

題目 学校における健康教育の現代的課題～社会文化的要因、自然体験の効果の考察を通して～

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概要本文

(和文)

都市化、自然の消失によって成長期子ども達の間で身体活動や自然体験を得る機会が減少してきている。それに伴い、子ども達の間で運動能力や体力の低下、生活習慣病の増加や成長期子どもに必要な自然体験の喪失といった重要課題が生じている。

一方で、身体活動や自然体験の有無が社会経済的要因による影響を受けていることが明らかになった。自然とのふれあいが自然を敬う心の形成を促すことから懸念される事態である。したがって、公共の場であり、多くの成長期子どもに関わる学校で、子ども達が身体活動や自然体験を平等に享受できる仕組みを作ることが必要であるという結論に至った。

加えて、私たちを取りまく環境を社会的環境、自然環境でとらえるところが特徴的である **ESD** と、アウトドアスポーツといった身体活動及び、キャンプや栽培活動など自然とのふれあいを中心とした自然体験活動を含む野外教育に着目した。

本論文は **ESD** の考え方に沿って、都会化、自然の消失が進んだ現在において身体活動や自然体験の促進方法の模索を試みた。社会的環境では、社会経済格差や性差といった社会文化的要因に配慮した学校における身体活動の促進（第2章）、自然環境の側面では、子どもと自然をつなぐ人的環境である保育者や教員の資質を高めるために、養成の段階で効果的な試みができないかどうか（第3章）を考察した。

第1章では、成長期子どもの健康にとって、いかに身体活動や自然体験が欠かせないものであり、公共性の強い学校での対策が必要であるのかを考察した。

第2章では、社会経済的地位（SES）や性差といった社会文化的要因、身体活動、肥満との関連性および学校において社会文化的要因を踏まえた効果的な身体活動の促進方法について考察した。2004年、英国東ケント州の中学生605名(平均年齢は11.34歳)および中学校保健体育科主任を対象に調査を実施した。中学生を対象にした質問紙調査では身体活動において性差は顕著であった。性要因では女兒の身体活動への消極性が懸念された。SES 要因では、スポーツクラブへの加入の頻度において差があった。脂肪レベルで総皮下脂肪厚では性差が見受けられ、SES 差と性差で交互作用が有意であった。保健体育科主任のインタビューからは、学校における書面による政策の作成、通学での歩行の促進、性差の問題、社会心理的環境要因（保護者との連携、身体活動の楽しみの享受、多様な種類の身体活動の提供、職員と子どもの良好な関係性）、物理的環境、機会の均等性、小学校における教育の改善、身体活動の健康上の恩恵の教示が課題として挙げられた。

第3章は、教員を志す日本の大学生305名を対象に質問紙調査を行い、①農業に対するイメージ尺度を作成し、②キャリア意識尺度、時間的展望尺度、自尊感情尺度との関連について検討した。項目分析および因子分析の結果より、「農業への興味・関心」

「農村への興味・関心」「農業への理解・共感」の 3 因子構造からなる農業に対するイメージ尺度は作成された。さらに、農業に対する興味関心等が向上し、好ましいイメージを抱くことが、就労観や将来展望の変化に繋がっている可能性が示唆された。

スポーツクラブは、心身の健康、社会性の形成など利益も多いが、保護者における経済的、時間的負担も伴う。不利益群の子どもが多く通う学校では、スポーツクラブの参加以外の方法で、子どもが身体活動を獲得できる試みも必要であろう。保健体育の充実の他に、学校や家庭が自然にアクセスしやすいかが身体活動、自然体験の質や量に関連していることから、学校内、近隣の自然を多く活用することも促進されたい。

自然と子どもをつなぐ人的環境、つまり、教員の資質も問われる。教員や保育者が農業や農村滞在体験等何らかの自然体験を養成校の段階で得ておくことも子どもと自然をつなぎ、身体活動量を増加させることに寄与できるのではないかと考える。

大学生が農業体験学習等を通して農業や自然に対する理解や関心を深めることは、自我発達にも関与する効果も期待できる。保育者・教員養成課程を卒業後、現場で子どもと多く接することになる彼らに農業・農村への興味や理解、キャリア意識を礎とした自己の確立が促されることは、次世代の子どもとともに、自然を活用した教育的取組を展開していく基礎力となるのみならず、保育者や教員志望者自身の自己形成にも影響を与えるのである。この積み重ねがやがて保育者や教員としての人間力になり、保育・教育現場で子どもと向き合う力、子どもと自然をつなぐ力の礎となるのである。具体的には大学等の保育者・教員養成プログラムにおいて農業農村滞在体験を積極的に取り入れるべきと考える。

子どもの健康と自然とのかかわりは密接なものであり、このかかわりをより豊かなものとするためには、教員の心身の健康および自然への理解・興味が不可欠である。保育者や教員養成の段階で農業に限らず身近な自然を利用した自然体験を得ることが望ましい。この取り組みこそが、子どもの心身の健康な発達を促し、さらには子どもに自然を愛護する力を育み、次世代に向けた自然保全への道のを築きあげていくであろう。

(英文)

The development of science and technology, urbanisation and low birth rates have influenced the environment of some cultures and impacted upon the way that people engage with physical activity, especially in relation to experience of the 'natural environment'. Health-related problems that can result, include the lowering of childrens' exercise abilities and fitness levels, increasing life-related disease and loss of childrens' experience of nature, have been significant in some global cultures. Furthermore, inequalities in educational provision have had a significant impact on opportunities for children to experience physical activity in the natural environment. Therefore, much more attention needs to be paid to the role of the school in taking responsibility for health-related physical activity, especially in the natural environment, particularly during the key growth and development periods in children.

