

# Interpreter



# Love Earth Meeting

Commemorating the 10th Anniversary of EXPO 2005 AICHI

Message from Aichi  
to the World, for the Future



Aichi Prefectural Government



# Introduction

In the Forest Nature School held at EXPO 2005 AICHI, nature interpreters called “guides of the forest” conveyed messages sent by nature in an interesting and easy-to-understand manner. Thanks to this program, children and many other participants could experience Nature’s Wisdom through contact with nature.

Since then, Aichi Prefecture has continued and developed this program as an experience-based environmental study program at a facility for environmental education, “Forest School,” by taking up our local natural environment as a theme. This is Aichi’s unique program related to EXPO 2005 AICHI, the tenth meeting of the Conference of the Parties to the Convention on Biological Diversity (COP10), and the UNESCO World Conference on Education for Sustainable Development, which can be considered as an example of implementation of education for sustainable development.

On the basis of this background, Aichi Prefecture held the Interpreter Love Earth Meeting commemorating the 10<sup>th</sup> anniversary of EXPO 2005 AICHI in October 2015 to achieve the following purposes: to remind Aichi citizens of the importance of learning from Nature's Wisdom, to convey the importance to the next generation, and to further broaden social networks for fostering human resources in the field of the environment. At the Interpreter Love Earth Meeting, through presentations by six nature interpreters from around the world and interaction between the interpreters and the audience, attendees learned many important keywords and tips that were universal regardless of country and culture.

The purpose of the publication of this brochure is, by sharing these outcomes of the Meeting widely also with those who were unable to attend the Meeting, to broaden environmental education and social networks for fostering human resources in order to achieve a sustainable society. I would be grateful if you could keep this brochure on hand for years to come as helpful material for your challenges.



**March 2016**

*Hideaki Ohmura*

**Governor of Aichi Prefecture**



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# Chapter 1

## Message from Aichi to the World, for the Future

In the Talk Session with Interpreters from Around the World at the Interpreter Love Earth Meeting, which was held on Sunday, October 11, 2015, six interpreters from around the world made presentations about their activities, engaged in discussions, and had interaction with the audience. Each of the presentations placed prime importance on awakening people's emotions through experience-based programs in order to encourage their motivation to take action. The Talk Session provided participants with a good opportunity to confirm what is important irrespective of countries. The enthusiasm of the six interpreters, who implement their activities by placing emphasis on emotions, was conveyed to the audience through words awakening the participants' emotions and unforgettable phrases.



### **Presentations introducing impressive photographs, videos, and specific episodes**

Amber Parker from the U.S.A. advocated the importance of getting one's feet wet and muddy. When she asked the audience if they remember the smell of mud, many attendees raised their hand to say yes.

Other interpreters, as well, communicated that it was important to have emotional experiences and make them act as a springboard for action.



### **A message created on the basis of the EXPO 2005 AICHI Message was announced.**

As a conclusion of the Talk Session, the Message from the Interpreter Love Earth Meeting, which was created on the basis of the EXPO 2005 AICHI Message, was announced. Speakers and the audience confirmed and shared an objective of broadening social networks for fostering human resources through productive interaction centering on Nature's Wisdom.

To share the results of the Meeting widely also with people other than the attendees, the outcomes were embodied here in the Message from Aichi to the World, for the Future by incorporating the essence of the Meeting into the Message from the Interpreter Love Earth Meeting.

## Message from Aichi to the World, for the Future

Due to rapid economic growth and the progress of national land development, Japan's rich and diverse nature has been depleted; especially in urban areas, extinction and deterioration of nearby natural environments have been considerable. These circumstances hinder children from having contact with natural surroundings in their convenient daily lives. In addition to this, children of today have fewer experiences of having contact with and listening to the authentic voice of real nature by using their five senses.

Aichi Prefecture held the Interpreter Love Earth Meeting commemorating the 10<sup>th</sup> Anniversary of EXPO 2005 AICHI in October 2015 by inviting nature interpreters who carry out their activities in Japan and other countries. We, participants, learned that there were various types of relationships between human beings and nature, as well as a variety of wisdom to conserve nature depending on culture and climate. We now know that, regardless of country and culture, experiences in nature to nurture emotions are important. Particularly, having many of these experiences in childhood is crucial. What children experience in nature enriches their lives more than thousands of words, which leads to the development of human resources who take action with consideration given to the environment.

By learning from activities implemented around the world, we need to secure opportunities for children, who are the next generation, to have contact with nature. It is also necessary for us to learn, through experiences, that nature has excellent knowledge and systems as well as an ability to give life to many creatures, that is to say, Nature's Wisdom. Sensing Nature's Wisdom and understanding that we are a part of nature, we should take action together with children to achieve a society in which nature and humans can coexist.

Now, from here in Aichi, we send a message to the world, for the future.

Taking Nature's Wisdom as the warp and productive interaction, in which people meet, talk, understand and respect each other, as the weft, let's weave them into a sustainable future!

For the future and happiness of ourselves and posterity!

## [ Highlights of their comments of the Interpreters In the Talk Session ]

□ Amber Parker 【United States of America】

Feeling nature by dipping our feet in the mud will remain deeply in our minds. I believe that, through experiences in nature, we will realize that we are a part of nature and will want to cherish it.



□ Sarath Wimalabandara Kotagama 【Democratic Socialist Republic of Sri Lanka】

Interpretation means not to explain something but to speak to the participants' minds with facts. We need to experience nature in order to understand it. Please listen to its voice. It is not enough to sit idly by. We need to take action.



□ Gesa Marianne Boltze 【Federal Republic of Germany】

Childhood is a prime time to nurture emotions. Adventures are rewards for children. I think that the best way to nurture children to develop respect for precious nature and become independent is to secure opportunities to experience nature in early childhood.



□ Samwel Naikada 【Republic of Kenya】

Visiting a forest raises people's awareness of their relationship with and the importance of nature, fostering their appreciation for the blessings of nature. To leave lush natural environments for the next generation, I believe that it is important for everyone to change their ways of thinking, to love the environment, and to take action to preserve nature.



□ Yeimy Cedeño Solís 【Republic of Costa Rica】

To resolve environmental issues, it is necessary to awaken people's emotions through experiences without jumping to conclusions. It is important for everyone to share the concept that the environment is invaluable through actions, which speak louder than words.



□ Chiemi Asano 【Japan】

I want to treasure the participants' joy of discovery. I try to introduce nature to give the participants an exciting experience of feeling seasonal nature with their five senses.



\* Refer to pp.10 to 21 for profiles and main points of the presentation/statement of each interpreter.

The interpreters sent their feedback after going back to their own countries: "Meeting colleagues from around the world and sharing experiences with each other provided me with a good opportunity to observe myself from a different perspective;" "By knowing that we share the same aspirations, I was encouraged;" "The participation in the Special Nature-Experience Program provided me with many hints;" and "I would like to apply what I learned to our activities in my county." The interaction at the Meeting made it certain that social networks for fostering human resources could be spread more widely by taking the six interpreters as starting points.

Taking advantage of the outcomes of the Meeting that provided attendees with very useful tips and support to take various measures, Aichi Prefecture will enhance activities to pass on our efforts toward achieving a sustainable society to the next generation.

To conclude Chapter 1, here is a quotation from Mr. Kotagama's message from Sri Lanka:

**"I was not ONLY using nature to protect nature, BUT more to protect HUMANITY. In a world with suffering and disagreements everywhere, it is NATURE despite its DIVERSITY that remains united – UNITY IN DIVERSITY."** (Sarath Wimalabandara Kotagama from Sri Lanka)



## Chapter 2

# Overview of the Interpreter Love Earth Meeting Commemorating the 10<sup>th</sup> Anniversary of EXPO 2005 AICHI

The Interpreter Love Earth Meeting was held in October 2015 to celebrate the 10<sup>th</sup> Anniversary of EXPO 2005 AICHI. The Meeting centered on nature interpreters—a profession that played an important role at EXPO 2005 AICHI.

The Meeting consisted of two main programs: the Talk Session with Interpreters from around the World—a program including presentations and discussions by six interpreters from around the world as well as interaction with the audience, which was held at the Aichi Prefectural University Nagakute Campus next to the Expo 2005 Aichi Commemorative Park; and the Special Nature-Experience Program implemented all around the Park by approximately 50 interpreters from various regions in Japan.

As a related project, a program called Welcome back! Forest Nature School, in which programs implemented at the Expo 2005 AICHI's Forest Nature School were reproduced, was held at a Prefectural facility in the Park for environmental education, "Forest School" and its surrounding areas, coinciding with the 32<sup>nd</sup> National Urban Greenery Fair Aichi commemorating the 10<sup>th</sup> Anniversary of EXPO 2005 AICHI.

A project commemorating the 10<sup>th</sup> Anniversary of EXPO 2005 AICHI to remind people of the importance of learning from Nature's Wisdom, to convey its importance to the next generation, and to further broaden social networks for fostering human resources in the field of environment

### Interpreter Love Earth Meeting

Talk Session with Interpreters from around the World (Sunday, October 11)



(Aichi Prefectural University Nagakute Campus)

Special Nature-Experience Program (Monday [holiday], October 12)



(Expo 2005 Aichi Commemorative Park)

Related Project: Nature-Experience Program – Welcome back! Forest Nature School  
(Saturday, September 12 to Sunday, November 8)  
(At the Forest School and its surrounding areas in the Expo 2005 Aichi Commemorative Park)

## 1. Talk Session with Interpreters from around the World

At the Talk Session, six invited nature interpreters from the U.S.A, Sri Lanka, Germany, Kenya, Costa Rica and Japan made presentations on their activities. They also engaged in discussions with each other and interaction with the audience. The talk session provided many participants with an opportunity to consider the Earth's environment and the importance of nature from a global perspective.

