



第二屆水資源教育 夥伴網絡年會 大會手冊



HSBC

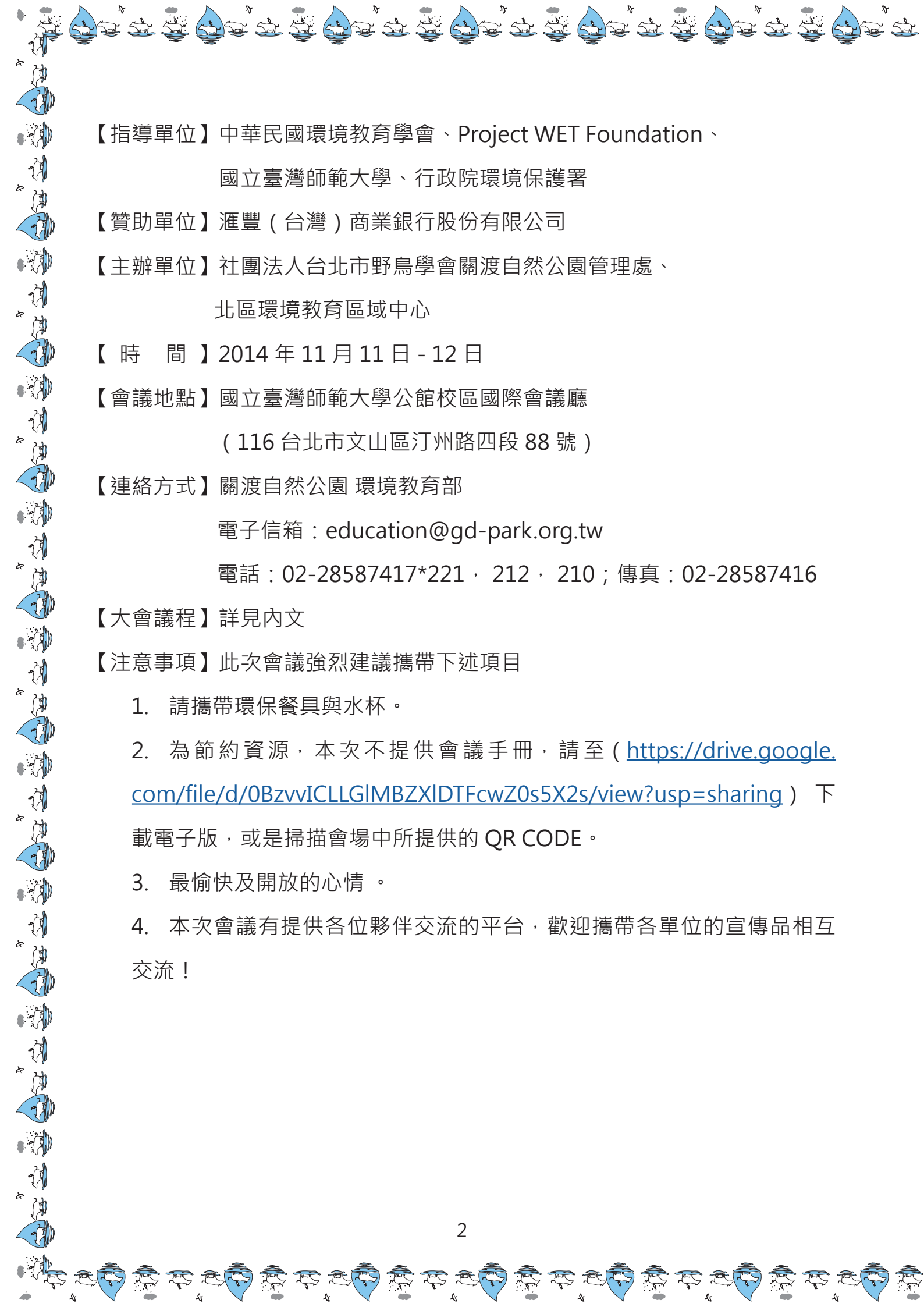
匯豐



關渡自然公園
GUANDU NATURE PARK
社團法人台北市野鳥學會



北區環境教育
區域中心
NEERC



【指導單位】中華民國環境教育學會、Project WET Foundation、
國立臺灣師範大學、行政院環境保護署

【贊助單位】滙豐（台灣）商業銀行股份有限公司

【主辦單位】社團法人台北市野鳥學會關渡自然公園管理處、
北區環境教育區域中心

【時間】2014年11月11日 - 12日

【會議地點】國立臺灣師範大學公館校區國際會議廳
(116 台北市文山區汀州路四段 88 號)

【連絡方式】關渡自然公園 環境教育部

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【大會議程】詳見內文

【注意事項】此次會議強烈建議攜帶下述項目

1. 請攜帶環保餐具與水杯。
2. 為節約資源，本次不提供會議手冊，請至 (<https://drive.google.com/file/d/0BzvvICLLGIMBZXIDTFcwZ0s5X2s/view?usp=sharing>) 下載電子版，或是掃描會場中所提供的 QR CODE。
3. 最愉快及開放的心情。
4. 本次會議有提供各位夥伴交流的平台，歡迎攜帶各單位的宣傳品相互交流！

目錄 Catalogue

壹、水資源教育夥伴網絡 (TWEPN) Introduce Taiwan Water Education Partner Network	4
貳、大會議程 Agenda	6
參、講座介紹 Introduce Speech	
• 日本 Project WET– 驚奇之旅 The Program for Disseminating the River Education and Project WET in Japan	9
• 2014 年水資源網絡工作報告	53
• 台灣人與地下水的故事 - 共生、搶水、污染三部曲 The Story of Groundwater and Taiwanese	72
• 台灣水資源夥伴網絡在地化經驗分享 -1 The Localization Experience in Taiwan-1	
一、水土保持局推動環境教育分享	126
二、從水足跡到水逐跡 - 從氣候變遷開啓的逐水行旅	145
• 美國島本自然教育中心將 Brightwater Center 設施作為社區環境教育資 產的過程 Educational facility of Brightwater Center and how to use the community infrastructure as educational assets	147
• 日本 Project WET 在地化工作坊推廣過程與未來校園課程發展規劃 The Localization case on Project WET material and workshop model and Future development targeting school curriculum	158
• 社區投入海洋環境行動方案 - 澳洲案例 Engaging the community in marine environmental action programs, an Australian example	181
• 台灣水資源夥伴網絡在地化經驗分享 -2 The Localization Experience in Taiwan-2	
一、臺灣水資源夥伴網絡在地化經驗分享 - 以「武荖坑環境教育中心」 為例	196
二、鹿角溪人工溼地課程發展工作坊	219



壹、水資源教育夥伴網絡 (TWEPN)

一、緣起

Project WET 目前暫譯為水資源教育計畫，此計畫成立於 1984 年，由北達科他州水資源委員會所編定，目的是為了教育公眾有關於水資源教育與管理。1989 年，美國內政部墾務 (BOR) 開始資助該計畫，故此計畫轉為蒙大拿州立大學負責，且在美國其他州開始廣為推廣使用，此後也獲得美國環境教育委員會 (CEE) 的五年贊助。1995 年後陸續出版了「水資源教育課程和活動指引 (ProjectWET Curriculum Activity Guide)」、「生活用水與健康 (Healthy Water Healthy People)」、其他兒童專用手冊與故事書，給予教師教學上極大的幫助。

社團法人台北市野鳥學會關渡自然公園管理處從 2010 年起與滙豐 (台灣) 商業銀行股份有限公司、中華民國環境教育學會、北美環境教育學會 (NAAEE) 合作，且在 Project WET Foundation 授權與協助下，開始組織建立起臺灣水資源教育夥伴關係。在 2012 年出版第一本 Project WET 的繁體中文課程手冊「臺灣水資源教育課程簡要指引」，裡面收錄了「水資源教育課程和活動指引 (ProjectWET Curriculum Activity Guide)」的 16 個課程方案。長期關懷濕地環境教育的關渡自然公園成為在臺灣第一個推廣本套課程的執行單位，將關懷濕地能量擴大到水資源議題的關注。並將水資源教育的教學能力、資源、策略與教學方法分享給更多單位，建構屬於臺灣的水資源教育夥伴網路。

