.”

As one of the qualities of a peace-loving citizen of the Earth, I would like to nominate the role of understanding and teaching to others the common values and behavioral principles that underlie the lives of all people. To fulfill this role, objectivity, fairness, tolerance, love, patience, enthusiasm, willpower, and a virtuous character are needed. It begins with giving one's sincere services with great passion to one's own household and local community. When asked in an interview after receiving the Nobel Peace Prize, “What can we do to promote world peace?” Mother Teresa gave us a valuable hint when she responded, “Go home and love your family.” To say something beautiful without actually putting it into practice is meaningless. If promoting peace does not become one's happiness and purpose in life, then he/she will not be able to sustain the effort.

Recent collaborative activities around the world regarding global warming seem to be bringing people's hearts together and bolstering courage. Perhaps it is evidence that each one of us is indeed a peace-loving citizen of the Earth. I have a hunch that the sum total of the human race mobilizing in pursuit of peace will eventually reach critical mass.

## Regional Meetings at the Earth Kids Space Locations Participating in the Model Program

Earth Kids Space instructors who participated in the “Research Study to Promote Comprehensive After-school Measures” presented their experiences and outcomes. Starting with the National Conference in Tokyo, a regional meeting was held in each location to share the outcomes with the local communities.

### Regional Meetings

Earth Kids Space site	Date	Location	Representative
Goi	2008. 2. 9 (Sat)	10 <sup>th</sup> Floor, Sun Plaza Ichihara (Chiba)	Kazuko Terui
Isumi	2008. 2. 23 (Sat)	Misaki Kominkan (Chiba)	Eiko Nagai
Setagaya	2008. 2. 24 (Sun)	Funabashi Jidokan (Tokyo)	Yuko Seki
Toyoda	2008. 2. 13 (Wed)	Hino City Toyoda Center (Tokyo)	Hitomi Yoshida
Kawasaki	2008. 2. 9 (Sat) 2008. 2. 10 (Sun)	Motosumiyoshi Bremen Dori (Kanagawa)	Hiromi Aizawa
Kurinoko	2008. 2. 3 (Sun)	Chuo Kominkan (Nagano)	Hiroko Yamaura
Niigata	2008. 2. 20 (Wed)	Ohata Shonen Center (Niigata)	Masumi Inoue
Fuji	2008. 2. 9 (Sat)	Imaizumi Kominkan (Shizuoka)	Idumi Yamashita
Koyoen	2008. 2. 9 (Sat)	Nishinomiya City Koyoen Shiminkan (Hyogo)	Taeko Fukuoka
Hiroshima	2008. 2. 9 (Sat)	Personal residence (Hiroshima)	Naomi Doi
Maebaru	2008. 2. 2 (Sat)	Personal residence (Fukuoka)	Mineko Sugiura
Mutsugoro	2008. 2. 10 (Sun)	Akamatsu Kominkan (Saga)	Fumiko Fujii
Okinawa	2008. 1. 27 (Sun)	In Ginowan, Ojana Elementary school (Okinawa)	Emiko Kameshima

## 13 Locations Participating in the Model Program

The Model Program was implemented at the following 13 Earth Kids Space locations established throughout Japan by the Goi Peace Foundation.

Niigata (Niigata Prefecture), Kurinoko (Nagano Prefecture), Setagaya (Tokyo Metropolis), Toyoda (Tokyo Metropolis), Goi (Chiba Prefecture), Isumi (Chiba Prefecture), Kawasaki (Kanagawa Prefecture), Fuji (Shizuoka Prefecture), Koyoen (Hyogo Prefecture), Hiroshima (Hiroshima Prefecture), Mutsugoro, (Saga Prefecture), Maebaru (Fukuoka Prefecture), and Okinawa (Okinawa Prefecture).



What is UN?



## Fiscal 2007 Research Study to Promote Comprehensive After-school Measures Model Program for Supporting After-school Activities

### 1) Promoting Organization

The Goi Peace Foundation concluded a contract for this Program with the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and formulated activities to be implemented at the respective 13 Earth Kids Space locations. The contracted period of program implementation was from August 7, 2007 through February 29, 2008.

### 2) Executive Committee

The Executive Committee for Research Study to Promote Comprehensive After-school Measures was set up within the Goi Peace Foundation.

Executive Committee Chairman :

Kenji Tomioka (President, Gunma Prefectural Women's University)

Executive Committee Auditor :

Fujio Aihara (Tax Accountant / Certified Public Accountant, Office  
Chief, Aihara Certified Public Accountant's Office)

Executive Committee Members :

Yukimori Akanoma (Director, Japan for UNHCR)

Atsushi Aritomo (Former General Manager, International Sales  
Support Division, Fujitsu Limited)

Muneaki Uchiyama (Assistant Professor, Kogakuin University)

Kaori Horikawa (Managing Director, Horikawa Medical Corporation)

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- In the course of preparing this report, we enjoyed considerable cooperation from many related organizations and individuals.  
We are indebted to all of you for your contributions, and we take this opportunity to express our gratitude.

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Commissioned by the Ministry of Education, Culture, Sports, Science and Technology  
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Nurturing the Creators of the Future  
How to Start a Community Classroom for Children  
Activity Model for "Fostering Peace-loving Global Citizens"

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