### [Outline of Talk Session with Interpreters from around the World]

#### 1. Date & Time

Sunday, October 11, 2015, 1:00 p.m. to 4:00 p.m.

#### 2. Venue

Auditorium, Aichi Prefectural University Nagakute Campus

#### 3. Speakers (Honorific titles are omitted)

Interpreters from around the World

Name	Country	Occupation
Amber Parker	U.S.A	Executive Director, Chincoteague Bay Field Station
Sarath Kotagama	Sri Lanka	Professor, University of Colombo (Environmental Science, Department of Zoology) / Ornithologist
Gesa Boltze	Germany	Administrator, Waldkindergarten – Südpfalz
Samwel Naikada	Kenya	Leader, Dupoto Forest Association
Yeimy Cedeño	Costa Rica	Regional Environmental Education Coordinator, National System of Conservation Areas (SINAC), Ministry of Environment and Energy (MINAE)
Chiemi Asano	Japan	Interpreter, Forest School Association

Coordinator: Tadashi Kawashima (Chief Executive Director, Japan Environmental Education Forum)

MC: Mikihito Tetsuzaki (show business personality specialized in outdoor activities)

Miho Horie (Navigator, ZIP-FM)

#### 4. Attendance

Approximately 500 people

#### 5. Program

Opening Performance by Color Kiccoros

Opening

- Greetings from Organizer (Hideaki Ohmura, Governor of Aichi Prefecture)
- Greetings from Guest (Takashige Sugiura, Vice-Chairperson, Aichi Prefectural Assembly)

Main Session (Presentations by interpreters from around the world)

Interactive Session (Discussions among interpreters / Interaction between speakers and audience)

Announcement of the Message from the Interpreter Love Earth Meeting

Closing

#### 6. Others

- Panel presentations on environmental activities by various organizations and individuals in Aichi Prefecture, including NPOs, companies, students and municipalities, were held at the foyer in the auditorium.
- After the talk session, social interaction among parties concerned was held at the Aichi Prefectural University's cafeteria.
- Child-care service was provided to encourage participation by families with small children.

## (1) Main Session

In the Main Session, Interpreters from around the world made presentations, explaining where, to whom, and what kinds of activities are done, and what motivates them to do so using colorful pictures and videos, providing episodes as examples.

There were many emotionally engaging words and memorable phrases including “childhood is a prime time to nurture emotions”, “listen to the silence”, “actions speak louder than words”.



Presentations by the Interpreters using many impressive photos and videos

Between the Presentations, Mr. Tadashi Kawashima, General Producer of the Forest Nature School and Village Nature School at EXPO 2005 AICHI, Mr. Mikihito Tetsuzaki, the MC of the event and who also was an Interpreter during the EXPO, and Ms. Miho Horie, the MC of the event, a mother of three children, and an Eco Test passer, asked questions and made comments including “how do you feel about civilization and convenience?”, “There is no big or small nature, and whether you are an adult or a child doesn’t matter.” The six interpreters provided even deeper ideas such as “the smell of the mud remains for life”, “interpretation means to speak to others’ minds with facts”, “peace and sustainability are indispensable”, and “it is significant to open not just our scientific eyes but also the window to our senses.”



The coordinator, Mr. Tadashi Kawashima (left), the MCs, Ms. Miho Horie and Mr. Mikihito Tetsuzaki.

After the six Interpreters finished their presentations, the coordinator and MCs concluded the event with the following words: “I felt the charms of the sensitivity of each Interpreter”, and “Interpreters convey the invisible through the visible.”

\* The profiles of the Interpreters and the highlights of their comments (including those during the Interactive Session that follows) are on pp. 10-21.

## (2) Interactive Session

During the Interactive Session which followed, the six Interpreters discussed the following two themes, led by the coordinator Mr. Kawashima, while writing down some keywords.

### <Themes>

- What they thought after listening to the presentations of the Interpreters from other countries
- The message they want to convey to the participants through Interpretation



Interpreters exchanging thoughts and opinions

To the first theme “What they thought after listening to the presentations of the Interpreters from other countries”, the six Interpreters said, “the messages are the same regardless of where we are from or the methods we use”, “we share the same message: we need to take action”, “it was encouraging to know that we walk toward the same destination on the same planet.” Surprised to find that they all provide participatory, active-learning type programs in any case, they seem to feel confident and certain about their past activities.

The Interpreters answered the second theme “The message they want to convey to the participants through Interpretation” by responding “I want people to know through experience that we are part of nature and to cherish it”, “I want people to listen to the voice of nature”, “I want the message from nature take root in children’s hearts”, and “the process in which consciousness and sensitivity are developed is important”, which carried to the floor participants the hearts of the Interpreters who act following their senses. The Interpreters also emphasized the importance of taking action by saying “participating and being involved in environment protection is the first step”, “we need to truly understand and be conscious of our relationship with the environment”, and “I would like everyone to listen to the voice of nature and their surroundings and contribute to the society.”



The six Interpreters commenting with their responses on the screen

Floor participants also gave their opinions including “it is important to be close to nature from childhood”, and “let’s start by feeling nature.”

※ The responses and comments by the Interpreters during the Interactive Session are on pp. 22-23.

### (3) Announcement of the message

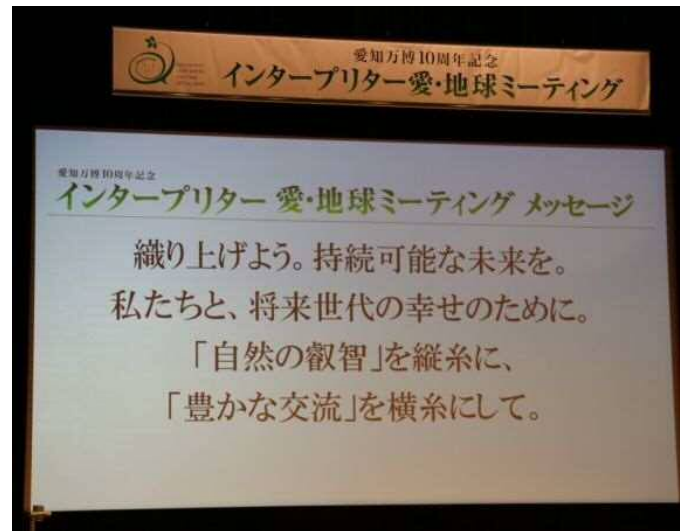
As the end of the Talk Session, the following message was announced:

**“Let’s weave up a sustainable future!**

**For the happiness of ourselves and the future generations.**

**With Nature’s Wisdom as the warp and rich interaction as the weft.**

This message was created by reference to the words used in the EXPO 2005 AICHI Message. The speakers and the floor participants confirmed and shared an objective of fostering human resources through Nature’s Wisdom as the warp and rich interaction as the weft.



### (4) Closing



Participatory activities were included throughout the Talk Session where the floor participants selected one answer out of three choices and indicated their answers using three papers with different colors.

The MCs asked the floor to raise the colored paper if there were any participants who became interested or wanted to participate in the Special Nature-Experience Program, or wanted to be an Interpreter. Many

participants responded by raising their papers with a smile. The event came to an end with the entire auditorium sharing the wonders and significance of nature experience.





アメリカ合衆国 United States of America

Activity site  
Marshes and  
seashore area

Target  
All Generations

## Amber Parker

### Chincoteague Bay Field Station (CBFS) Executive Director [Profile]

- 1994- Blue Jay Center, North Carolina  
Responsible for the development, implementation, and overall management of the program as Environmental Education Program Director. Served as a mentor and trainer for Interpreters based at other parks in the county.
- 2001- Great Smoky Mountains Institute at Tremont, Tennessee  
Served as Education Director and other posts. Coordinated and managed youth programs, special programs for learners of various generations, and the Institute's marketing and publicity efforts.
- 2008- Chincoteague Bay Field Station Executive Director  
Currently, Vice President Professional Services at Association of Nature Center Administrators, board member of Virginia Eastern Shorekeeper, member of Wallops Research Park Council, member of NASA Partners Board of Directors, and membership committee member of Eastern Shore Chamber of Commerce.



### [Accomplishment at CBFS]

She has redefined Chincoteague Bay Field Station's organizational culture by instilling modern, customer service-based ideals in all areas of the program and operations, resulting in a refreshed mission, broader scope of programs, and financial stability.

She forwarded collaborative research and educational partnerships of member universities, developed partnerships with NASA, United States Fish and Wildlife Service, The Nature Conservancy, National Park Service, and other educational organizations and local and state governments for the purpose of conservation, research, and education.

She also plays an active role in procuring funds, increasing organization and volunteer members, and in marketing activities.



### Activity site

## Chincoteague Bay Field Station



- [Location] Wallops Island, Virginia  
(Mid-Atlantic Region of the United States)  
34001 Mill Dam Road Wallops Island, Virginia 23337 USA
- [Transportation access] Approximately three and a half hours southeast of Washington Dulles International Airport by car
- [Site area] CBFS is in a remote area located between the great Chesapeake Bay on the Eastern Shore of Virginia and the Atlantic Ocean. The coastal ecosystems are composed of beaches, sand dunes, tidal creeks and salt water marshes, maritime forests of towering pine trees, and large bays and lagoons. It plays host to hundreds of bird species, migrating shorebirds. Chincoteague and Assateague Islands are also home to the Chincoteague wild pony herd.
- [Climate] The Mid-Atlantic Coast has a temperate climate, with warm, humid summers and winters made mild by the ocean waters.
- [Number of staff at the site] 14 full time staff and over 40 part-time staff and interns
- [History] Since its foundation on Wallops Island, VA in 1971, CBFS has provided educational programs to participants of all generations that teach the wonders of what lies beneath the waters of the bays, marshes, and ocean surrounding Chincoteague and Assateague Islands as well as coastal land communities such as maritime forests and dunes.
- [Characteristics of the activities] CBFS located on the Chincoteague Bay Shore utilizes the salt marsh to serve as an outdoor classroom and research area. It offers indoor classes as well. Interpretation, in which the participants join programs to enhance their knowledge about nature through activities including observation of birds and aquatic life and measuring tidal current using simplified measuring instruments while moving through the marshes by boat. It offers various menus including programs to enjoy finding creatures while dipping feet in water, and getting close to nature by feeling water, mud, wind, and tide. It also accepts many students as interns who learn methods of environment education through interpretation.