2014 年國立臺灣師範大學接受行政院環境保護署的委託，成立「北區環境教育區域中心」，期望建立環境教育夥伴網絡與資訊平台，並提供專業領導與增能學習機會，提升區域內整體的環境教育量能。今年度關渡自然公園與北區環境教育區域中心合作，於 11 月 11 日 -12 日辦理第二屆臺灣水資源教育夥伴網路年會 (TWEPN)，本次水資源教育夥伴網路年會更邀請了美國、日本以及澳洲等地長期推動水資源教育工作的夥伴，透過這樣的經驗交流與夥伴關係建立的工作，目的在於串連起更多水資源教育夥伴網路，共同分享自身的成果給關心水資源教育的夥伴。並且廣邀更多關注水資源教育的夥伴，一同對臺灣水資源教育提供更多元、深入且廣泛的新力。讓臺灣的環境因對水的重視而更加美好。

三、關於 Project WET International Foundation

美國 PW 基金會於 1984 年啟動，已有 29 年的經驗，並且成功引領全球超過 45 個國家、500 個組織推動水環境教育，亞洲地區目前已經有中國大陸、日本、南韓以及越南等國

家。除了基本水教育課程方案外，包含社區居民、各級參與者、政府人員以及相關人士，從小到大，從基層到高層都是該方案培訓的對象。

四、為何引進 Project WET Curriculum & Activity Guide

選擇原因包含：

- ▲ 教學對象涵蓋幼稚園到高中參與者為主 (K-12)。
- ▲ 教材彙集了創新的、第一手的、好用的、以及有趣的水資源相關資料。
- ▲ 教材活動形式多樣，包含大組與小組的學習，全身活動、實驗的操作調查、在地與全球環境主題的討論、或是社區參與和服務等等類型。
- ▲ 教材中強化並注重現場活動與實驗操作課程。

此外，該教材內容主要以人與水之間的關係進行連結，提供完整的水教育方案，內容呈現水的物理及化學特性、水質與水量議題、水棲生物、生態系、以及管理策略。活動也強化批判性思考、問題解決技能等重要環境教育推展概念，得以協助參與者對水資源的需求與使用，進行審慎決定所需的知識與產生經驗。教材活動也整合了研究與學科，包括化學、物理、生活科學、地球科學、自然資源管理、歷史與文化等，可以讓使用者依照相關指引，並且依照其教學需要來組織相關活動單元，選擇合適的活動，幫助參與者建構與聯結知識、經驗、感覺和行動，讓參與者將水資源的相關概念保留下來。

貳、大會議程

時間	議程 11/11 (二)
09:10-09:40	報到 Registration
09:40-10:10	開幕 Welcome and Opening Ceremony
10:10-11:30	講 座：日本 Project WET - 驚奇之旅 Topic：The Foundation of Project WET JAPAN 講 者：菅原一成 計畫副主持人 (河川集團 - 日本 Project WET) Speaker: Kazunari Sugawara // Associate coordinator // Project WET Japan 引言人：陳仕泓 處長 (社團法人台北市野鳥學會關渡自然公園管理處)
11:30-12:10	講 座：2014 年水資源網絡工作報告 Topic：2014 water resource network report 分享人：陳仕泓 處長 (社團法人台北市野鳥學會關渡自然公園管理處) Speaker: Nelson Chen // CEO // Guandu Nature Park
12:10-13:10	午餐休息時間 Lunch time
13:10-13:30	本次與會夥伴介紹 -1 Introduction TWEPN Partners (1)
13:30-14:50	講 座：台灣人與地下水的故事—共生、搶水、污染三部曲 Topic：The story of Taiwanese and Groundwater: Living, Snatch, and Pollution 講 者：于立平 製作人 (財團法人公共電視文化事業基金會) Speaker: Syu, Li-Pian // Producer // Public Television Service TAIWAN 引言人：汪靜明 博士 (國立臺灣師範大學 環境教育研究所)
14:50-15:10	茶敘 Coffee Break
15:10-16:50	講 座：台灣水資源夥伴網絡在地化經驗分享 -1 Topic：Local implementation of water education in Taiwan (1) 分享人： 1. 柯勇全 課長 行政院農業委員會水土保持局 2. 邱姿蓉 主任 台達電子文教基金會 Speaker: 1. Taichung Branch, Soil and water Conservation Bureau Council of Agriculture, Executive Yuan 2. Delta Electronics Foundation 引言人：許民陽 博士 (臺北市立大學 地球環境暨生物資源學系)
16:50	賦歸 Ending

時間	議程 11/12 (三)
08:50-09:10	報到 Registration
09:10-09:20	開場致詞 Opening
09:20-10:40	<p>講 座 : 美國島木自然教育中心將 Brightwater Center 設施做為社區自然教育資產的過程</p> <p>Topic : Educational facility of Brightwater Center and how to use the community infrastructure as educational assets</p> <p>講 者 : John Haskin 副總裁 (島木自然中心)</p> <p>Speaker: John Haskin // Senior vice President // Island Wood Nature Center</p> <p>引言人: 周儒 博士 (國立臺灣師範大學 環境教育研究所)</p>
10:40-12:00	<p>講 座 : 日本 Project WET 在地化工作坊推廣過程與未來校園課程發展規劃</p> <p>Topic : The Localization case on Project WET material and workshop model, and Future development targeting school curriculum</p> <p>講 者 : 菅原一成 計畫副主持人 (河川集團 - 日本 Project WET)</p> <p>Speaker : Kazunari Sugawara // Associate coordinator // Project WET Japan</p> <p>引言人: 王順美 博士 (國立臺灣師範大學 環境教育研究所)</p>
12:00-13:00	午餐休息時間 Lunch time
13:00-14:20	<p>講 座 : 社區投入海洋環境行動方案 - 澳洲案例</p> <p>Topic : Engaging the community in marine environmental action programs, an Australian example.</p> <p>講 者 : David Kopelke PSM 校長 (柏伊恩環境教育中心)</p> <p>Speaker: David Kopelke PSM // Principal // Boyne Island Environmental Education Centre</p> <p>引言人: 陳仕泓 處長 (社團法人台北市野鳥學會關渡自然公園管理處)</p>
14:20-14:40	茶敘
14:40-16:20	<p>講 座 : 台灣水資源夥伴網絡在地化經驗分享 - 2</p> <p>Topic : The implementation of water education at the local (2)</p> <p>分享人:</p> <ol style="list-style-type: none"> 1. 汪俊良 主任 武荖坑環境教育中心 2. 胡秀芳 老師 鹿角溪人工溼地課程發展工作坊 <p>Speaker:</p> <ol style="list-style-type: none"> 1. Wang, Chun- Liang // Director // Wulaokeng Environmental Education Center 2. Hu, Siou-Fang // Teacher // 鹿角溪人工溼地課程發展工作坊 <p>引言人: 方偉達 博士 (國立臺灣師範大學 環境教育研究所)</p>
16:20-16:40	表揚儀式與大合照 Recognition Ceremony & Group Photo
16:40-17:10	問題討論與未來展望 Conclusion and Future Perspectives
17:10	賦歸 Ending

參、講座介紹

日本 Project WET— 驚奇之旅

The Program for Disseminating the River Education and Project WET in Japan



一、講者：菅原一成（KAZUNARI SUGAWARA）

日本河川集團 - 日本 Project WET 副召集人。畢業於東京學藝大學，擁有 Project WET Facilitator、Project WILD Educator、Project Learning Tree Educator、RAC Trainer、NEAL Trainer (CONE Trainer)、Rescue3 Swift Water Rescue Technician1、Second-class Architect 等多項資格。從 2002 年開始投身於河川環境教育，除了是日本 Project WET 副召集人，同時也是河川集團內兒童教育方案的研究人員，擁有豐富的推廣經驗。近年除了在日本推廣演講之外，也到美國、韓國等地方以

講座的方式與其他人分享他的水資源教育相關經驗。

二、摘要

介紹河川集團在針對日本孩童在河川環境教育以及河川相關災害教育上的幾個議題，例如目前學校中的河川教育狀況、孩童在河川的事故對應策略以及日本 Project WET 的目前活動狀況。



The Program for Disseminating the River Education and Project WET in Japan

日本推廣Project WET課程與河川教育的計畫

Kazunari SUGAWARA

Researcher of
Center for Supporting Children's Waterside Activities,
The River Foundation
Associate Coordinator of Project WET Japan



01

History and Background of Education on River Environment in Japan

日本河川環境教育的歷史與背景

02

History and Efforts of River Environmental Education by River Foundation

河川集團在河川環境教育的歷史與努力

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01

History and Background of Education on River Environment in Japan

▶ 1. Nation Loosing access from Rivers during High Economic Growth period

在高經濟成長期間，國家對於河川利用的放任

2. Amendment of River Act, Readjustment of Education on River Environment, and Growing Importance of Experiential Activities in Education

