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## 第1部 子どもたちに、意義ある動物体験を与えるために

### Part 1 : Giving Meaningful Experiences to Children

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About 20 years ago in our country, we started to hear about children who, while saying that they like animals, would not hesitate to get rid of a kitten (for example) that scratched them with its tiny claws. They would simply recoil and yell, supposedly in pain. But I am really doubtful that they really felt any pain and are truly afraid of such small animals. I also doubt they had ever tried to imagine the agony that kittens undergo if thrown out and abandoned.

Such children rarely exhibit behavior suggesting compassion or respect for living creatures. They don't have that kind of sensitivity or perspective. I heard of one 5-year-old child who could use difficult linguistic expressions like "Taifu ikka dane" (calm after the storm) but would look for the power button on a rabbit he was holding for the first time in his life. I have heard of other children that cry over the death of their 'Tamagocchi' [electronic pet]. While I was involved in elementary school activities I myself met first and second grade students who would ask me, with awkward whispers, questions such as 'what are rabbits made of' or 'what makes them move'. I was sometimes so taken aback by the unexpected questions I reacted in a loud voice and unintentionally made the children cry. I should have answered, "They move in the same way as humans." These children probably had a lot of experience seeing animals 'virtually' but never once encountering real animals. I have also met some third and fourth grade students who said "My pet is a 'marimo'" [a ball-shaped water plant of Hokkaido] but I doubt they know if marimo is an animal or plant when they have no living

creatures around to show an interest in. But, conversely, I have heard of teachers reporting that students who look after the school pets and take them home at weekends do tend to have more interest in other types of animal, not only the ones at their school. They even extend their interest to some of the plants those animals consume (for example, the leaves of Japanese pepper that swallowtail caterpillars eat).

We were all shocked by the immaturity and insensitivity to life exhibited by the perpetrator of a sad murder case in Sasebo City, Japan. Even after this incident we keep hearing of unimaginable stories such as the baby that was left alone in a car and died of heat stroke, or the suffocating of a one-year-old baby within the luggage space beneath a motorcycle seat, or the infant that died after being left alone at home for 18 hours while the parents went skiing. Such cases indicate an increase in the number of people, including young parents, who lack a sense of consciousness that living creatures are the same as living people."

In recent years there are more and more young mothers who have never experienced the holding of a warm living body before their first baby is born. So new mothers are now being given more proactive guidance about newborn baby treatments. Despite this, the number of 6-month-old babies lacking basic facial expressions; that is - babies who don't laugh, with tight muscles and who are slow to respond when they enter nursery care - is increasing, year by year. Childcare and disability care experts are concerned about the parents of these babies. They seem to be unaware of the importance of holding their babies in their arms

although they are perfectly capable of taking care of them properly.

On the other hand, children who take care of a small animal - whether it's a rabbit or a bantam, and cuddle it as if it were a baby - they are sure to grow up and take care their own children in the future in a similar manner. They are highly unlikely to have any attachment disorder. Clearly, the affinity and understanding for life owes much to the experience of keeping animals in childhood.

Next I will explain about the meaning and timing for keeping animals. Dr. Koshihara and Dr. Tanaka, both Nobel Prize winners, have talked about how they were able to freely play in the fields when they were children. As they say, children form their foundation for understanding the universe through the experience of play in their childhood, especially before the third or fourth grade in elementary school.

It used to be normal to experience the importance of life by having animals around the home but, unfortunately, more and more pets in Japan are being kept by adults who keep them for their own comfort. Fewer mammals (or pet birds) with which people can exchange emotions are now being kept in child-raising families. The cause is thought to be due to a perception that animals are a burden to care for and a mistaken assumption that animals are filthy. In reality, more than 70% of elementary and junior high school students now grow to adulthood without ever knowing that animals are warm to cuddle, [Reference \*1].

Meanwhile our children are attracted to video games and mechanical toys that you can restart with one button and which do not give any trouble to their owners. These toys have no natural life within them and, as long as children continue to interact with them exclusively, there is no hope for improving their self-centeredness. They will not be able to fulfill any curiosity for biology and, needless to say, they will never develop an "excited spirit of inquiry". This "excited spirit of inquiry" acts as a powerful motivator in children but without any living creatures around them, their basic knowledge about organisms will never form. Their

ignorance about life will continue to make itself apparent in many aspects of their lives.