### Key Comments

- CBFS is a "station" to send participants into the field, not to be a place to remain.
- It offers opportunities to forget computers and to experience in nature, which is meaningful. The smell of mud will remain deeply in our mind for life. The hands-on learning brings the participants back to CBFS several years later.
- CBFS offers programs not only for children but for adults as well. It values collaborative learning, attracting an increasing number of families.
- CBFS contrives ways to increase interest in nature smoothly by offering programs including basket making, kayak building, and photography to those uninterested in nature.
- CBFS welcomes the participants with hospitality. It prides itself on its popularity.
- CBFS believes that, through experiences in nature, the participants will realize that we are a part of nature and have a desire to cherish it. How one relates to nature can differ as long as it leads to becoming a better person.



## Sarath Wimalabandara Kotagama

Professor, University of Colombo (environmental science, zoology)/ornithologist

[Profile]

Scientific Advisor to the Hon. Minister for Wildlife Resources Conservation

Former President of a bird conservation organization

General President of the Sri Lanka Association for the Advancement of Science (SLAAS)

Vice President of the Ecotourism Society of Sri Lanka

Lecturer at the Department of Wildlife Conservation, Open University of Sri Lanka (1974 onward)



He conducts research as well as works as an advisor to governmental and non-governmental organizations. He is well known for his contributions to promote environmental conservation, zoology, education, and field biology in and out of Sri Lanka. He has discovered an endemic bird. He received the Distinguished Service Award (in Environmental Education and Journalism) from the Society for Conservation Biology in 2003. He has received many other international awards.

He was selected Global Council Member of the global environmental conservation organization Birdlife International in 2013. He is the pioneer of ecotourism in Sri Lanka, and most of the ecotourism practitioners in the country are his pupils. He is a university professor and at the same time teaches bird watching and outdoor environment education in Sinharaja Rain Forest and other rain forests. He offers nature activity programs to people of all ages from children to university students and adults.

[As an environmental activist]

He became involved in nature conservation when he joined the protest campaign against the logging of Sinharaja Forest as a student at the University of Colombo.

In 1980, he participated a demonstration march in an attempt to promote research on consciousness raising of nature protection and conservation of Sinharaja Forest. The research achievements that followed by the zoologists and botanists led to the registration of the forest as a UNESCO World Heritage Site. Realizing and protecting the value of forests and the ecosystem enabled the country to produce employment in ecotourism and the succession of wisdom to coexist with nature, and thus became the pride of the nation.

He practices an ecological daily life. His wife is also an ornithologist.



Activity site

## Sinharaja Forest Reserve



[Location] South of Sri Lanka  
Area: 11,187 hectares

[Climate] Rain forest

[Transportation access] Approximately 4.5 hours by car south from Bandaranaike International Airport, Colombo. Approximately two hours from the nearest town Ratnapura.

[Number of staff at the site] Approximately 35 staff (provide guide services at two camp forests)

[Activity site] One of Sri Lanka's national parks. Registered as a World Natural Heritage Site in 1988.

[Activities] The site offers programs in the field to foster children's and students' understanding of the significance of nature.

It receives sponsorship from corporations for facility augmentation, research on avian species, co-hosting workshops, and other activities.

Sinharaja Forest has offered more than 100 kinds of programs including workshops for children, university students, and adults. The participants acquire a scientific mindset and process and understand the history and wisdom they inherited in the region through meditation, outdoor lectures, outdoor fieldwork, and report writing. In addition, the collaboration with participants and other persons involved bring the joy of solidarity, achievement, self-control, pride, and the sense of fulfillment that they are useful to the society.

### Key Comments

- There are many countries in the world with problems, which need to be resolved. The environment is the answer to those problems. Nature is not just something beautiful or a surrounding but something that can improve society. We need to coexist with nature.
- The earth we live on is the cradle of nature and culture. Environmental conservation activities are the best way to show our appreciation of nature.
- Forests can provide not only wood but sounds as well. I would like you to listen to them with children.
- We are surrounded with sounds, and we are unaware of where nature exists. Forests have their own sounds which we can listen to. If you listen to their whispers, you will understand nature.
- Interpretation is not to explain something but to speak to the participants' minds with facts.
- Nature can only be understood by experiencing it. Listen to its voice and feel it with your entire body. It is not enough to sit idly by. We need to take action.



ドイツ連邦共和国 Federal Republic of Germany

Activity site  
Forest / Meadows

Target  
Kindergartners

### Gesa Marianne Boltze

#### Administrator, Waldkindergarten – Südpfalz (Forest Kindergarten)

##### [Profile]

- 1991 to 1993: Had working experience in an American preschool through the Au Pair in America program (Atlanta)
- 1993 to 2000: Received a Ph.D. in architecture from Bauhaus University (Weimar)
- 2000 to 2001: Worked in the field of ecologically sensitive architecture
- 2001, 2003, 2006: Gave birth to her children (four in total, including twins)
- 2004 to Present: Working for Waldkindergarten – Südpfalz
- 2005 to 2013: Chairman, Development Association
- 2013 to Present: Administrator, Waldkindergarten – Südpfalz



##### [Forest Kindergarten and Me]

When my first child reached the age to enter kindergarten, I began to search for a facility providing children with an environment in which they could grow while their motivations were respected. In 2004, I found this kindergarten providing the best environment, “in the midst of nature,” where children can spend their time without unnecessary constraints.

As members of the management staff, parents need to engage in various assignments including administrative work, raising funds, planning for daily activities, and furthermore, spending time together with children in the field. Surrounded by natural materials and an environment filled with unlimited possibilities, children are absorbed in creative activities with their eyes shining. I have been blessed with extraordinary opportunities to share experiences with these children.



#### Activity site

#### Waldkindergarten – Südpfalz (Forest Kindergarten)



##### [Location]

Forest and meadows near a small village in Annweiler, Germany

##### [Climate]

The area has a marine west coast climate. It occasionally snows. Temperatures vary approximately from -10 to 35° C.

##### [Number of Kindergartners]

20 to 24 children 2 to 6 years of age

##### [Number of Teachers]

4 to 6

##### [History]

The forest kindergarten “Südpfalz” was established by like-minded parents. The funds for its establishment were raised by the parents and the land for the kindergarten was borrowed from a landowner who possessed experience-based farms designed to achieve environmental conservation. The land located on an upland meadow between a forest and field was named “Angel Meadow.”

At first, very little equipment was available, for example a trailer for storage of craft materials. Subsequently, however, other facilities were made: a willow dome, a huge sandbox where children can play in the midst of nature, and a tipi (tent) built by parents in 2009 for meals and other activities on rainy days.

##### [General Information]

Open: Monday through Friday, 8:00 a.m. to 12:30 p.m. (Staying in the kindergarten after lunch is allowed.)

Commute: Parents take their children to and from the kindergarten.

##### [Activities]

Regardless of what the weather is like, kindergartners play outside every day.

Children (three to six years old) are divided into groups of up to 16 members and go for a walk to a forest near the Angel Meadow. They spend time in a sunny place in winter, in a shadowy creek in summer. Infants (two to three years old) are divided into groups of up to 5 members to participate in various activities. Activities may be carried out in the tipi depending on temperature. Each group is led by teachers, parents and other volunteers, and temporary staff members.

For activities in the experience-based farm, children feed farm animals while having direct contact with them, and help to harvest potatoes and apples. By experiencing the changes of nature and understanding that a good deal of care is necessary to cultivate vegetables, children grow to have appreciation for food without which no one can survive.

#### Key Comments

- All children should be provided with an opportunity to grow up in nature. Nature offers an environment in which children can grow up feeling satisfied, which is totally different from an environment of information overload.
- Childhood is the prime time to nurture emotions. Growing sprouts should be started at an early stage.
- Having outdoor activities throughout the year enables children to enjoy the changes of nature.
- Mud is a perfect material to create things. Adventures are rewards for children. Moving around freely outdoors helps children build a health body and develop creativity. Absorbed in outdoor activities, children learn various things, develop their senses, increase their respect for nature, and grow to protect creatures. The preciousness of nature can be appreciated only through experiences.
- The best way to nurture children to develop respect for precious nature and become independent is to secure opportunities to experience nature in early childhood.



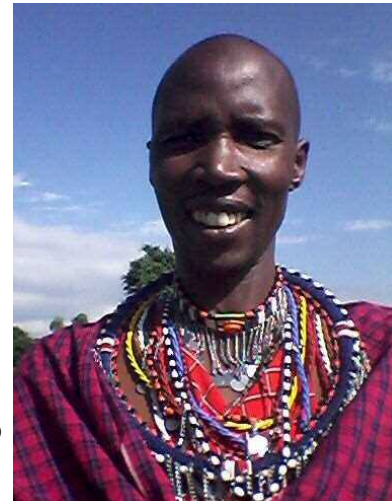


### Samwel Naikada Samwel Naikada

#### Leader, Dupoto Forest Association

##### [Profile]

- 1993: Canceled his wedding due to his enthusiasm for studying. Enrolled in a high school (the first high school in his community), where he studied hard developing his interest in environmental studies.
- 1997: Established the Dupoto Wildlife and Forest Association to protect the Nyakweri Forest with rich flora and fauna.
- 1998: Moved to Nairobi to study tourism.
- 2001: To receive approval for the Association as a charity organization, he played a leading role at the time of establishment of the Association—collecting data, creating documents, negotiating with GTZ (a German international cooperation enterprise), developing new members, and seeking cooperation from/making the Association known to the surrounding lodges.
- 2004: Engaged in conservation projects in Kilgoris and the areas surrounding the Nyakweri Forest.
- 2008: Participated in the United Nations Climate Change Conference held in Póznán (Poland). Subsequently, he also took part in the 2009, 2010 and 2011 Conferences held in Copenhagen (Denmark), Cancun (Mexico) and Durban (South Africa), respectively.
- 2012: Received a master's degree in wildlife management in the field of nature preservation. In Kenya, the Wildlife Conservation and Management Act requires the establishment of County Wildlife Conservation and Compensation Committees. Mr. Naikada was selected as a member of the Committee of Transmara Sub-county in the Nyakweri Forest.



