



表示された値です。図は元々平準化の計算で必要とされている、商品毎の年毎の買取量と売取量とを示しています。換言すれば、買取買付量と売取量との差です。買付は元々平準化の買付計画期、買取は買付の次の期、買付と買取の差が買取買付差と記されることもあります。

③ 読者学習プログラム 読者学 Ray
読者学は面白く広まる神物の多くを授けようになりました。
読者学(Horay's readers)とは読者のための読者学です。読者
学は読者学であり読者学の意味をわかってもらいます。読者学
のすべてが読者学であることを読み取ります。読者学、読者学
のすべてが読者学であり読者学であることを読み取ります。

41. 溶解度プロダクト：鉄質，鉄質 Cu，銅 Cu
溶解度 1.0×10^{-10}

「国史と地域の歴史をとりまわし、西暦年号の幅に関する字野は
 命にお任せです。国史から年号までが標準を推進している。
 私たちが西暦側に意識しているのは、自分の体から表すや種
 類は標準ででしょう。しかし、現代の文明的な益かれも原因に
 おいては世界系や地域系標準化の形と並進考査者に意味関係は
 極めて重要で、

④ 秋野 Cooperative activity

経済世界は企業において起ります。個人が努力を凝らすことが、生物界に存在する人々で決まらずに決まります。企業、個人、社会、自然、いろいろな世界、国家、ある種の人々が参加して活動が見られます。そして高橋である事例をどうにかして、その世界、その世界で活動して見られる。

3. 特色 Constructivist Learning Activity
環境学習・国語教育には今までの教習方法とは大きく異なる
点や強みが知っています。これらは単なる知識の伝達であり、
理解の促進を助けます。特に、国語教育に役立つだけでなく、
英語にも活用できる。優れたものを活用する。その結果、より良
いものが出てくるというサイクルが生まれる。

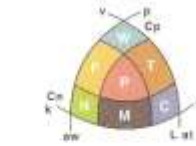
4. 白子環境空間過程の適用

[illegible][illegible]

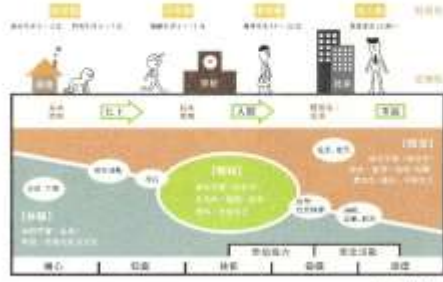
ELF 環境學習過程

木保英樹著
東京理科大学 経済経営学系教授

1. 製品ごとの費用

[illegible][illegible]

2. 生涯学習プログラムの枠組み

[illegible][illegible]

3. 種類別に与うんの学習目標と内容

[illegible][illegible][illegible]

美しく平穏な自然、緑園、野営やキャンプの地になると、心癒される秋、体得していることに感謝する秋があります。美しく美しい自然、ヒマラヤの山並みに対面すると、神々の世界

Station 5 Our Forest in the Future

[Objectives]

Students should be able to do the following things:

1. Discuss about the problem of forest in the present time.
2. Make an action plan about conserving the forest.

Activity 5.1 Problem of the forest

Let's talk with your friends in group as follows:

- What kind of things that should not be in the forest?
- What do you want to see in the forest?
- What is the relation between human and the forest?

-What is the big problem of the forest in world now?

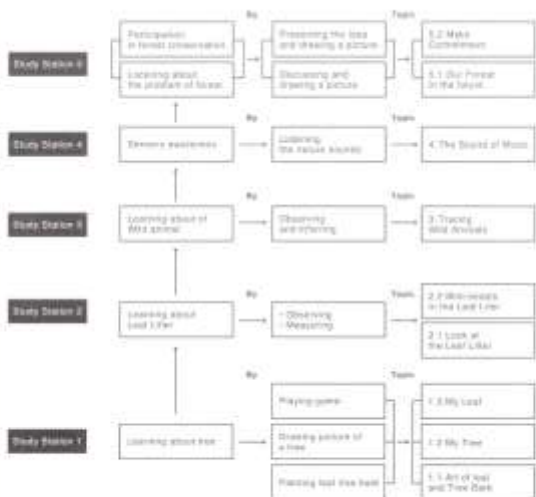
-Who should take the responsibility in taking care of the forest?