The work of this thesis focused on Education for Sustainable Development (ESD) which considers our natural environment from both social and natural perspectives in relation to

outdoor education, which includes experiences of physical activities in the natural environment.

Data was collected in two main parts (Chapter 2 and 3). In Chapter 1 the literature relating to the significance of experiences of physical activity (especially in the natural environment) is reviewed. In addition, the significance of the role of school was investigated. In Chapter 2, socio-cultural factors such as socio-economic status (SES) and gender were explored in relation to physical activity and obesity in 678 children. In Chapter 3 the qualities of 305 trainee teachers at University explored because these trainee teachers will be responsible for connecting children with nature and therefore influential in childrens' experiences of the natural environment, were explored.

Chapter 2

Aims: This study explored to what extent level of physical activity (PA) and obesity are associated with gender and socio-economic status (SES) among Year 7 children. Furthermore, an insight was gained, into the most common reasons for being physically active in these children. *Methods:* 678 children were recruited from five secondary schools in Kent, UK (Boys = 397, Girls = 281). The mean age was 11.34 years. To gather information on pattern and psychosocial variables of PA, children were asked to fill in the questionnaire which was adapted from the Health Behaviour in School-Aged Children survey. Anthropometric measures of childrens' weight, height and skinfold thickness were obtained. Considering PA pattern, adiposity level and psychosocial variables, differences and correlations were explored in Gender and SES groups. *Results:* This study confirmed the difference in both levels and types of PA between boys and girls. There were no significant differences in PA patterns among SES groups, apart from the membership of sports club. Significant correlation was found between PA and encouragement from both parents and friends. The difference in gender groups in importance for the following was found; building up strength, taking part in competitions and win, improving my physical skills and pleasing their family, while in SES groups; taking part in competition and win and pleasing my family. Correlations between PA and the following were found to be significant; becoming healthy, building up strength, enjoying myself and have fun, being part of a team, making new friends. *Conclusions:* Gender has strong associations with PA patterns; levels and types of PA, as well as importance of reasons for PA. This gender difference should be considered in the school settings. Encouragement from parents and friends is also a good facilitator. Especially, friends are important. Becoming healthy, enjoying themselves and having fun, and improving physical skills, were found to be important for children. These aspects should be generated when it comes to promotion of PA among school children.

Chapter 3

Background Over the years, increasing attention has been paid to the relationship between education and rural appreciation of the natural environment. Although a variety of educational experiences have been developed and the psychological effects reported, the effects on health

have still not been addressed. The purpose of this study was to demonstrate the effect, on health and well-being, of a "farming experience" among university students. A questionnaire was distributed to 305 university students in order to create an image measure for ① rural life and agriculture, ② a career consciousness scale and perspective. The relationship between the outlook scale and self-esteem scale was examined. The results were calculated following factor analysis and item analysis and a three- factor structure was created: "interest in agriculture", "interest in rural life" and "understanding and positivity towards agriculture". Three factors were established for the close relationship that was noted between "interest and understanding of rural life and agriculture" and the relevant time perspective and career awareness, as well as self-esteem. In other words, there appeared to be an increase in favourable awareness of rural life and agriculture, both in terms of outlook and employment.

Participating in sports-clubs may be beneficial for physical and mental health as well as developing social skills. However, parents' and guardians' economic burden or time commitments should be of primary concern. Accessibility to green spaces are associated with level and quality of physical activity, therefore green spaces at school or in the neighborhood, should be increased and utilized to the maximum. The 'human-environment interaction', in other words, the teacher's ability to connect children with nature, is also important. During training at university, candidate teachers should obtain experiences of the natural environment, including agriculture and the rural village living environment. This should lead to increased levels of physical activity in children.

Among university students, in addition to development of their career consciousness, the effect of 'raised awareness' can be achieved by encouraging an understanding and interest in nature, including agriculture, through relevant experiences. This can help students to improve their skills and abilities in promoting the experience of nature among children.

Child health is associated with connection to nature very closely. Therefore, this relationship should be encouraged. This is why it is essential for teachers to have their own health, understanding and interest in nature. It can be recommended for students to have a connection by making use of nature during teacher training. This work may help to promote childrens' healthy development and also develop an emotional affinity to and support for protecting nature. This should result in greater protection of nature and a more sustainable development, for the future.