##### Activity site

### Dupoto Forest

- [Location] Lolgorian ward of Transmara sub-county, Narok county  
P.O. Box 50-40701, Lolgorian, Kenya
- [Climate] The Dupoto Forest has moderate temperatures of between 19 and 25°C year round. The area receives heavy rain during the rainy season from March to June every year.
- [Transportation access] The Dupoto Forest is located 22 km west of Maasai Mara National Reserve. Lacking paving, the route to the forest is traversable only by four-wheel drive vehicles, except in the dry season from July to January when the road conditions are relatively good.
- [Site area] The forest has a river and a canopy formed by branches of tall trees.
- [Number of staff at the site] The Association has no employed staff due to financial reasons. At present, volunteer staff members run the organization for the benefit of the community and forest conservation. Fifteen community members patrol the forest on a voluntary basis to ensure the safety of visitors.
- [History] The forest, in which the Association carries out its activities, is the only remaining indigenous forest in Transmara sub-county. The forest has been managed and owned by local people for a long time as a source of water, herbal medicine and salt. Natural resources in the forest, however, are in danger of depletion due to growing commercial demand. To coordinate various measures taken in the Nyakweri region and to preserve/manage the forest on behalf of the local community, the Association has been making utmost efforts since 2001. The organization consists of forest landowners and their families, 365 members in total, and is operated by a committee comprising 13 members selected from among recommended or self-appointed applicants.
- [Activities] The Association advocates the importance of forest preservation to prevent landowners from selling their land, in order to enhance activities for environmental conservation as well as to increase local residents' income and employment opportunities in terms of tourism. The organization provides visitors with various experience programs.  
<Examples of Activities>
  - Providing visitors with safari tours and bird watching programs in the forest—the habitat of various wildlife, including sacred trees, more than 200 species of birds, elephants, buffaloes, leopards and bushbucks
  - Providing visitors with picnic and bird watching programs as well as camping sites
  - Maintaining pit latrines and walking trails

#### Key Comments

- Environmental disruption certainly affects all of mankind, but the first people to be influenced are the Maasai, because they live traditional lives dependent on the blessings of the forest. To maintain Maasai culture, therefore, coexistence with nature is indispensable.
- Visiting a forest raises people's awareness of their relationship with and the importance of nature, fostering their appreciation for the blessings of nature. It is true that our generation has caused significant destruction of nature, and I hope that today's nature will be passed on to the next generation in a flourishing state so that posterity can enjoy its blessings.
- I think civilization is a burden. It is important to respect local traditions and cultures. Keeping peace and sustainability is absolutely imperative.
- Conservation is a hard work that cannot be carried out alone. It is work that must be done by all human beings. The first thing for everyone to do to leave lush natural environments for the next generation is to participate and get involved in conservation activities. Consequently, people's attitudes towards nature will gradually change, resulting in environmental preservation.



## Yeimy Cedeño Solís Yeimy Cedeño Solís

Regional Environmental Education Coordinator  
National System of Conservation Areas (SINAC),  
Ministry of Environment and Energy (MINEC)

### [Profile]

- 1998: Received a Bachelor's degree in Tropical Biology at the School of Biological Science, National University (UNA), Heredia, Costa Rica.
- 2005: Received a Master of Science degree in Conservation and Wildlife Management at the National University (UNA), Heredia, Costa Rica.
- 2008 to 2014: Worked for SINAC, MINEC as a regional coordinator of environmental education programs and technical support in the Tempisque Conservation Area.
- From 2014: Working for SINAC, MINEC as a coordinator of regional wildlife programs in the Tempisque Conservation Area.

### [Current Job Duties]

- Coordinating, implementing and operating regional environmental education programs in the Tempisque Conservation Area
- Developing plans for environmental education with regard to the entire area of the Tempisque Conservation Area
- Promoting coordination between ministries and agencies in terms of nature conservation, environmental education and waste management
- Directing the management programs of conservation areas to encourage the participation of local residents
- In charge of SINAC's training programs for employees
- Playing a leading role in the environment network of the United Nations Environment Programme (UNEP) for the Latin America and the Caribbean region
- Working as a member of the Tempisque Conservation Area technical team with regard to regional development in wildlife conservation areas and planning for the management of these areas



### Activity site

## Tempisque Conservation Area

### [Location]

Although the Republic of Costa Rica, which is located in Central America, is a small country covering only 0.03% of the planet's surface (51,100 km<sup>2</sup>), it is ranked as one of the top 20 countries in terms of biodiversity. Costa Rica is divided into eleven conservation areas. The Tempisque Conservation Area (ACT), one of the eleven areas, is located on the Nicoya Peninsula in Guanacaste Province, northern Costa Rica near the border with Nicaragua.

### [General Information]

Each of the eleven conservation areas is under the administration of the National System of Conservation Areas (SINAC), which is under the jurisdiction of the Ministry of Environment and Energy (MINEC). In addition to the management of the conservation areas, SINAC enhances conservation activities for achieving the sustainable management of domestic forests, wildlife and other natural resources.

### [Climate]

This area has a dry season from December to April, and a rainy season from May to November with periodical beautiful tropical sunny days. The average temperature is around 30°C.



### [Number of staff at the site]

At present, 98 employees work in ACT, implementing various regional programs. With a limited budget and workforce, cooperation with other organizations and NGOs is essential in order to implement programs effectively.

### [Activities]

We carry out programs to raise awareness and educate local residents about environmental issues: what actions lead to the preservation of biodiversity; what actions, in contrast, cause environmental problems; and what effects such actions will ultimately have on the residents' lives.

Increased awareness will change the people's lifestyles and attitudes. Therefore, it is important to let them know, through environmental interpretation, that environmental issues are in fact closely connected to their own lives. Specifically, for example, we implement educational programs for children to help them learn through nature games about various local environmental issues, including climate change, wildfires, garbage problems, water resources, and conservation areas.

In this area, you can watch sea turtles lay eggs. We make good use of this regional advantage in our environmental interpretation. We provide local residents and tourists with opportunities to consider what actions adversely affect the egg-laying activities of sea turtles. In this way, we convince people of the importance of sea turtles' egg production.

### Key Comments

- Every single human action has an impact on the environment—even if the action is taken by just one person.
- Conservation cannot be achieved without human beings. To achieve the objectives of conservation, it is crucial to provide local residents with scientific knowledge. Once they understand the importance of ecosystems through their experiences, they will begin to feel that they are a part of the environment. This changes the relationship between humans and the environment, resulting in responsible behavior in the use of resources.
- It is important to share the concept that the environment is invaluable through activities.
- Action speaks louder than words.
- To resolve environmental issues, it is necessary to awaken people's emotions through experiences without jumping to conclusions. Not only opening people's eyes to science, but also awakening emotions and feelings is paramount. Conveying emotions is required. It is necessary to change processes without demanding immediate results.



日本 Japan

Activity site

Forest

Target

General visitors to Moricoro Park

## Chiemi Asano

### Interpreter at Forest School Association

#### [Profile]

2005 Worked as an Interpreter (guide of the forest) at Forest Nature School at Expo 2005 Aichi

2006 Received 2006 Environment Minister's Award for Global Warming Prevention Activity (Environmental Education/Dissemination and Enlightenment)

2007 Worked as an Interpreter again at Aichi Prefecture Environmental Education facility "Forest School" in Expo 2005 Aichi commemorative Park  
She worked as an answerer for one year during the question time of the NHK Environmental Education program "*Dosuru? Chikyu no Ashita* (What should we do about the future earth?)".



Oct. 2012 - April 2015

Lived in Kentucky, USA

She visited 17 US national parks including Glacier National Park, Yellowstone National Park, Yosemite National Park, and Everglades National Park to participate in ranger-guided programs and ranger tours.

2014 – She authored the consumer life paper "Biological diversity and national park administration of the United States - its charms and challenges." She became an annual member of Cincinnati Nature Center, participated in events including an interactive guided sap-collecting sugar bush hike tour, Earth Day events, night tour, and has walked on all 10 trails in the forest.

#### [Main activities]

She has been a member of Aichi Environment Council, Aichi Prefecture Environmental Education Promotion Chamber, Aichi Forest and Greenery Committee, and Kinuura Port Third Final Waste Treatment Site Environmental Supervision Council. Writer of "*Suteki Kaiteki Eco Life* (Charming and Comfortable Eco Life)", a monthly article on Environmental Education in the monthly magazine "*Ko to tomoni You & You*" (April 2009-March 2010). She has been involved in school education and local government business through lectures on global warming prevention, energy conservation, the three Rs (Reuse, Reduce, Recycle), waste reduction, biodiversity, consumer education, and other themes.