修訂河川法案，調整對於河川環境的教育及增加教育的經驗活動重要性

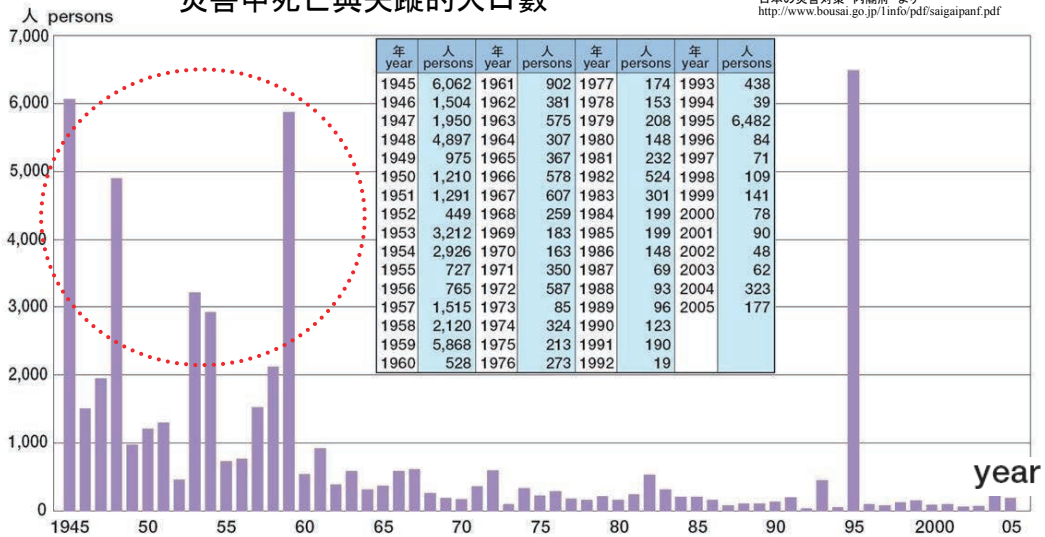
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The Number of Deaths and Missing Persons in Disasters



災害中死亡與失蹤的人口數

日本の災害対策 内閣府 より
<http://www.bousai.go.jp/1info/pdf/saigaipanf.pdf>



1945 Typhoon Makurazaki	3,756	1953 Torrential Rains	1,013
1947 Typhoon Catherine	1,930	1953 Torrential Rains	1,124
1948 Typhoon Ion	838	1957 Torrential Rains	722
1950 Typhoon Jane	539	1958 Typhoon Kanogawa	1,269
1951 Typhoon Ruth	943	1959 Typhoon Ise-wan	5,098

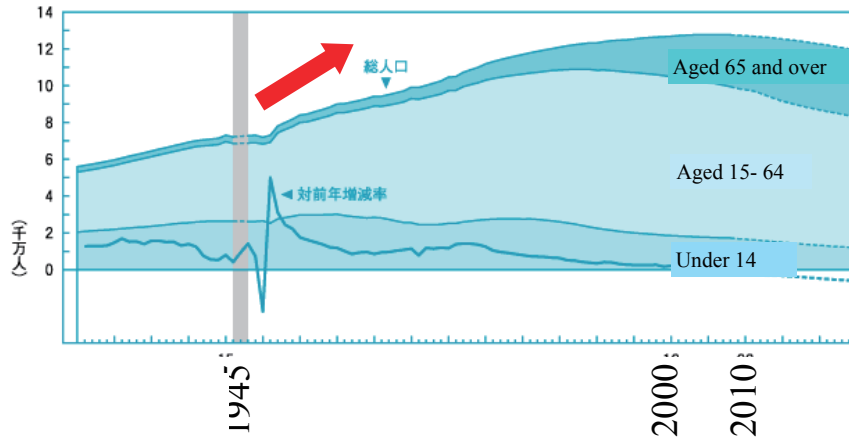
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Population 人口族群變化



10 million

総務省統計局より
<http://www.stat.go.jp/data/nihon/g0302.htm>



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River had been dirty 河川汚染



Ayase River, Tokyo
 Lots of Trash in the river

1970's

1970年, 日本, 綾瀬川, 大量的垃圾在河流



Wheel, Canned, bottles,

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River became backstage of the city



河流成為城市的後台



Flood countermeasure was conducted by cost minimum policy. As a result, cement concrete surrounded the river.

過去的洪水防治採取低成本工程策略，導致河川被水泥牆所包圍。



High wall of river bank made split from the city

河岸的高牆將城市與河川一分為二

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Long time ago, ... river and people



River as a life stage

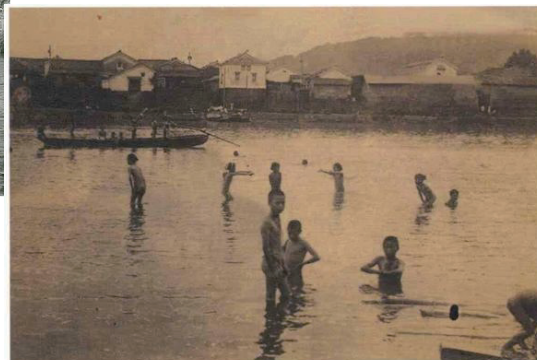
很久很久以前，河川與人類....

河川就像是生活的舞台



Washing clothes in river (1940's)

在河邊洗衣



Played in the River 在河邊玩耍
1920's

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01

History and Background of Education on River Environment in Japan

1. Nation Loosing access from Rivers during High Economic Growth period

在高經濟成長期間，國家對於河川利用的放任

2. Amendment of River Act, Readjustment of Education on River Environment, and Growing Importance of Experiential Activities in Education

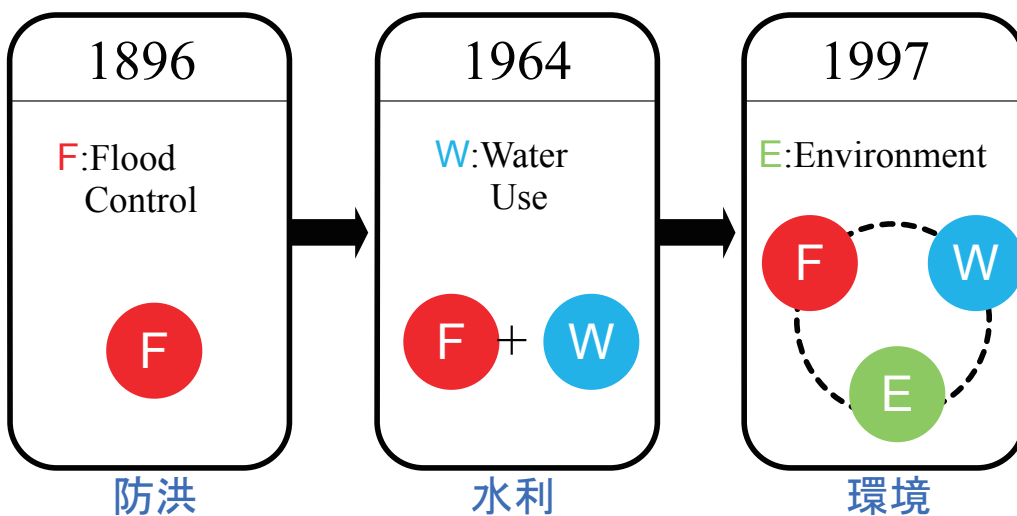
修訂河川法案，調整對於河川環境的教育及增加教育的經驗活動重要性

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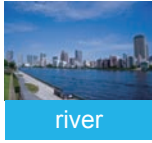
Amendment of River Law

修訂河川法

History



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river

針對實現社會學習到河川 Aiming at Realizing ‘Society Learning to river’

Sub committee of river council June, 1998

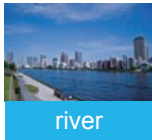


Main point of the report

了解到目前為止現代物質的文明的限制並承認河計畫的錯誤。

- Recognize the limitation of modern material civilization and admit the mistake of river projects so far..
- 承認來自河的利益, 像是河川可以培育人的心, 以及河川是環境教育的有力地點
● Acknowledged the benefits from the river, as that the rivers could foster the hearts of people and they are the effective location of the environmental education 不單僅有河川管理人需擔任一個角色並且有所行動, 河川的使用者、居民以及社區都需要
- Not only river administrator but also user, residents, community, local government should play a role and action
與教育部、環境以及國土交通省分享與合作
- Sharing and cooperation for Ministry of Education , Environment, and MLIT

