

Section 5 Living Environment Studies

I. OVERALL OBJECTIVES

To help pupils become interested in the relationship between themselves and people around them, society and nature through concrete activities and experiences, and to have them contemplate themselves and their own lives and in the process, to help them acquire basic habits and skills essential for life and develop the foundation for independence.

II. OBJECTIVES AND CONTENT FOR EACH GRADE

[Grade 1 and Grade 2]

1. Objectives

- (1) To help pupils become interested in the relationship between themselves, people around them, various local places and public facilities, etc., and to enable them to appreciate their locality and have an attachment to it, and at the same time, to enable them to think about their roles and actions as a member of a group or society and to act safely and appropriately.
- (2) To help pupils become interested in the relationship between themselves and nature, such as animals and plants around them, become aware of beauty in nature, and enable them to cherish nature and also to devise ways to play and lead their lives.
- (3) To help pupils recognize their own strength and potential through deeper involvement with people around them, society and nature, and to enable pupils to live with volition and self-confidence.
- (4) To help pupils enjoy activities related to people around them, society and nature, and at the same time, to enable them to express and think about what they have sensed and enjoyed, etc., through their activities in the forms of language, drawing, behavior and drama.

2. Content

- (1) To understand the conditions of school facilities, the people who support school life, including teachers, and friends, to be able to enjoy playing and studying safely, and at the same time, to be interested in the conditions of school routes and the people ensuring safety in the surrounding area, etc., and to be able to commute to and from school safely.

- (2) To enable pupils to think about the family that supports home life, and what pupils can do on their own, etc., to play their roles willingly, and to be able to regulate their daily lives while looking after their health.
- (3) To enable pupils to understand that their lives are closely associated with people living or working in the local community and various local places, and to feel familiarity with and have an attachment to such people, and to be able to have proper relationships with other people and lead their lives safely.
- (4) To enable pupils to understand that in their immediate environment, there are things to be shared with others by using public property and facilities, and that there are people supporting them, etc., and to cherish them and be able to use such property and facilities correctly and with care.
- (5) To enable pupils to sense that conditions of life change according to the four seasons, through such activities as observing nature in the immediate environment and performing activities related to seasonal and local events, and to lead their own lives and make them more enjoyable.
- (6) To enable pupils to make tools for play and devise ways to play by using natural objects and things in their immediate environment, to recognize the charm and wonder of such objects and things, and to be able to enjoy playing with everyone.
- (7) To enable pupils to become interested in the habitat of animals and plants, and their changes and growth through raising and growing them, to realize that they are living and growing, to be familiar with living things, and to be able to cherish them.
- (8) To enable pupils to communicate with people around them about events in their own lives and in the local community, to take pleasure in interacting with surrounding people, and to be able to actively have contact with them.
- (9) To enable pupils to understand that they have grown thanks to help from many other people, what they have been able to do on their own, and that they have had more roles than before, etc., by reflecting on their own development, to feel gratitude for those who have supported their lives and growth, and at the same time, to be able to live actively with positive prospects for their future development.

III. SYLLABUS DESIGN AND HANDLING THE CONTENT

1. In designing the syllabus, consideration should be given to the following:
 - (1) Teachers should conduct learning activities so as to help pupils concretely comprehend the relationship between themselves and local people, society and nature, and should take part in outside-school activities positively.
 - (2) Teachers should deal with (7) in the Content for two years, and have pupils raise animals and grow plants continuously so that they can deepen their involvement in animals and plants.
 - (3) Teachers should increase the effectiveness of teaching, while actively seeking coordination with other subjects such as Japanese language, music, and arts and handicrafts. Particularly, at the initial term of Grade 1, teachers should make an effort to instruct pupils while combining subjects by centering on living environment studies.
 - (4) Based on the objectives of moral education listed in Subsections I-2 of Chapter 1 “General Provisions” and in Subsection I of Chapter 3 “Moral Education”, instructions concerning the content listed in Subsection II of Chapter 3 “Moral Education” should be given appropriately. The instructions should be in accordance with the characteristics of living environment studies and should be related to the period for moral education.
2. In the handling of the content listed in Subsection II, consideration should be given to the following:
 - (1) To utilize local people, society and nature, and devise leaning activities to deal with them in an integrated manner.
 - (2) To devise various learning activities, such as finding, comparing and likening, in order to have pupils think based on what they have recognized through concrete activities and experiences.
 - (3) When conducting concrete activities and experiences, teachers should give pupils opportunities to have contact with various people around them, including young children, the elderly and disabled pupils or students.
 - (4) With respect to basic habits and skills essential for life, the instructions should be in accordance with the development of learning activities associated with people, society, nature and pupils.