Environmental Counselor (Ministry of the Environment certified)

Board member of incorporated NPO Aichi Environmental Counselors Associations

Nature Game instructor

Research fellow at government corporation Nippon Association of Consumer Specialists, Consumer Research Institute

Consumer Affairs Advisor



#### Activity site

### Forest School



[Location] 1533-1 Ibaragabasama, Nagakute City, Aichi Prefecture Expo 2005 Aichi Commemorative park (Moricoro Park)

[Transportation access] By bus or on foot from Tobu Kyuryo Line (Linimo) *Aichikyuhaku-kinen-koen* ("Expo Memorial Park") Station

[Number of staff at the site] Number of staff Approximately 50 male and female Interpreters (Aichi Prefectural residents ranging in age from people in their 30's to people in their 70's)

[History] The Forest Nature School, the Nature-Experience Programs at the Nature-Experience Zone in Expo 2005 Aichi, enjoyed more than 500,000 visitors during the event period. After the Expo, in order to pass down and develop its efforts, Aichi Prefecture renovated the building of Field Center and opened as the Forest School in March, 2007. The Forest School Association, established by the Interpreters who were Aichi Prefectural citizens recruited and trained before Expo 2005 Aichi, currently offers various Nature-Experience Programs on consignment by Aichi Prefecture. The tours and workshops provided at nearby city parks by the local Interpreters are popular among a wide range of generations, marking their 400,000th visitor in July 2015.

#### [The surrounding environment and the activities of Interpretation]

The hilly zone in the east of Nagoya City continues into Higashiyama, creating a rich natural environment in areas including Moricoro Park and Kaisho Forest. The forest became depleted multiple times because of a long-time prosperous ceramics industry, but revived by human hands. Marshes are scattered throughout the area, being home to local species. Our field is truly "nearby nature" which has existed alongside human lives.

#### ●Nature-Experience Program

The program, offered in nearby nature such as city parks, mainly provides an incentive to be close to nature using the five senses and to raise interest in nature. We believe that becoming conscious of various kinds of nature through experiences in forests and being interested in the environment will lead to actions to protect nature. Examples include "Forest Tour with Interpreter" and "Discovering Creatures Promenade."

#### ●Forest School Kids Club

The club provides opportunities to learn a lot about nature and the environment by offering programs including creature search in the forest and water and collaboration with various corporations. Approximately 100 elementary school students participate in numbers of programs at sites including the Forest School throughout the year to interact with nature.

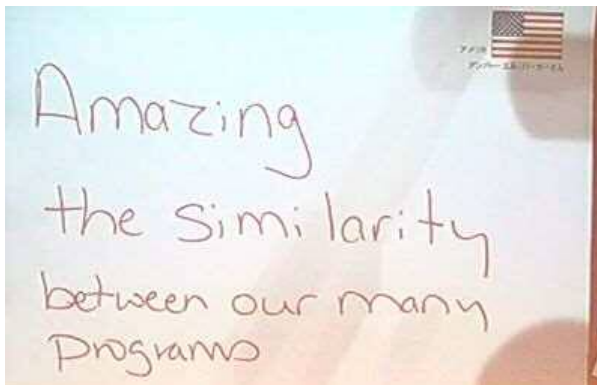
#### Key Comments

- The role of Interpreters is to bridge the gap between people and nature. They are responsible for not only providing information about nature to the participants but also to show the meaning behind it and to lead them to realize it.
- I feel responsible for the program and treasure the participants' joy of discovery. I try to introduce nature to give the participants an exciting experience of feeling seasonal nature with their five senses. Their smiles are the best reward.
- I want many people to visit the Forest School to experience and discover nature firsthand.
- The basic concept of Expo 2005 Aichi was Nature's Wisdom. My wish is that nature in Japan and the rest of the world will flourish and be passed on to the next generation.

«Interpreters' questionnaire responses and comments at the interactive session»

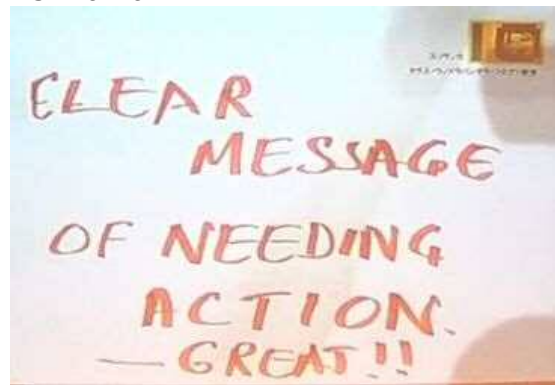
Question 1: What did you think about the presentations by the other international interpreters?

US



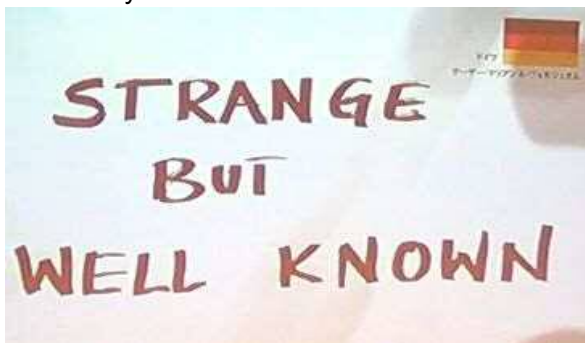
I am amazed that, although different programs are implemented in different areas, all the programs send a similar message. I hope to continue sending the message of the importance of love, respect, and sensibility.

Sri Lanka



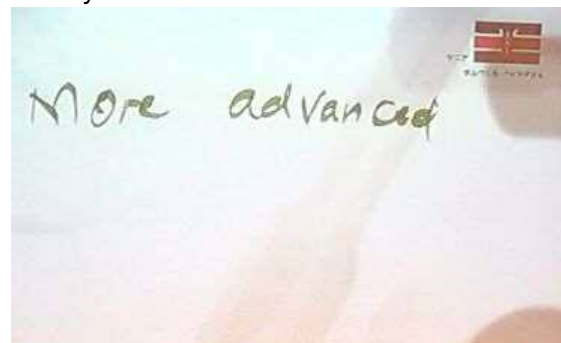
All of us need to do something. Instead of sitting back and doing nothing, we need to take action.

Germany



Although we are from different countries and strange to each other, we all have a well-known message. We all share the earth and ideas.

Kenya



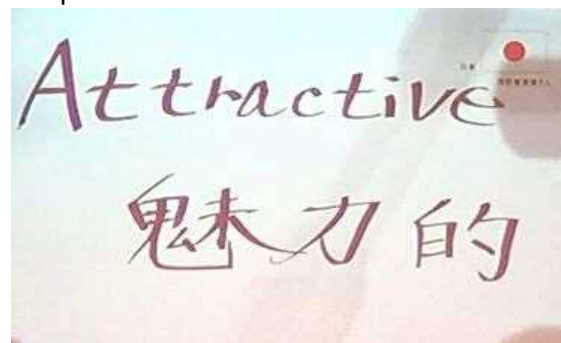
I think other countries' programs are more advanced and well organized. I hope to administer our activities better by reorganizing them and adopting new items.

Costa Rica



I'm interested that, although we came together from countries distant from each other, our messages are similar. Knowing that we shared a path and connected with each other has inspired and encouraged me.

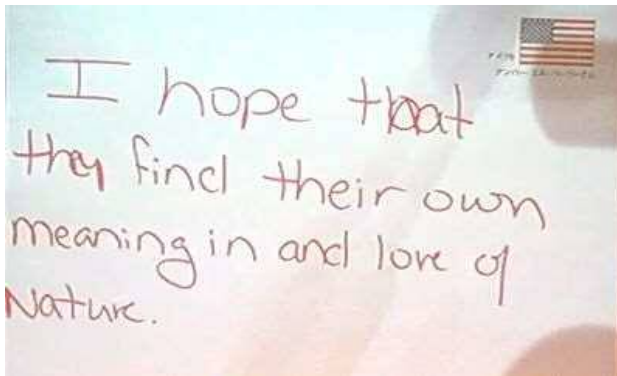
Japan



All the programs seem attractive, so I hope to go to each place to experience them.

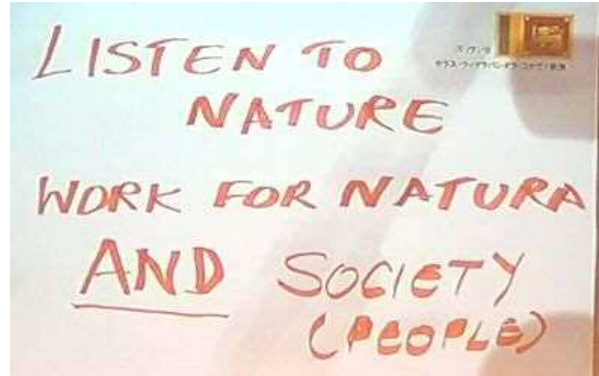
Question 2: What message do you hope to send to participants through interpretation?

US



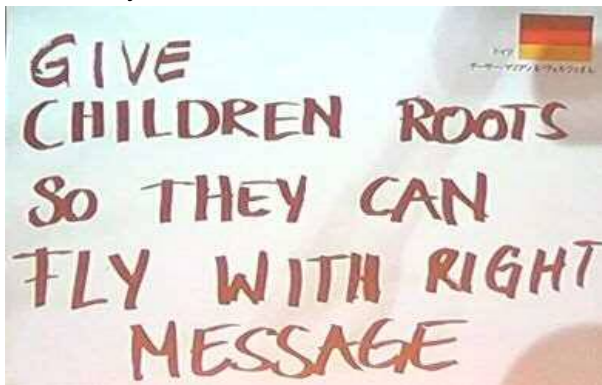
I hope they will know they are part of nature through experience, and find their own meaning in and love of nature. If that leads participants to improve themselves, the differences between the ways of participation don't matter.