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river

4 Basic Policies

四個基本方針



1. Make Rivers Attractive to Catch People’s Interest
→Many people must become interested in the river
2. Share Correct and Broaden Knowledge about Rivers
→Relation between human and environment, safe and wise use for river
3. Provide People with Opportunities to Learn to Rivers
→Motivation for environment, Attitude for self avoidance for danger
4. Continue Activities under Proactive Cooperation
→User, residents, river administrator, local government play each role and better cooperation is needed



Make rivers Attractive

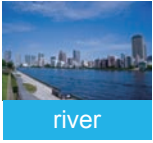


Correct and Broaden Knowledge



Opportunities to learn

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river

4 Basic Policies

四個基本方針

1. 讓河流有吸引力, 以趕上人民的利益
- 將會有許多人對河川有興趣。
2. 分享正確且拓寬關於河川的知識
- 人類與環境、安全以及合理使用與河川的關係
3. 提供人民有機會了解河川
- 對環境的動機, 為自己安全的態度
4. 在積極的合作之下繼續活動
- 需要使用者、居民、河川管理人, 地方政府扮演好自己的角色並且合作



Make rivers Attractive



Correct and Broaden Knowledge



Opportunities to learn

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education

The prospects of education for 21 Century

1996 Report by the Central Educational Council

21世紀的教育期望

- In order to foster the zest for living of Children, they need to experience the real nature and real society. 為了培養孩子的生活品味, 他們需要經歷真正的自然與社會。
- Experiences are foods for children's growth and basic things fostering the zest for living.
經驗是孩子的成長的營養品、基本事物培育孩子的生活品味
- Today, Many children face lack of direct experience.
今日, 孩子面對的是缺少直接的經驗
- We need to provide many chance of experience for real life or nature to children.

我們需要提供更多真實的自然生活經驗機會給孩子們

http://www.mext.go.jp/a_menu/shotou/seitoshidou/04121502/055/003.htm
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education

Amendment of School Education Act

2001 修訂校園教育法



Article No31 第31條

To further enhance 進一步提昇

Experiential learning activities for children

孩童的經驗學習活動

— Volunteer Activities 自願活動

— Community Activities 社群活動

Nature Experience Activities 自然經驗活動

第31條

小学校においては、前条各号に掲げる目標の達成に資するよう、教育指導を行うに当たり、児童の体験的な学習活動、特にボランティア活動など社会奉仕体験活動、自然体験活動その他の体験活動の充実に努めるものとする。この場合において、社会教育関係団体その他の関係団体及び関係機関との連携に十分配慮しなければならない。(第49条、第62条で中、高に準用)

http://www.mext.go.jp/a_menu/shotou/seitoshidou/04121502/055/003.htm

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environment

Environmental Education / Learning from now on

環境教育/從現在開始學習

- The prospects of Sustainable development -
1999 Report by the Central Educational Council



Environmental Education / Learning is necessary that following critical perspective. 環境的教育／學習需要以批判的角度來看。

1 Comprehensive 廣泛的

2 Clear Goal 清楚的目標

3 Emphasis on experience 強調經驗

Sensitivity for nature or mind for protect environment are cultivated through the a lot of real experiences of **touching**, **surprising** and **fear** in rich nature.

Especially during **young age** should need a chance of experience of high quality.

4 Community base 以社區為基礎

<http://www.env.go.jp/council/former/housin/039912-1.html>
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加強環境保護與推動環境教育的法規
**Law for Enhancing Motivation on
 Environmental Conservation and Promoting of
 Environmental Education**



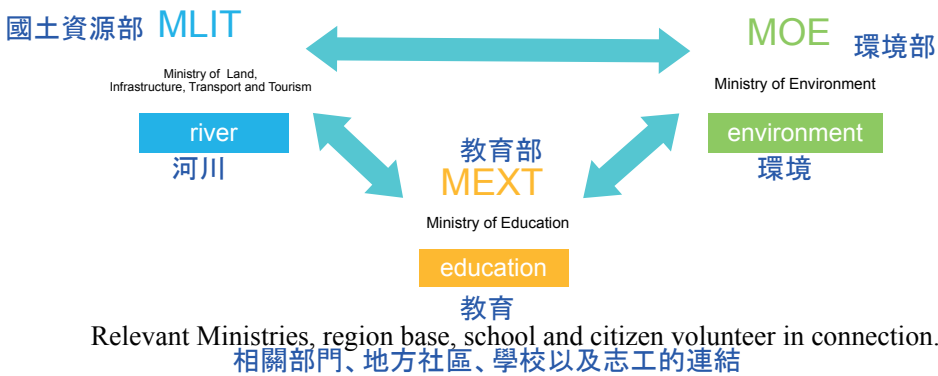
2003



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**Rediscovery Project on Children's
 Waterside Activities**

重新認識孩童在水邊活動的計畫



“Rediscovery Project on Children's Waterside Activities”



“Center for Supporting Children's Waterside Activities”
 was established in 2002 to support this project
 孩童水邊活動支持中心

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RECENT HISTORY of RIVER EDUCATION



近年的河川教育歷史

YEAR	MATTERS	POINTS
1997	“The River Law” was amended	Flood Control, Water Use + Improvement and Conservation of River Environment
1998.1	“Aiming at Realizing ‘Society Learning from River’” was issued by the River Council	Shorten the sense of distance between the people and rivers
1999.5	“Rediscovery Project on Children’s Waterside Activities” launched (joint project of MLIT, MEXT, MOE)	Lead the children to the river side and let them notice or learn about the benefits and risk of rivers
2000.1	“To Enjoy the River with Knowing the Risk of rivers” was reported by River bureau	Guideline for safety river activity
2000.9	“River Activities Council (RAC)” was founded	RAC trains leaders for river experience activity and let children learn about the safety in rivers
2002.7	“Center for Supporting Children’s Waterside Activities” was established (joint project of MLIT, MEXT, MOE)	The center was founded in River Foundation
2003	“Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education” was established	
2003.10	“Project WET JAPAN” launched	
2009.1	“Drowning prevention Measures in river” was announced by MLIT	

MLIT: Ministry of Land, Infrastructure, Transport and Tourism
MEXT: Ministry of Education, Culture, Sports, Science and Technology
MOE: Ministry of the Environment
River Foundation: Foundation of River & Watershed Environment Management

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02

History and Efforts of River Environmental Education by River Foundation

河川集團在河川環境教育的歷史與努力

- ▶ 1 Training for river instructor by RAC
- 2 Provide Guidebook, leaflet, program, DVD for river education
- 3 Lending river equipment as E-boat, Life Jacket, Helmet, etc.
- 4 Countermeasure against drowning in the river
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3. 出借河川相關設備E-boat, 救生衣; 頭盔等
4. 針對在河川溺水的對策
5. 日本Project WET

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13 campers died because they delayed to escape from the flooding river. Water level raised rapidly. (1999 August) < Kanagawa Pref, Sakau R. Kurokura R. >

13個露營者死了，因為他們太慢從氾濫的溪水中逃出

Junior football team was attacked by flash flood. The coach died. (2000 August) < Gunma Pref, Tone R. Yubiso R. >

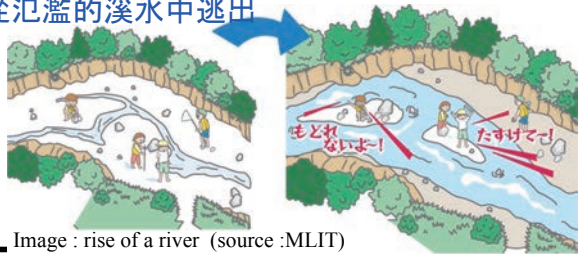


Image : rise of a river (source :MLIT)

MILT established MILT成立

“Study Team to Secure Safety and to Use Rivers Knowing its Underlying Natural Danger”

MILT成立研究小組已確保安全，以了解河川底層的自然風險

“Be Aware of Danger and to Get Friendly with River” 2000

了解危險，並且與河川友好的相處

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RAC River Activities Council

河川活動局

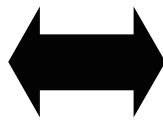
● Established in year 2000 by 12 river related citizen groups
在2002年由12個民間社團所組成

● Goal:
Recover humanity and get recognition of water environment through activities in river

目標：恢復人性並且透過在水中的經驗了解水的環境



河川基金會密切的參加RAC的成立
RAC與河川基金會促進了河流教練培訓



- River Foundation: Closely involved in the establishment of RAC
- River Foundation is fostering the river instructor cooperated with RAC

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To promote river activities in enjoyable and safety
促進愉快與安全的河流活動

