

## ワークショップ

日 時 6月17日(土) 9:00~11:00

会 場 センター棟401 402 403

### WS1 (401)

クリス・ロインズ (Dr. Chris Loynes)

**What would a Post Humanist, Post Growth Outdoor Education Practice look like?**

An anniversary is, like the Greek god Janus, a good time to reflect on the past and renew the vision for the future. We live in a global society that is seeking a way towards a post growth, post humanist vision. How might Outdoor Education contribute to exploring what that vision could be?

The workshop will begin with a reflection on the historical values of Outdoor Education so that participants can consider which ones are still relevant today.

Participants will then look for the signs of emerging new values before exploring what the foundations of good practice might look like in their own work.

通訳 John Andrew Loynes



WS2 (402)

デニース・ミッテン (Dr. Denise Mitten)

### **The Impact of Time in Nature on Human Well-being: A state of the Research and Theories**

In this workshop Dr. Mitten presents recent research that indicates that spending time in nature is essential for human development, health and well-being. Time in nature can lead to health benefits through contact with the natural elements, participation in physical activity, restoration of mental and emotional health, and time with social contacts. Benefits may be immediate, such as decreased blood pressure, decreased stress levels, enhanced immune system functioning, and restored attention, or transpire over time, such as weight loss, decreased depression, and overall wellness. Nature also benefits when children develop a conservation ethic and commitment to monitoring, conserving, and restoring natural places and native species about nature and well-being. Dr. Mitten explains ecopsychology and eco/nature therapy and talks about the impact of time in nature on body image.

通訳 関 智子 (帝塚山大学)



WS3 (403)

イヒ・ヘケ (Dr. Justin Ihirangi Heke)

### **Indigenous Systems in the Environment**

The workshop that Dr Heke will conduct at JOES is aimed at showing the interconnectedness between environmental systems from an indigenous perspective. The structure for this workshop highlights the knowledge base that the systems originate from (water, land or star), the connection as indigenous Maori to that knowledge base, the metaphor that the particular environment is suggesting we learn from and finally the action that reflects the previous three aspects. For example, Haumia Tiketike is the environmental representative of plants that grow wild and require no cultivation. This example is connected to whenua or land. Haumia Tiketike connects to ferns as plants that grow wild. The metaphor, in this example is one of fertility because of the abundance of ferns. The action is expressed through the following the movements of the stick insect as a predictor of weather by how the stick insect moves. The extension of this type of approach allows the removal of humans as the central consideration to being the incidental benefactors of understanding their role in the environment. More specifically, where an understanding of the environment is the paramount consideration, people stand to live longer through caring for their local environment.

通訳 高野孝子 (エコプラス/早稲田大学)