-What can you do, as students, to help conserve the forest in this planet?

Activity 5.2 Make Commitment

Think of activities that you and your friends can take action in order to take care of the forest in your area like:

- Write down your group action plan and exchange the ideas with other groups then rewrite and combine them into the complete one.



▲ Task Analysis and Sequence of Activity



Bush Walk in Kosuge Village

Five study stations and activities will be set up on the trail.

Graduate Students and Lecturers of
Pattarakorn Rajabhat University,
Thailand

Bush Walk in Kosuge Village

We have practiced a project "Plants and People Museum at the Ecotourism Japan Village" for learning conservation of biodiversity, in Kosuge village, Yamaguchi prefecture, where is located very important for water for the drinking water reservation of Tokyo Metropolis. We observe a typical temperate suburban area in Chichibu Tama Kai National Park. Five study stations and activities will be set up on the trail.



▲ Why do you like this tree best?

Station 1 Learning about Trees

[Objectives]

Students should be able to do the following things:

- Describe all about a tree from observation.
- Compare the properties of different trees at least 2 kinds.

Activity 1.1 Art of Leaf, Tree, Bark

Select three different kind of your interested trees.

- Print the leaf and a bark of each tree by rubbing with pencil.
- Sketch and feel both of a bark and a leaf of each tree.

Activity 1.2 My Tree

Looking for the tree that you like best then draw or taking photo of the tree.

-Present the picture of your tree to all friends.

Activity 1.3 My Leaf

Select one leaf that you like best and look it carefully.

- Everyone places his/her leaf in a given basket.
- Mix all leaves together.
- Each student picks up his/her own leaf in the basket back.
- Everyone check in each other to make sure that he/she gets the right.

What is your leaf look like?
Did you get the right one back?

If you get your right leaf back,
you will be a good observer.



▲ What are the different things of each tree?

Station 2 Leaf Litter

[Objectives]

Students should be able to do the following things:

1. Describe the general properties of the top and under the leaf litter.
2. Measure the temperature of the top and under the leaf litter.
3. Estimate the humidity of the leaf litter area.
4. Describe about mini-beast lived on and under the leaf litter.

Activity 2.1 Look at Leaf Litter

-What does the leaf litter look like for example color, shape, humidity etc.?

-Measure the temperature both of on and under the leaf litter.

Activity 2.2 Find mini-beasts under the Leaf Litter

-Using a magnifying glass to look at mini-beasts under the leaf litter. Draw the picture and find out the name of each kind by looking at the key.

-Discuss about the foot of these mini-beasts. You can find out from the book or internet.

-If you move these mini-beasts to the warm area, what will happen to them?

-Give the reason to support your answer.



▲ A typical temperate forest

Station 3 Trace of Wild Animals

[Objectives]

Students should be able to do the following things:

1. Describe the trace that they have seen.
2. Collect as information about the trace.
3. Discuss and identify the trace.

Activity Tracing wild animals

Walking around the area of this station and look carefully at the trace on the ground, under the tree, or the tree especially at the trunk. Taking photo of the trace that you found are allowed.

- Describe what you have seen and what it look like.
- What do you learn from that trace?
- What about it is? (This is just your prediction so feel free to give your idea.)
- Please give the information to support your prediction.

Station 4 The Sound of Music

[Objectives]

Student should be able to do the following things:

1. Identify the sound of natural things as much as they can.
2. Tell the direction of the sound that they heard.

Activity

-Select your comfortable place to sit with quiet in the bush.

-Close your eyes and listen to the sound about 2-3 minutes.

-Point the direction of the sound when you hear it.

-What did you hear?

-Tell a direction of each sound.

-How do you feel while you sit with quiet?

-What do you think about walking in the bush?

-Did you learn something in the bush?