For example

領導者
Leader

- As an instructor for the River Event by Local Government
當地政府的河川相關活動指導者

教練1
Instructor I

- As a teacher in river experience class of elementary school
河川經驗課程的老師

教練2
Instructor II

- As a supporter in citizen disaster prevention activities
預防災害發生者

協調者
Coordinator

- As a coordinator for regional development
地方發展的協調者

訓練者
Trainer

- Holding the course for fostering the river instructor
舉辦培訓河川教練的課程

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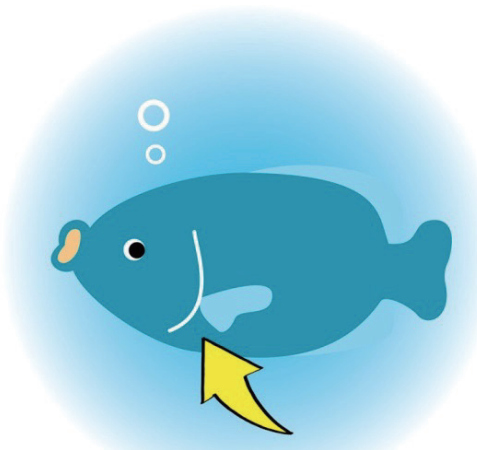
Safety (CPR: Cardio-pulmonary resuscitation)

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嘴巴呼吸

Mouth-breathing



branchial respiration

鰓呼吸



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你不能在水中呼吸

You can't breathe in water

如果你穿了救生衣

If you wear a Life Jacket,

You can breathe!

你可以在水中呼吸

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好孩子從不在河川裡遊戲

~~A good child never plays at rivers~~

A good child plays safely at rivers with Life Jacket

好孩子在河川裡遊戲時會穿救生衣

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02

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Development and Distribution of Teaching material for River Education

河川教育的教材與發展分布



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Major publication 主要出版品



Experienced Study Program using 河川經驗教育 River Environment

- 11 Example
- Educational program
- 11個案例、教案



安全戲水在溪流 For Safe Play at Rivers 【DVD and Handbook】



- Introduce the basic point for safety in river by movie and book
- for kids and for adults DVD 與 手冊

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RENTAL 出租

• Equipment for river activities 河川活動設備

Kind of RENTAL	Number
Life Jacket (for kids)	300
Life Jacket (for adults)	200
Helmet	70
Throw Rope	60
E-boat	5



Life Jacket



Throw Rope



Helmet



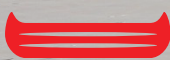
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RENTAL

E boat

Stable Rubber boat for ten persons

"E" means...



EVERYBODY



EASY



ENJOY



EXCHANGE



ECO-LIFE



ENVIRONMENT



EMERGENCY



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02

History and Efforts of River Environmental Education by River Foundation

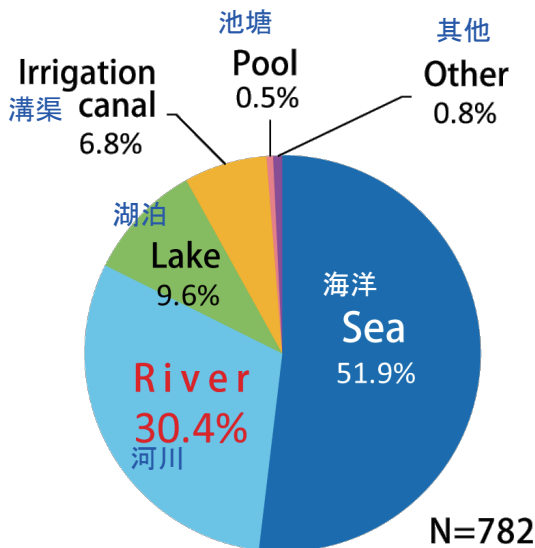
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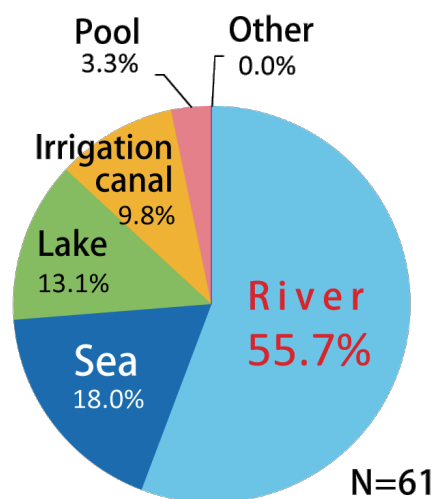
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Water related death by location (2012)



TOTAL (Adults and Children)

總人數(大人+小孩)



Only Children

只有小孩

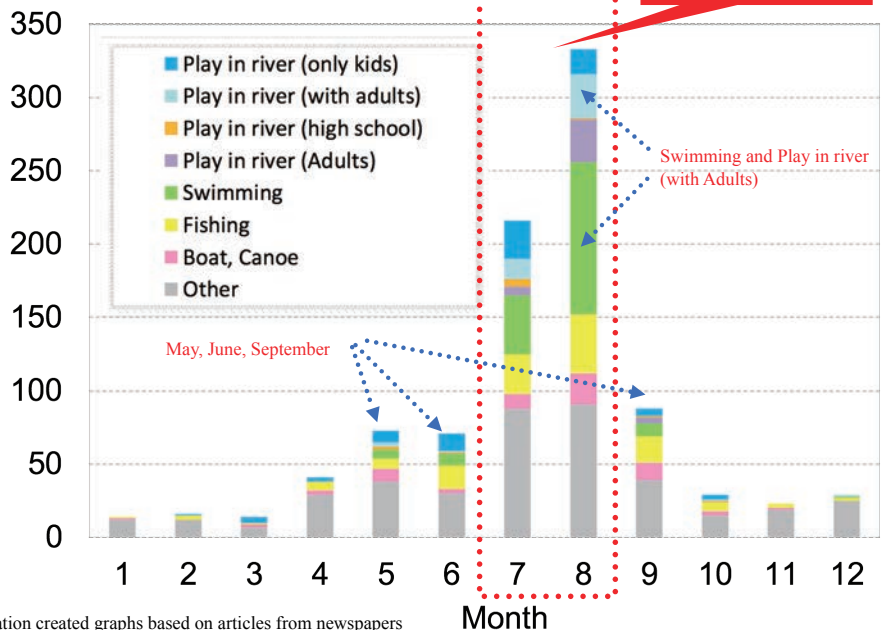
2014 National Police Agency

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Large number from May to September, and concentrated in July August

5月到9月為多數, 且集中在7,8月

Month and Action (2003-2009)



* River Foundation created graphs based on articles from newspapers

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Mapping using Google map to share the information of drowning accident 溺水地點的標示

全国の溺水事故マップ 2003-2012

※河川敷や自然林が広がる地域で、遊歩道や公園など、遊水地は限られていない。また、水辺には危険な場所も少なくありません。遊歩道など遊水地が広がる地域に遊びに行く際には、必ず安全対策を講じてください。

※なお、このマップはあくまでも参考情報であり、最新の情報が反映されていない場合があります。また、このマップはあくまでも参考情報であり、最新の情報が反映されていない場合があります。

都道府県	名称	年齢	性別	原因
北海道	旭川市 旭川川	10歳	男	水遊び
北海道	旭川市 旭川川	10歳	女	水遊び
北海道	旭川市 旭川川	10歳	男	水遊び
北海道	旭川市 旭川川	10歳	女	水遊び
北海道	旭川市 旭川川	10歳	男	水遊び
北海道	旭川市 旭川川	10歳	女	水遊び