Sri Lanka



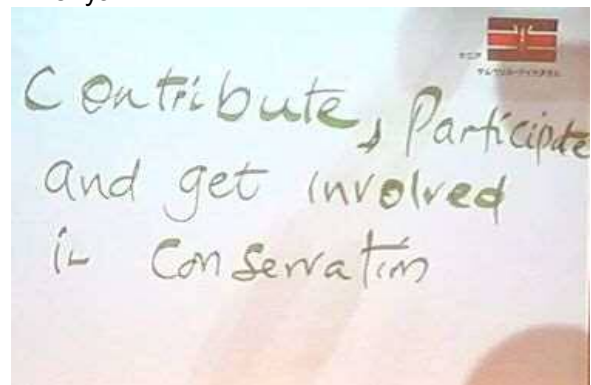
I hope they will listen to nature first, and then to people surrounding them, working for nature and society.

Germany



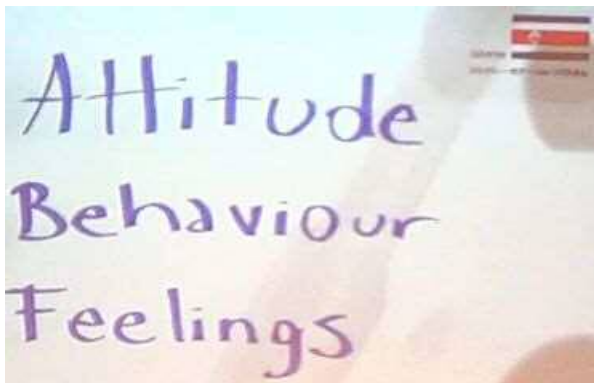
If we send messages from nature, they will give children roots, so they can fly with the right messages. Starting early is important.

Kenya



Conservation will be impossible without all people's participation. I hope that people will participate in conservation activities and get involved first. That will change their attitudes, and they will come to love nature and the earth.

Costa Rica



To foster people with a sense of responsibility, the process of changing attitudes and behavior and raising awareness and feelings is important. Because we cannot live without nature, we need to truly understand and become aware of our relationship with nature.

Japan



Participants' full smiles made me feel that our activities have led them to some happy awareness of nature. I aim to provide activities that raise such smiles from people.

## «Interactive party»

After the talk session, an interactive party was held at the cafeteria of Aichi Prefectural University, with the participation of about 110 people, including the interpreters from abroad, and interpreters from Japan, who would implement the Special Nature-Experience Program the next day, people from environmental activity organizations, companies, and governments who displayed booth exhibits.



No	Name of organizations displaying booth exhibits, etc.
1	Aisin Seiki Co., Ltd.
2	Sharing Nature Association of Aichi
3	Tea Ceremony and Flower Arrangement Club, Aichi Prefectural University
4	Aeon Retail Co., Ltd. Tokai and Nagano Regional Company
5	Kaisho no Mori no Kai (Kaisho Forest Association)
6	Environmental Affairs Dept., Toho Gas Co., Ltd.
7	Nishio City Tourism Association
8	Nature Club Tokai
9	Executive Committee of Flower Kingdom Aichi Prefectural Movement
10	UNY Group Holdings Co., Ltd.
11	Aichi Kaisho Forest Center
12	Aichi Environmental Learning Network
13	Forest School Association
14	Aichi Prefecture

In kana order (except for government-related organizations)

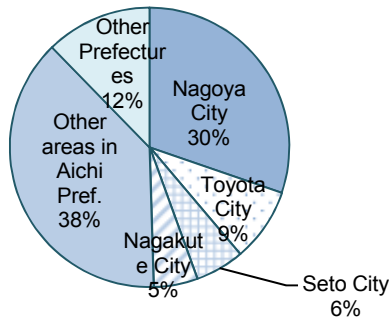


# «Result summary of the questionnaire survey of talk-session audience»

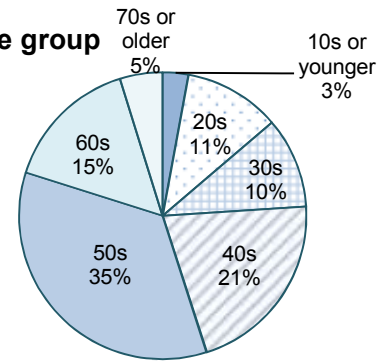
Number of collected responses: 319

## Attributes of respondents

### Q: Residence

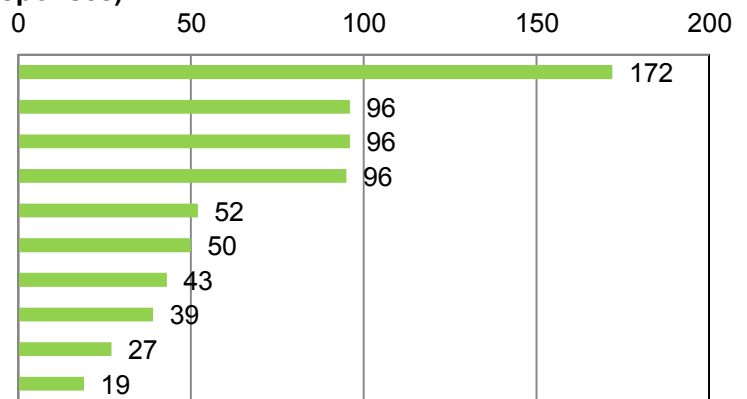


### Q: Age group



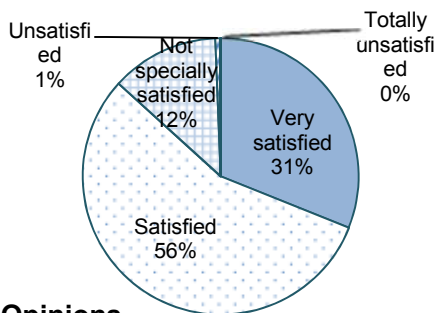
### Q: Reasons for participation (Multiple responses)

- Interested in nature
- Invited by a person I know
- Interested in interpreters
- Interested in hands-on learning in nature
- Interested in foreign countries
- Have participated in nature-experience programs (at EXPO 2005 Aichi)
- Have participated in nature-experience programs (at Moricoro Park)
- Interested in guests
- Have participated in nature-experience programs (in other places)
- Other

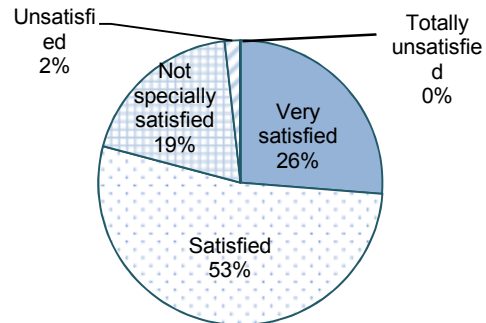


## On session contents

### Q: How satisfied with activity presentations



### Q: How satisfied with the interactive session



## Opinions

- The session time was too short.
- I wish I could have heard more detailed stories.
- Videos and slide shows helped my understanding.
- I hope for education that fosters interest in feeling nature close to us, including nearby greenery and the moon.
- There are many things that serve as important nutrients for us even though not directly and immediately resulting in benefits.
- I felt ESD in specific ways.
- I thought "nature" and "childhood experience" are keywords.

- The session time was too short.
- I wish there would have been more communication between the speakers and the audience.
- I wish I could have listened to more views of people on site.
- Since I listened to speakers live, I was able to feel the reality of the stories.
- I think the session would have been more interesting if there had been questions showing a disparity in views.
- I felt that not only observation but participation in activities and direct commitment are important.
- I liked the session because it was participatory, with not only lectures but a questionnaire using colored cards, etc.
- I hope children will have vast experience with nature.