To combat this, we need to allow children to experience flowers, soil, rocks, trees, water, wind and animals. In short, we need some nature and animal experience guidelines within nursery and school education. Because animal experience requires the willingness and cooperation of the participating animal, such education can especially teach children the notion of other people. Experience of animals can also nourish a sense of selfless love and respect for others. Unlike other people, animals are never in a position as competitors so children, for the first time in their life may discover something they wish to protect. The children are using both their physical and mental capabilities to carry out care tasks for these cute 'others' and gaining the experience of how to make others happy, a 'giving' which in turn enhances their own feelings of happiness.

Next I will explain how to provide an animal keeping experience at nurseries and schools. So, when is the best timing? A curiosity for other organisms and the sensibility to feel compassion for vulnerable creatures forms most effectively in a child's brain when the child has a desire to keep animals. It is considered to be a good thing to give children some close animal experience during infancy, during first and second grade years, and during the third and fourth grade years.

So, what kinds of animal? Animals that are warm, cuddly and friendly to people - animals able to express emotion when making eye contact, are thought to be the most suitable for stimulating the child's mental development and awareness.

For such reasons in Western countries mammals such as dogs, cats, rabbits, guinea pigs and pet birds (such as paddy birds, bantam chickens and parakeets) are referred to as companion animals, and distinguished apart from other animals. Ultimately, to achieve the some biological education and ability to understand our own bodies, mammals are often recommended. But I think birds should also be adopted so that children

know not to draw a picture of a bird with four legs. Dogs and cats need to consistently bond with the same individuals so should not be kept at schools where the teaching staff is constantly changing. It is also better not to keep geese and goats since they require too much care. To be more precise, the most appropriate animals to keep in outdoor pet houses are rabbits and bantam fowl, while, for in the classroom, guinea pigs and paddy birds are best.

So, how should they be kept, and in which grades? Children of nursery school age through to first and second grade will be stimulated and inspired in many ways by the experience of keeping and caring for animals, under teacher supervision. Guinea pigs suit this role best because they have a gentle and calm nature. They are easy to keep and play with and can remember people's voices. They will approach people and squeak when they recognize someone.

Children in the third and fourth grade have an abundant sense of curiosity and energy. These ages are best for taking care of bantam fowl and rabbits in the pet houses. The Society for Humane and Science Education Utilizing School-owned Animals has received good reports about the "animal keeping school-year program" which is part of integrated "respect for life" learning. This program, in which children can share the joy and hardship of animal care with other same-grade students, brings profound educational advantages.

Children in the fifth and sixth grade ages are already old enough to assimilate their past experience into knowledge so they do not need to be involved in the direct care of the animals in the school pet houses.

So how do we support animal keeping programs? When a school decides to keep animals, it is recommended that they consult a veterinarian for guidance on "how animals relate with children" and "direct experience with animals". Allow the children to become familiar with the animals together with the veterinarian. It is reassuring and helpful for teachers to have a support system in which a veterinarian can be consulted when children have any questions or

concerns.

As for some basic points on animal keeping, children only make their utmost effort to protect an animal when they love them with all their heart. All the best effects of animal keeping are derived from such feelings. Such children will give some surprising answers when asked about their happiest moments when keeping animals. They might answer with "When I get a good poop" which shows that they see themselves as a parent to the animals. You should never slaughter an animal that children think of in this way for meat.

But I should also add that when care is too difficult to perform there will be many adverse effects and hardly any good results. Pet houses should therefore be constructed so that they are easy to maintain. For example, having a concrete floor is easiest. It is also important to prepare nest boxes to protect animals against the cold. One space should house just one male and one female to limit breeding and to create a peaceful, stress-free environment that avoids fights with others.

In conclusion, from continuous (monitoring) research of some fourth grade students over a period of 3 years, the author, et al. reported that an appropriate experience of keeping animals has beneficial effects on children adjusting to school and for nurturing compassion towards other people. It was found that this effect was most remarkable among those students who had never kept animals at home but who received a sufficient education about animal keeping at school. [Reference \*2]

Schools conducting the correct type of animal keeping programs regard the animal keeping activity as a part their curriculum and in order to continue their programs they practice the following:

1. The holding of animal keeping classes "Fureai Kyoshitsu" (veterinarian assisted) to teach about the physical and psychological state of animals.
2. Ongoing daily care and physical contact with animals.
3. Promotion of parents' participation in the animal keeping at weekends with the aim of teaching the

importance of being constantly attentive. (There were also reports of children being more appreciative of their parents and having improved communication with them.)