2012/08/ 岐阜県・長良川
アスリートだった男性が流された



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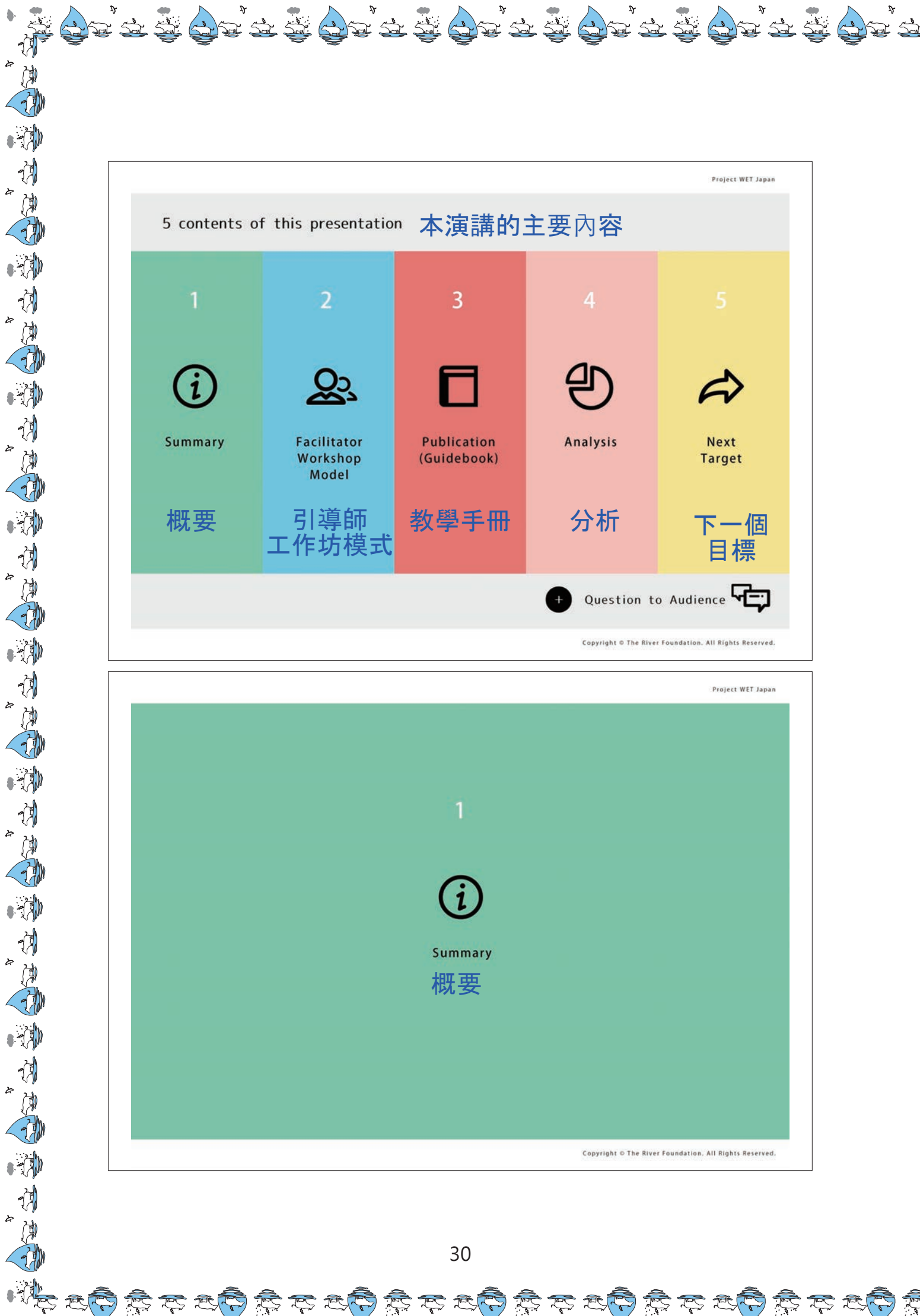
02 History and Efforts of River Environmental Education by River Foundation

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5 contents of this presentation 本演講的主要內容

1	2	3	4	5
				
Summary	Facilitator Workshop Model	Publication (Guidebook)	Analysis	Next Target
概要	引導師 工作坊模式	教學手冊	分析	下一個 目標

+ Question to Audience 

1



Summary
概要



Water Education?

水教育？

| Physical & Chemical | All Life | **Earth System** | Natural Resource | Managed | Social Constructs | Cultural Constructs |

水連結了地球上所有的系統

Water Connects All Earth System

Water is an integral part of Earth's structure and play a unique role in Earth's process. It is found in the atmosphere, on the surface and underground. The water cycle is central to life on Earth and connects Earth systems.

Example Activities | The Incredible Journey, Get the Ground Water Picture



Project WET Japan

Physical & Chemical | All Life | Earth System | Natural Resource | Managed | Social Constructs | Cultural Constructs

4°C

水有獨特的物理與化學特徵

Water has unique physical and Chemical characteristics

The nature of the water molecule determines the physical properties of water and its behavior. The physical and chemical properties of water are unique and complex.

Example Activities H₂Olympics, Is There Water on Zork?

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Project WET Japan

Physical & Chemical | All Life | Earth System | Natural Resource | Managed | Social Constructs | Cultural Constructs

Water is essential for all life to exist

水是所有生命不可或缺的

Life processes, from the level of the cell to that of the ecosystem, depend on water. Both the quantity and quality of water contribute to the sustainability of life on Earth.

Example Activities Aqua Bodies, Life Box, Healthy Habitats, Poison Pump

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水資源是被控制的 Water resources are managed


Multiple use of water resources leads to diverse and sometimes conflicting demands, which require water resource management practices. Management decisions involve distribution of water resources and protection of acceptable water quality and quantity.

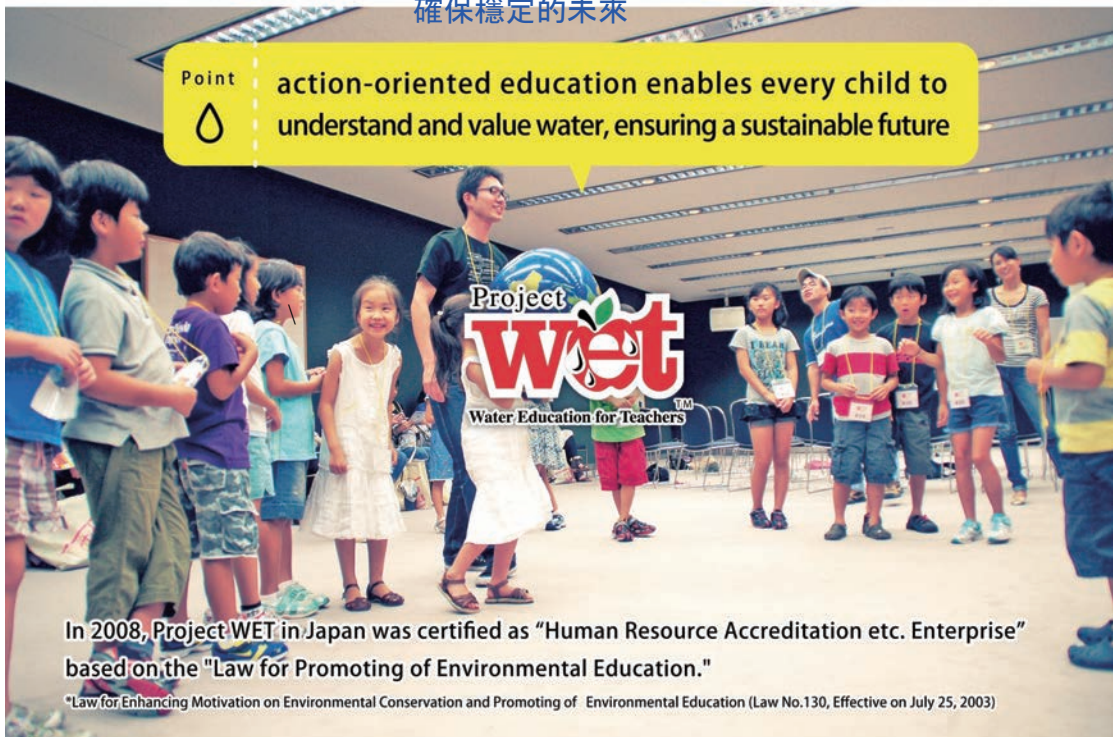
Example Activities High Water History, Humpty Dumpty, Macroinvertebrate Mayhem

Photo Credit: Ministry of Land, Infrastructure, Transport and Tourism, Hokuriku Regional Development Bureau.