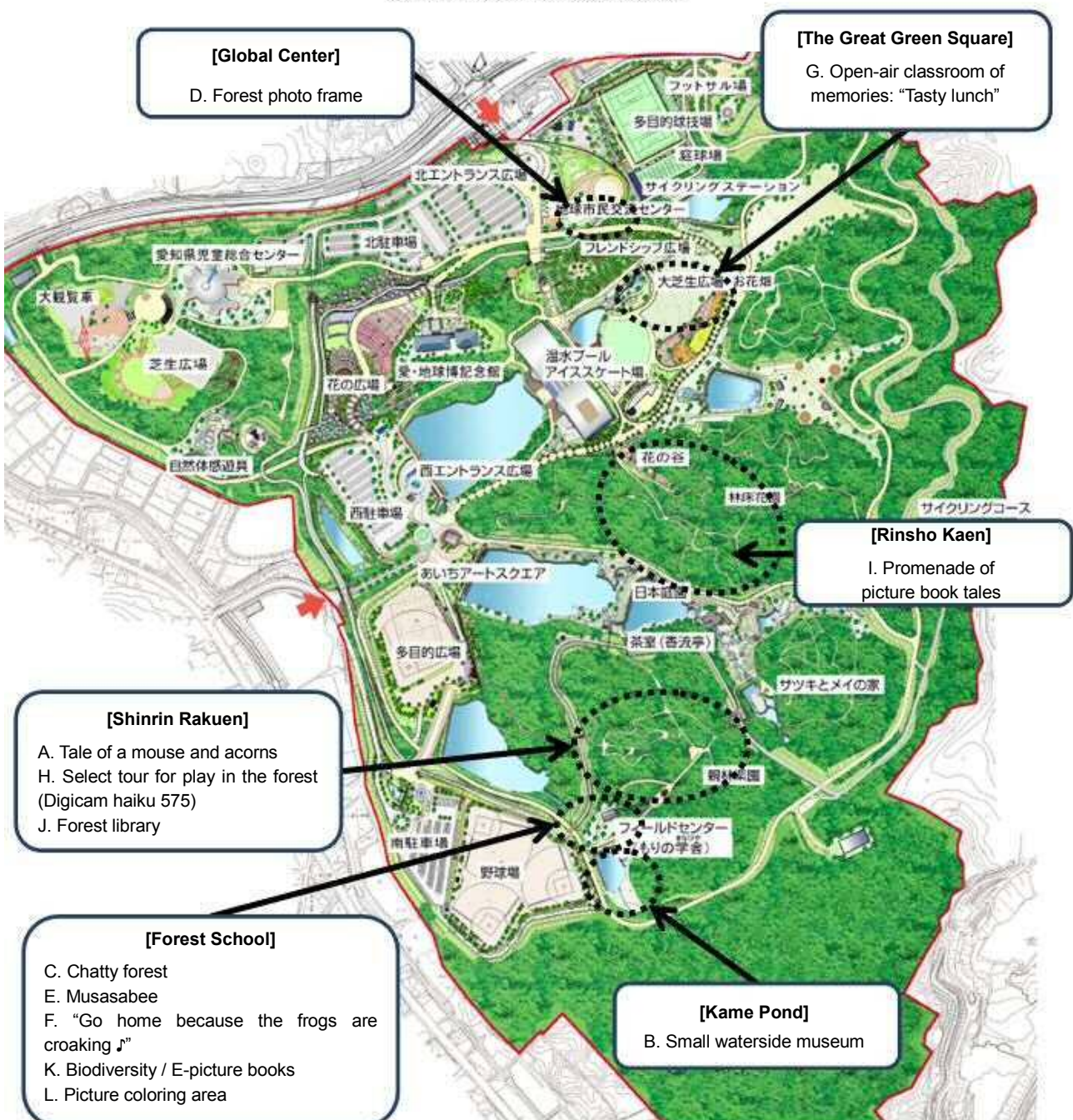
## 2. Special Nature-Experience Program

On Monday, October 12, 2015, a national holiday, the Special Nature-Experience Program was implemented using the entire area of Expo 2005 Aichi Commemorative Park (Moricoro Park) as the venue.

With the cooperation of 54 interpreters, including those who worked at EXPO 2005 AICHI, a wide variety of nature-experience programs were offered, including a “forest walking tour” and a “craft workshop.” With the participation of about 7,000 people in total, including interpreters from abroad, these programs reminded us of nature’s wisdom and the importance of reconsidering the relationship between nature and human beings.

### Venue of the Special Nature-Experience Programs

(EXPO 2005 Aichi Commemorative Park)





**[Outline of the Special Nature-Experience Program]**

<p>Forest walking tour with interpreters</p> <p><b>A. Tale of a mouse and acorns</b> Become aware of the chain of lives in the forest by hiding acorns as mice do</p> <p><b>B. Small waterside museum</b> Become aware of diverse organisms and their mutual relationships by observing the landscape in the park through each person's sensibility</p> <p><b>C. Chatty forest</b> Imagine messages from nature and foster each person's sensibility by personifying natural objects such as trees and stones</p>
<p>Play factory (craft workshop)</p> <p><b>D. Forest photo frame</b> Become aware of natural objects' formal charms and beauty through making a photo frame with natural materials collected in the forest</p> <p><b>E. Musasabee</b> Consider the importance of local forests through making a Frisbee designed to resemble a flying squirrel (<i>musasabi</i>)</p>
<p>Classroom of memories</p> <p><b>F. "Go home because the frogs are croaking ♪"</b> Become aware of the historical difference in play-related values, and discover wisdom applicable to our daily life</p> <p><b>G. Open-air classroom of memories: "Tasty lunch"</b> Beginning with contents of a lunch box, become aware of the relationship between everyday life and the world, and discover wisdom applicable to our daily life</p>
<p>Self-programs (Programs implemented by participants)</p> <p><b>H. Select tour for play in the forest (Digicam haiku 575)</b> Refine sensibility to nature by printing a photo taken in the forest on a postcard and create a haiku suitable for the photo</p> <p><b>I. Promenade of picture book tales</b> (<i>Adventure of Gonchan and Monchan; Soyoko</i>) Learn the relationship between humans and the forest, organisms' ecology, and the circulation of the forest through enjoying picture books while rambling in the forest</p> <p><b>J. Forest library</b> Become aware of various environmental problems while enjoying <i>Aichi Environment Picture Books</i> in the forest</p> <p><b>K. Biodiversity / E-picture books</b> Learn biodiversity as the basis of our life</p> <p><b>L. Picture coloring area</b> Foster sensibility to nature by enjoying picture coloring with diverse-colored pencils</p>



Forest walking tour with interpreters  
(Tale of a mouse and acorns)



Play factory (craft workshop)  
(Forest photo frame)



Classroom of memories  
("Go home because the frogs are croaking ♪")



Classroom of memories  
(Open-air classroom of memories)



Self-program  
(Promenade of picture book tales)

# Profiles of chief interpreters

Below are the profiles of chief interpreters for each of the Special Nature-Experience Programs

(1) Program(s) in his/her charge

- A. Tale of a mouse and acorns
- B. Small waterside museum
- C. Chatty forest
- D. Forest photo frame
- E. Musasabee
- F. "Go home because the frogs are croaking ♪"
- G. Open-air classroom of memory: "Tasty lunch"
- H. Select tour for play in the forest (Digicam haiku 575)
- I. Promenade of picture book tales
- J. Forest library
- K. Biodiversity / E-picture books
- L. Picture coloring area

- (2) Affiliation
- (3) Hopes for the program
- (4) Nickname



(1) Supervisor

(2) President, Japan Environmental Education Forum

(3) What meaning do the time that we spend in nature have? I hope that we can cooperate with each other to create moments for feeling gratitude to the earth as the huge house we can live in.

(4) Choku-san



(1) A

(2) SEIBU Landscape Co., Ltd.

(3) I wish that forest activities and forest programs will continue every year in the future!

(4) Occhan



(1) B

(2) Forest School Association

(3) Let's enjoy the features of nature specific for this season.

(4) Ebee



(1) C

(2) Yoriai Kobo BANDORI

(3) I would be happy that children hope to go to the forest.

(4) Rikone



(1) D

(2) Forest School Association

(3) In this program, we create photo frames that enable us to enjoy forms, colors, and textures of blessings of the forest, including nuts and twigs.

(4) Guriko



(1) E

(2) ART & LIFE  
(3) I hope that this program will provide you with an opportunity to pay attention to organisms living in the forest, through enjoying craftwork creation.

(4) Kiichi



(1) F

(2) Grace Academy Inc., ESD Division  
(3) I will take you living in today's world to the classrooms of memory for people diverse in age and birthplace!

(4) BOW



(1) G

(2) Tsuru Environment Forum [NPO]

(3) A lunch box full of plenty of "okazu" is delicious, isn't it? How much do you know about "okazu"?

Your life and "okazu" may be in unexpected relations.

(4) Daigo-san



(1) H

(2) Forest School Association  
(3) Walk slowly in the forest, and go for your best shot! And add your own comment.

(4) Don



(1) I

(2) Forest Kindergarten Morino Tamago  
(3) A walk while feeling as if you are in a picture book tale will surely lead you to a special time you cannot experience in other forests!

(4) Shima



(1) J • K • L

(2) Kiyosato Educational Experiment Project (KEEP), Inc.

(3) Plants, flower, and trees surrounding you, as well as picture books... Doors to nature are here and there!

(4) Yassan

### 3. Related event: Nature-Experience Program “Welcome back! Forest Nature School”

As an event related to the Interpreter Love Earth Meeting, the Nature-Experience Program “Welcome back! Forest Nature School” was held mainly on Saturdays, Sundays, and holidays during the period of the National Urban Greenery Fair Aichi between September 12 (Sat.) and November 8 (Sun.), with the participation of about 45,000 people in total.

This Nature-Experience Program, aimed at reproducing the Forest Nature School in EXPO 2005 Aichi, was implemented by interpreters who are working at the Forest School Association.



Forest walking tour with interpreters  
(Creation of an original family crest)

#### [Outline of “Welcome back! Forest Nature School”]

Forest walking tour with interpreters
<b>Forest kaleidoscope</b> Discover the beauty of light and nature by viewing the forest through a mirror
<b>Creation of an original family crest</b> Consider the relationships between Japanese people and nature through family crests
Play factory (craft workshop)
<b>Sawattecho (natural-textured notebook)</b> Become aware of the difference in texture by making a datebook with materials with a smooth or rough texture
<b>Donguri korokoro maze (“Rolling acorn” maze)</b> Learn through playing with nature by creating a maze with nuts and twigs and rolling acorns ( <i>donguri</i> ) along it
Classroom of memories
<b>Let’s have school lunch!</b> Become aware of the historical difference in food-related values, and discover wisdom applicable to our daily life
Self-programs (Programs implemented by participants)
<b>Forest expedition game</b> Discover the wonders of nature by observing the forest with an expedition sheet in hand
<b>Promenade of picture book tales</b> ( <i>Mori no Uta (Forest Song); Soyoko</i> ) Learn the relationships between humans and the forest, organisms’ ecology, and the circulation of the forest through enjoying picture books while rambling in the forest



Play factory (craftwork lesson)  
(Sawattecho)



Classroom of memories  
(Let’s have school lunch!)



Self-program  
(Forest expedition game)

#### 4. Excursion (Monitor tour for remote-island promotion)

On Tuesday, October 13, six interpreters who made presentations at the talk session participated in the monitor tour for remote-island promotion (organized by the Department of Regional Development and Tourism, Aichi Prefecture) as an excursion.

First of all, the six interpreters visited a miso manufacturer in Azuma-cho, Nishio City. Amid the excellent aroma of miso, they enjoy Japanese tradition sensuously, by closely observing cedar tubs actually used for about 100 years for miso fermentation and tasting miso matured for three years in a traditional way.