4. Classes for first grade students to which they can bring brothers and sisters.

5. Inclusion within drawing and art lessons.

6: Question and answer classes with veterinarians intended to stimulate a curiosity for science.

7: A presentation about the students' animal keeping experience over the school year during the handover meeting on the last day of term. (This is also a good opportunity for teachers to review achievements.) As a veterinarian and a parent, I naturally want our children to have as much experience of nature and life as possible especially when they feel the need for it at their school, and also with veterinarians involved.

\*1: Nakagawa et al. "At-home Animal Keeping" and "Animal Keeping and Education" p45, Volume 6, 2007

\*2. Nakagawa, Nakajima, Muto "The Influence on the Psychological Development of Young Children of Appropriate School-based Animal Keeping". Journal of the Japan Veterinarian Association p227~233 Volume 64, No. 3 2011

Website for the Japanese Veterinary Council for School-owned Animals:

<http://www.vets.ne.jp/~school/pets/>

Website for the Society for Humane & Science Education Utilizing School-owned Animals:

<http://www.vets.ne.jp/~school/pets/siikukenyukai.htm>

## 子ども達に意義ある動物体験を 与えるために



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中川美穂子

## 学校飼育動物とは

- **子どもの成長を助けるために**
- 学校・園で飼育されている動物たち
- 愛玩動物とも、家畜とも違う
- しかし、**愛情深く扱わなければ、..**
- @動物飼育の
- **\*\*目的、方法、与え方\*\***が大事
- **何をどう飼うか**

## 今、人が壊れようとしている

- 命がわからない・自己中心的  
人とコミュニケーションがとれない
  - どうすれば良いか  
愛情と共感を培う・命を教える  
友達など周りとかかわる楽しさ
- を感じる神経回路を発達させる



### 子どもへの影響はなぜ？

- 動物が「かわいくなり」大事な存在になる  
動物のために必死で工夫 認知能力 実感  
子どもは庇われる存在だが、自分より弱いものをかばう
- 動物を介在しての三項関係をつくる  
友達や親との関係を助ける コミュニケーション促進
- 心的視点移動  
一緒にかわいがる(協力 人の気持ちがわかる)  
動物の気持ちを考える
- なにより子どもにとって動物は魅力的で入りやすい

動物: その感情がみて取れる種類

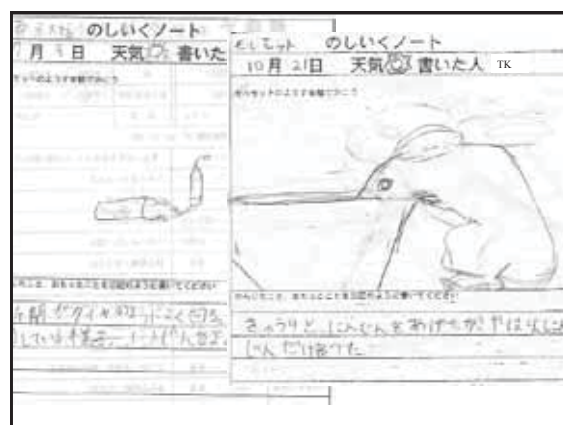
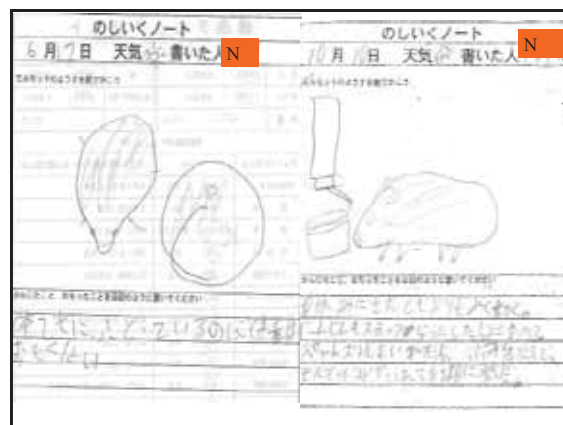
### かわいい 笑い声のもれる楽しい飼育に 大変すぎる作業はさせない