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以行動為導向的教育讓每個孩子都了解水，
確保穩定的未來

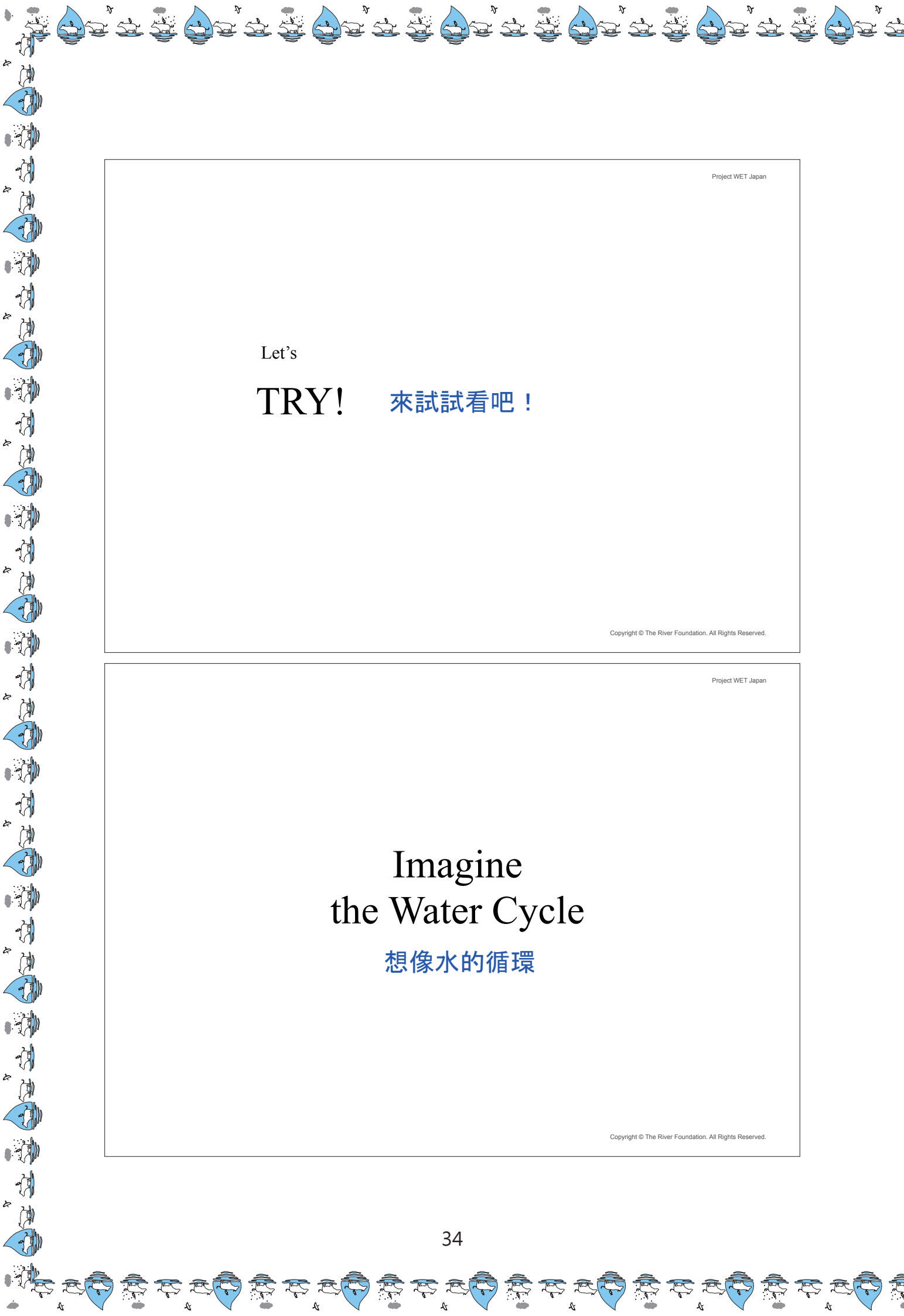
Point  action-oriented education enables every child to understand and value water, ensuring a sustainable future



In 2008, Project WET in Japan was certified as "Human Resource Accreditation etc. Enterprise" based on the "Law for Promoting of Environmental Education."

*Law for Enhancing Motivation on Environmental Conservation and Promoting of Environmental Education (Law No.130, Effective on July 25, 2003)

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Project WET Japan

Let's
TRY! 來試試看吧！

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Project WET Japan

Imagine
the Water Cycle
想像水的循環

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9 Water station 9個關卡

Project WET Japan



clouds



plants



soil



ground water



lake



animals



river



ocean



glacier

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1. Choose one of the water stations

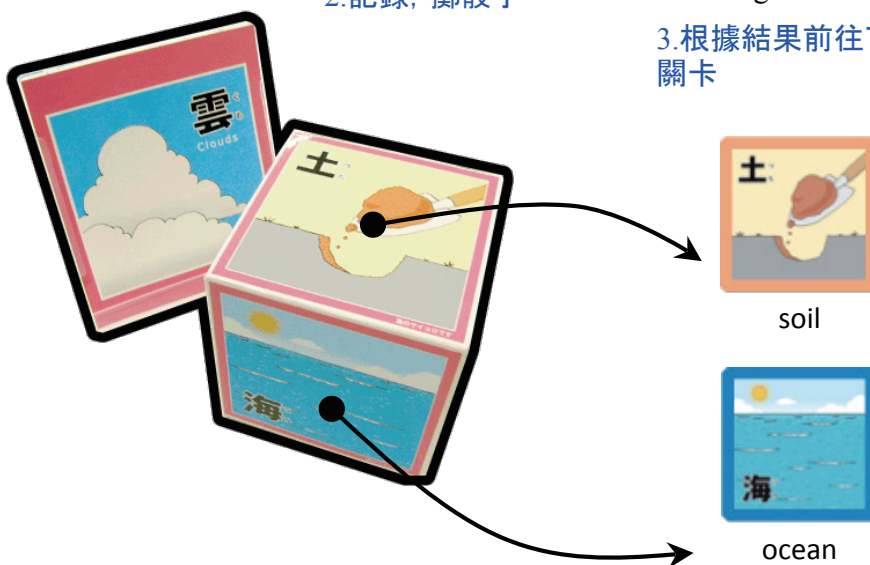
1. 選一關

2. Record the station and shoot a dice

2. 記錄, 擲骰子

3. Go to the next station according to the dice

3. 根據結果前往下一關卡



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“STAY” means you stayed the same station so you should shoot the same dice. You should record anytime you stay at a station.

“STAY”表示你停留在同一關卡，所以你應該在記錄一次。應該要記錄你任何時間所停留的關卡

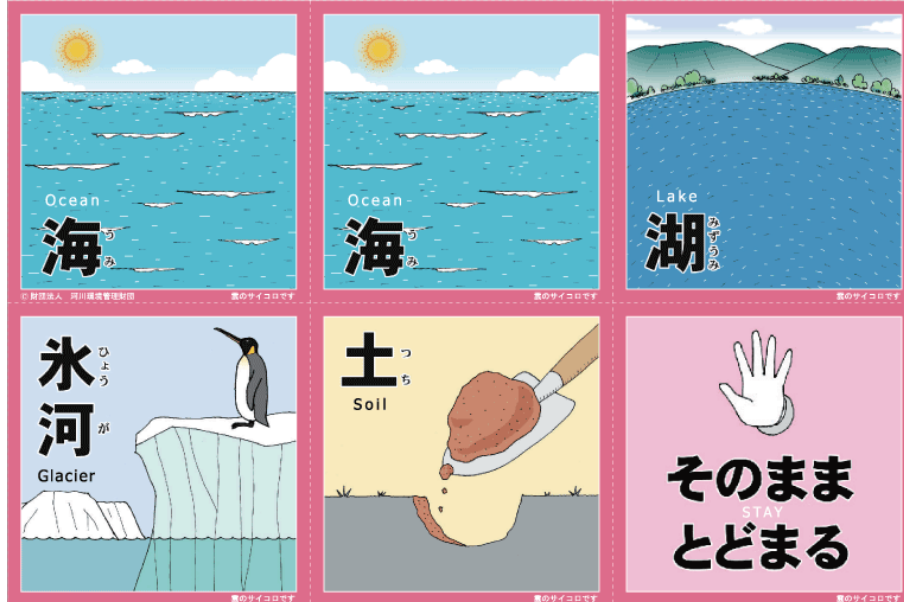
How was your “Water Cycle”?

你的水循環是怎樣呢？

glacier clouds soil plants

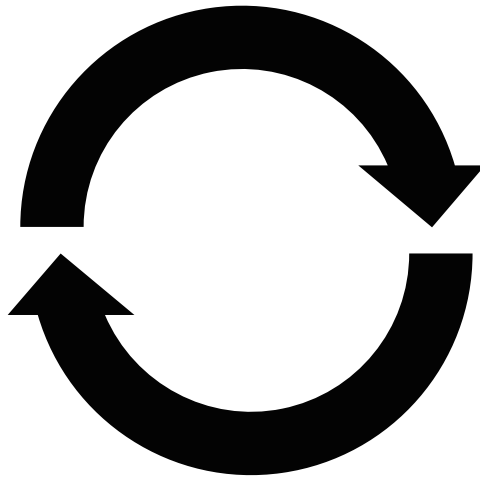
lake groundwater river ocean animals

Dice of "clouds" 骰子：雲



Dice of "Ocean" 骰子：海洋





Interdisciplinary Program 跨學科的計畫

Activities can be used in school curriculum and subjects like “Math”, “Social Studies”. All activities are interdisciplinary and Supplemental.