Then, the participants went to Saku Island (Isshiki-cho, Nishio City) by boat. They rambled around shrines and temples in the area that retains archetypal landscapes of Japan, as well as going further to new tourist spots. They discovered and fully enjoyed various charms of the island through their rich sensibility particular to interpreters, experiencing bird songs, the sounds of waves, touches of the winds, and the aroma of the sea while closing their eyes in the sun or on the beach, and showing their interest in the similarity and difference in vegetation between their home countries and Japan.

Through sharing with us their impression of the excellence of regional treasures they found in the locals' ordinary life, the interpreters reminded us of invaluable things we tend to forget while absorbed in busy everyday lives.



Listening to explanation amid a miso aroma



Meditating on an open veranda in the sun, while listening to bird songs



Enjoying art, the aroma of the sea, and the sounds of waves on the beach

# Chapter 3

## Photo Album of the Interpreter Love Earth Meeting

Talk session with international interpreters

At the Auditorium, Aichi Prefectural University Nagakute Campus, 1:00 p.m.–4:00 p.m. on Sunday, October 11, 2015



Rehearsal



Participants entering the venue



Exhibit of a fuel cell vehicle



Reception at the foyer



Reception



Panel displays at the foyer



Welcomed by Morizo and Kiccoro



Welcomed by a flowers display by the Aichi Prefectural University flower arrangement club



Preliminary discussions with language interpreters, etc. in a waiting room



Interpreters to be on the stage, the Governor of Aichi Prefecture and the Vice Chairperson of Aichi Prefectural Assembly



Opening Performance by Color Kiccoros (Instructed by the Aichi Prefectural University dance club Free Style)



Questionnaire with three alternatives



Interpreters on the stage



Mr. Tadashi Kawashima, Coordinator



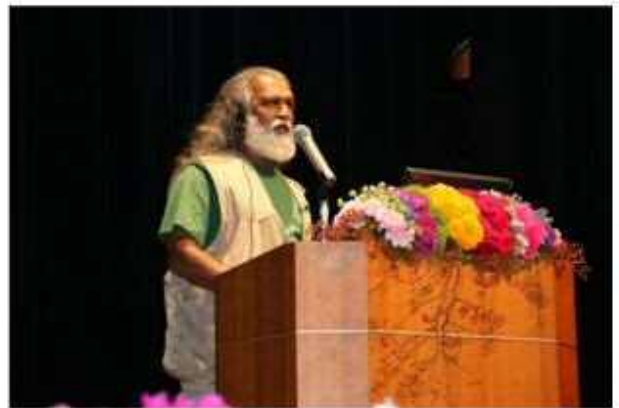
Mr. Mikihiro Tetsuzaki serving as MC



Ms. Miho Horie serving as MC



Presentation by the interpreter from the U.S.



Presentation by the interpreter from Sri Lanka



Presentation by the interpreter from Germany



Presentation by the interpreter from Kenya



Presentation by the interpreter from Costa Rica



Presentation by the interpreter from Japan



Interactive session



Interpreters answering questions at the interactive session

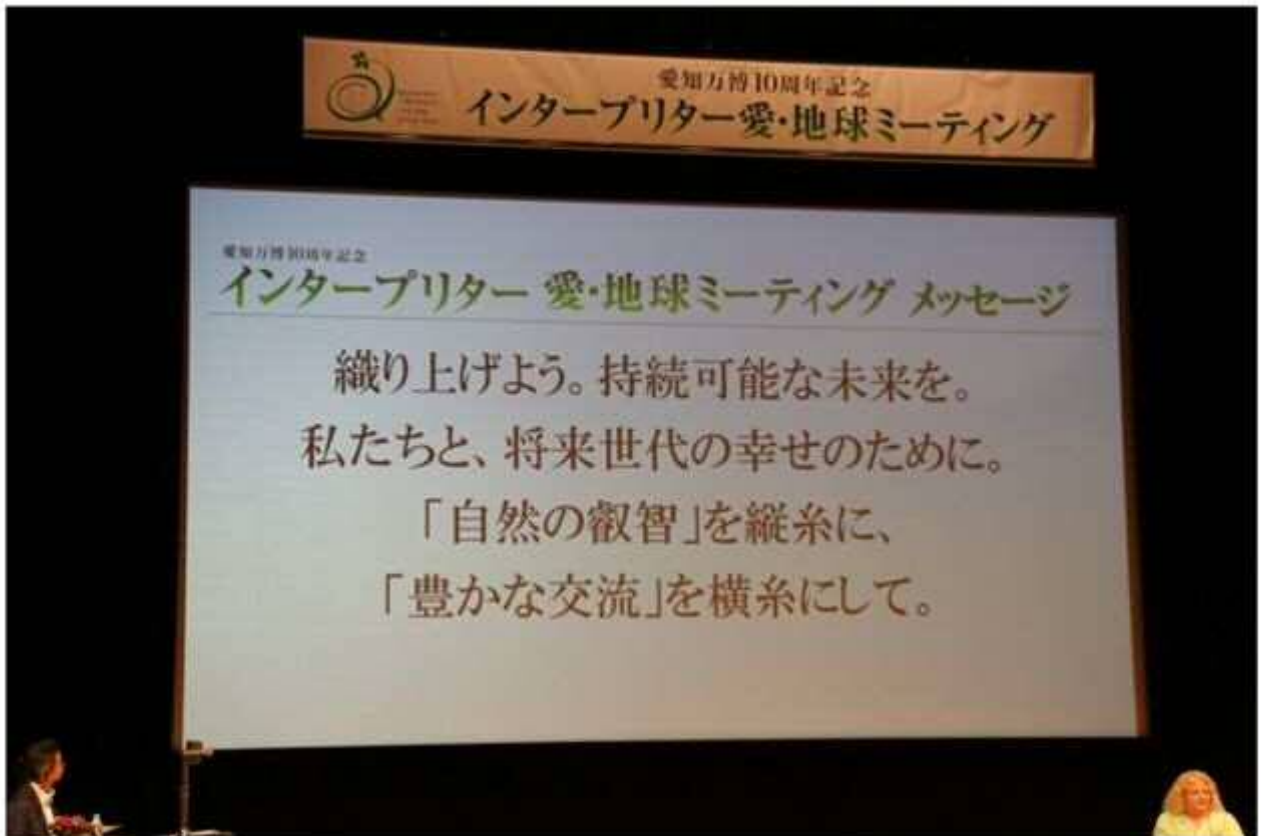


Participants responding by three papers with different colors.



Ending





Message from the Interpreter Love Earth Meeting, announced



Childcare room



Morizo and Kiccoro visiting the childcare room

Interactive party

At the cafeteria, Aichi Prefectural University, 4:30 p.m.–6:30 p.m. on Sunday, October 11, 2015



Remarks by the Governor



Interpreters appearing at the talk session



Tea served by the Aichi Prefectural University tea ceremony club



Interpreters from abroad enjoying Japanese tea



Quiz session



Special Nature-Experience Programs  
at EXPO 2005 Aichi Commemorative Park on Monday and holiday, October 12, 2015



Tale of a mouse and acorns



Small waterside museum



Chatty forest



Forest photo frame



Musasabee



Digicam haiku 575



“Go home because the frogs are croaking ♪”



Open-air classroom of memories



Forest library



Promenade of picture book tales



Cards with opinions and messages from participants in “Promenade of picture book tales”



Biodiversity / E-picture books



Picture coloring area



Kitchen car



Collaboration with EXPO 2005 Aichi Memory Stamp Rally, a supporter event for the 32<sup>nd</sup> National Urban Greenery Fair Aichi



Square in front of the Forest School



In the Forest School

Related event: "Welcome back! Forest Nature School"  
at and around the Forest School in EXPO 2005 Aichi Commemorative Park  
between Saturday, September 12 and Sunday, November 8, 2015 (excluding October 11 and 12)



Select tour for play in the forest



Digicam haiku 575



Starting point for the "Promenade of picture book tales"



Promenade of picture book tales



Forest walking tour with interpreters (Creation of an original family crest)



Classroom of memories



Play factory (sawattechō)



Play with nature in front of the Forest School

## Reference

### [Who are “interpreters”?]

Interpreters are those who plainly and credibly impart to other people wisdom about the value of nature and the relationship between nature and human beings through nature-experience programs. This role has come to be widely known by the general public through their significant contribution at the Forest Nature School at EXPO 2005 Aichi.

There is a proverb from abroad, which says, “To hear is to forget. To see is to remember. To do is to understand. To find is to use.”

Instead of just sharing with the general public knowledge about the excellence of nature and its value, interpreters help program participants to experience and discover nature, in order to guide them to awareness and voluntary learning. They thus play important roles in fostering human resources who consider and take action for the global environment and nature’s blessings.



An interpreter at work

### [Initiatives of the Forest Nature School at EXPO 2005 Aichi]

The Forest Nature School was one of the environmental education programs for experiencing nature’s wisdom, the theme of the EXPO. It was opened as the first effort of its kind in the history of EXPOs in the Forest Experience Zone, Nagakute area.

This program provided people with a pleasant place to learn the mechanisms of nature and become aware of the relationship between nature and humans, through participation in nature-experience programs where participants encountered nature, people (interpreters), and art in the forest, using their senses and imagination.

The Forest Nature School saw the participation of over 500,000 people during the period, and brought experience of nature’s wisdom to a wide range of people, from children to senior citizens.



Forest Nature School at EXPO 2005 Aichi

### [What is the Forest School?]

The Forest School, housed in the building used as the field center during EXPO 2005 Aichi before being renovated by Aichi Prefecture, was opened in March 2007, to continue and further develop the Forest Nature School of the Expo.

This facility offers citizens programs for learning about the environment, including Forest Tours guided by interpreters, mainly on Saturdays, Sundays, and holidays. The total number of visitors since its opening reached 400,000 on July 12, 2015.



Program participants and the Forest School





10<sup>th</sup> Anniversary of EXPO 2005 Aichi  
Interpreter Love Earth Meeting  
Message from Aichi to the world, for the future

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