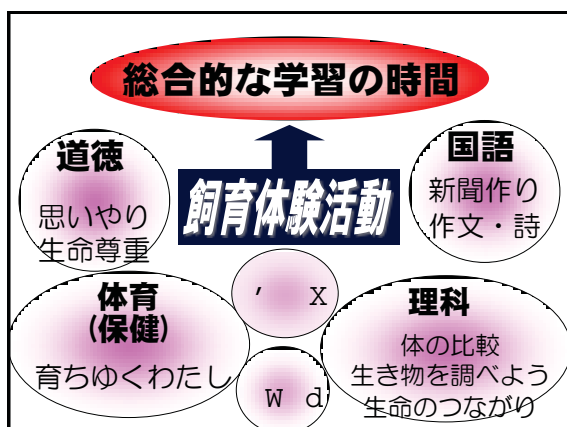
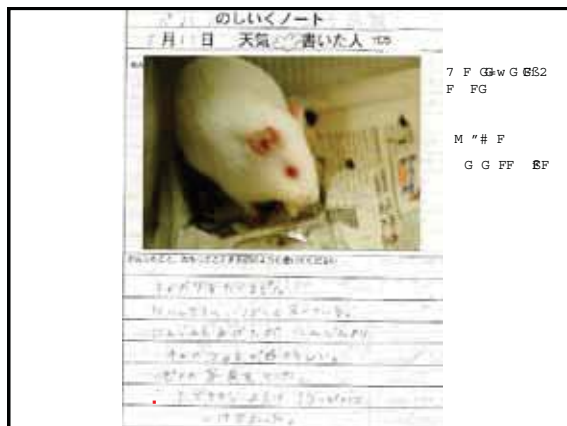
- 掃除しやすい飼育舎 ..コンクリート床・巣箱
- 世話の簡単な種類を少しだけ..チャボとウサギ
- 繁殖を制限して、増えないように飼う
- 休日には保護者が当番児童につきそう  
(教育参加)
- 地域の獣医師の助言と支援を簡単に得られる  
体制をつくる(行政)

基本・子どもに親しみを持たせる->ふれあい



継続飼育・金曜日に家に、そして日記





4 "F )r F \*fH 8°\*æ q •H

- 4 vH G2 G N GG •"@FH G G FF M
- 9 vH \*" 8GH " ' F 2A eFB FG
- 10 vH 8 @GAG = G Gy ^ G1 # 5 q •
- 11 vH ,A G W d
- 3 vH W( # G F ,)EF 6 &

MG v 6 ° F, W ( # F M)tFB a0 G"FOG

休日の世の中 H 0v °Gjw G EG1E00v ° \ \$

2









3学期 引継ぎ集会



図工の  
題材として  
引継ぎ集会



4年生の1学期のウサギの絵



動物個体を説明し、ふれあわせるための絵



動物の個体についての、説明 (4年1組)



体の仕組みチーム  
 チーム士  
 ひな・親はなしチーム  
 観察チーム  
 うさぎトイレチーム  
 にわとり三歩  
 うさぎのふん対策チーム  
 仲良しチーム  
 包丁ときチーム  
 ちゃぼウォッチング  
 にわとりの飼い方  
 しつけチーム  
 えきプラボ  
 すずめチーム


H18年度3学期  
4年2組 発表

飼育…土は安全か?

チーム名 チーム士  
根本 聡深 吉原 康太



調べたきっかけ  
毎日、イエローとプラットがげりをしていた



↓

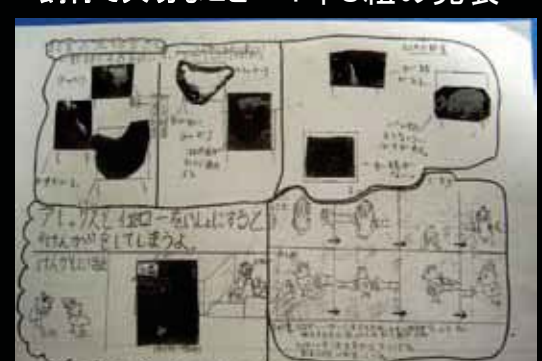
土のせいなのか?  
にわとりが土を食べても安全なのか?

そこで…下痢のことを調べると  
インターネットで…

春から秋に多い土の中にある  
ウェルシュ菌が原因?

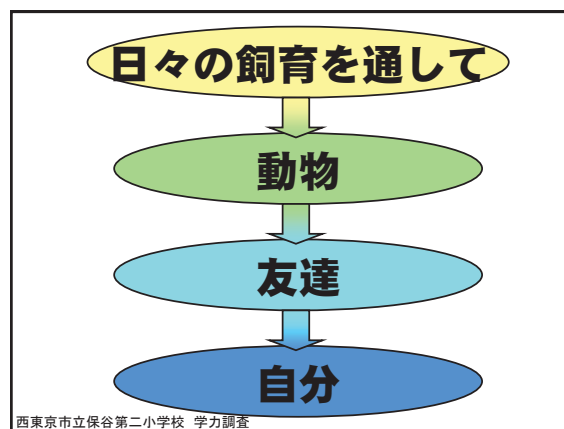
腸に行き、ひどい腹痛をおこす  
若いにわとりに発生することが多い  
口や傷口からうつる  
血のまじって便をする

飼育で大切なこと 4年3組の発表



作文



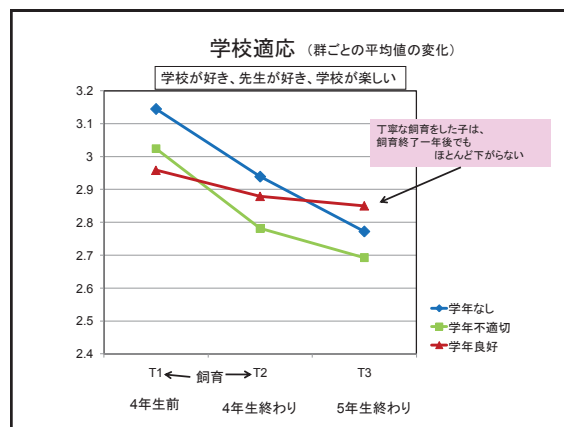


**学年飼育体験が子どもの心理的発達に与える影響**  
**学校動物との触れ合い・世話は、思いやり、適応を育むか？**  
 中島・無藤・中川(2011)

**方法:** 東京都下の12の小学校で4年生を対象に3回の質問紙調査  
 T1: 学年飼育開始前  
 T2: 1年間の学年飼育終了後 T3: 学年飼育終了から1年後

**対象者:** 学年飼育の有無と質を評価 → 3つの群に

- 学年飼育方式群(247名)**
  - 交代で学校動物の世話、導入時に触れ合い指導。
  - 明確な教育的ねらい。
  - 教員が指導的に関与。
  - 獣医師に相談、指導に従う。
- 学年方式不適切群(203名)**
  - 交代で学校動物の世話、触れ合い。
  - 明確な教育的ねらいはなし。
  - 教員の関与の薄さ。
  - 獣医師への相談はほとんどなし。
- 対照群: 委員会方式群(318名)**
  - 飼育は5・6年の飼育委員のみ。4年生は動物飼育にかかわりなし。



**考察**

**学年飼育方式群:** 対照群よりも、学校適応、他者への温かさの低下が小さい。動物への共感性が増加。  
 → 動物や他者への思いやりを育む + 友との協力 + 学校が好き

**学年方式不適切群:** 対照群よりも、他者への温かさの低下が大きい。  
 → 思いやりの発達を妨げる可能性も

**学校動物との触れ合い・世話は思いやり、適応を育むか？**

**Yes! 適切な飼育で。**

- 明確な教育的ねらい
- 教員の指導的な関与
- 豊かな触れ合い
- 獣医師に相談、助言支援を受ける

- 学校は、教育課程に位置づける  
好きなor担当の先生だけではなく**全体で支える**
- 保護者が、「子育てのために」と理解して、**参加する**  
休日の世話、アレルギー・衛生不安  
(学年飼育・学年の親)
- 近くの専門家が、学校獣医師として支援する  
(行政が学校の相談相手を派遣)  
\* 学校は費用を負担しないシステム)