Example

The Incredible Journey

With a roll of a cube, students simulate the movement of water within the water cycle

related Units Elementary | Science | 4th | Moisture
Middle School | Science | Occurrence of clouds and fog

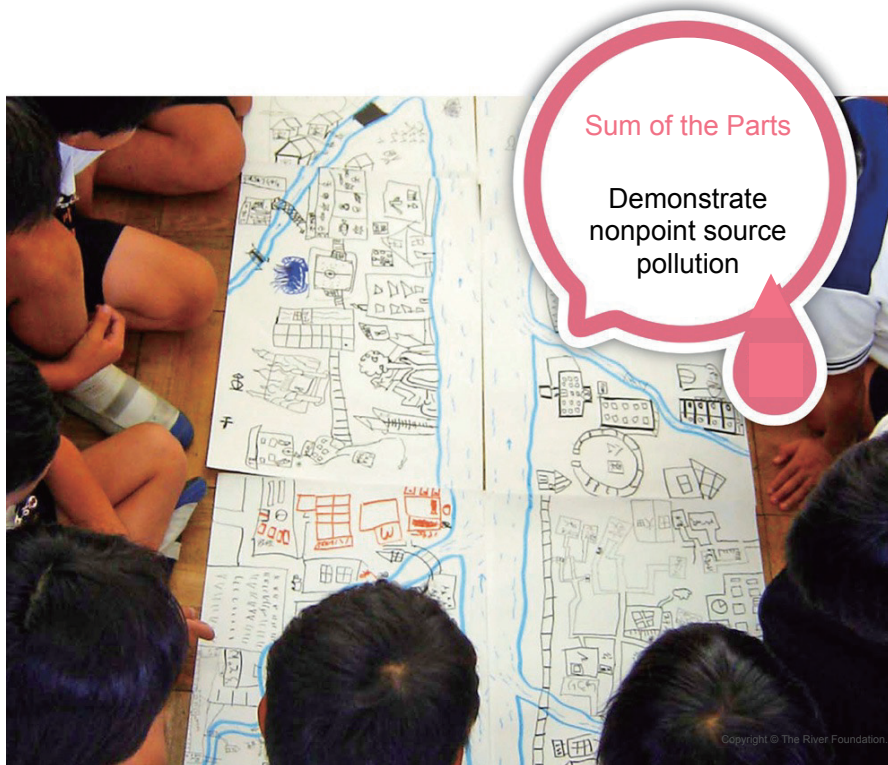
Activity Example 活動記錄：藍色星球

Project WET Japan



Activity Example 活動記錄：積少成多

Project WET Japan



所有的活動都可以用在學校、活動與工作坊

Project WET Japan



All activities can be used in School, event, workshops



Even it is rain outside, you can use activities in room to teach about water.

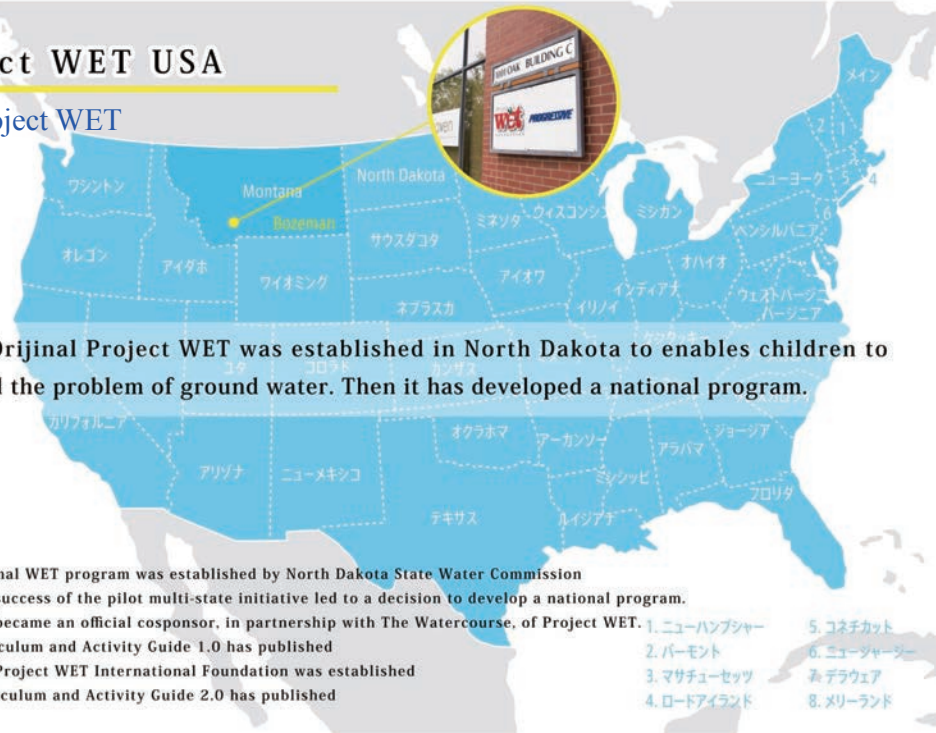


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Project WET USA

美國Project WET

Project WET Japan



In 1984, Original Project WET was established in North Dakota to enables children to understand the problem of ground water. Then it has developed a national program.

- 1984 : Original WET program was established by North Dakota State Water Commission
- 1989 : The success of the pilot multi-state initiative led to a decision to develop a national program.
- 1999 : CEE became an official cosponsor, in partnership with The Watercourse, of Project WET.
- 1992-93 : Curriculum and Activity Guide 1.0 has published
- 2005 : The Project WET International Foundation was established
- 2011 : Curriculum and Activity Guide 2.0 has published

1. ニューハンプシャー
2. バーモント
3. マサチューセッツ
4. ロードアイランド
5. コネチカット
6. ニュージャージー
7. デラウェア
8. メリーランド

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Mission

Project WET's mission is to reach children, parents, teachers and community members of the world with water education that promotes awareness of water and empowers community action to solve complex water issues.



Goal

The goal of Project WET is to facilitate and promote awareness, appreciation, knowledge, and stewardship of water resources through the development and dissemination of classroom-ready teaching aids and the establishment of state and internationally sponsored Project WET programs.

Project WET 秉持著下列信念

Project WET is grounded in the following beliefs:

- 

Water moves through living and nonliving systems and binds them together in a complex web of life.
水透過有生命與無生命的系統的傳遞串聯起生命的網絡
- 

Water is important for all water users.
對每一位使用者來說，水是重要的
- 

Sustainable water management is crucial for social and economic stability and a healthy environment.
可發展的水管理，對社會與經濟穩定以及健全的環境是重要的
- 

Awareness of and respect for water resources can encourage a personal, lifelong commitment of responsibility and positive community participation
對於水資源的意識與關心，可以激發出個人的終生承諾與積極的社區參與



Educational Stages

教育階段

Solutions to water resource problems



Through Action Education™, Project WET's mission worldwide has evolved from learner awareness to empowering people to take actions that lead to sustainable solutions for community water resource issues

全球網絡

Global Network

Photo - Project WET Foundation

Host Institutions in countries (Alphabetically)

Africa Burkina Faso Cameroon Democratic Republic of the Congo Egypt Ethiopia Ghana Kenya Lesotho Madagascar Malawi Mali Niger Nigeria Rwanda South Africa Sudan Tanzania Togo Uganda Zambia Zimbabwe	Asia Afghanistan Cambodia China India Japan Jordan Lebanon Mongolia	Central America Costa Rica El Salvador Jamaica Trinidad and Tobago	Europe France Hungary Italy Turkey	North America Canada Mexico United States	Oceania American Samoa (USA) Fiji Palau	Nepal Pakistan Philippines Republic of China (Taiwan) Russia South Korea Thailand Turkey United Arab Emirates Vietnam	South America Argentina Bolivia Brazil Chile Colombia Peru Uruguay	USA by State Alabama Alaska Arizona Arkansas California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii Idaho Illinois Indiana Iowa Kansas Kentucky Louisiana Maine Maryland Massachusetts	Michigan Minnesota Mississippi Missouri Montana Nebraska Nevada New Hampshire New Jersey New Mexico New York North Carolina North Dakota Ohio Oklahoma Oregon Pennsylvania Rhode Island South Carolina South Dakota Tennessee Texas Utah Vermont Virginia Washington West Virginia Wisconsin Wyoming
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Project WET is currently active in more than 60 countries around the world through a network of partner organizations



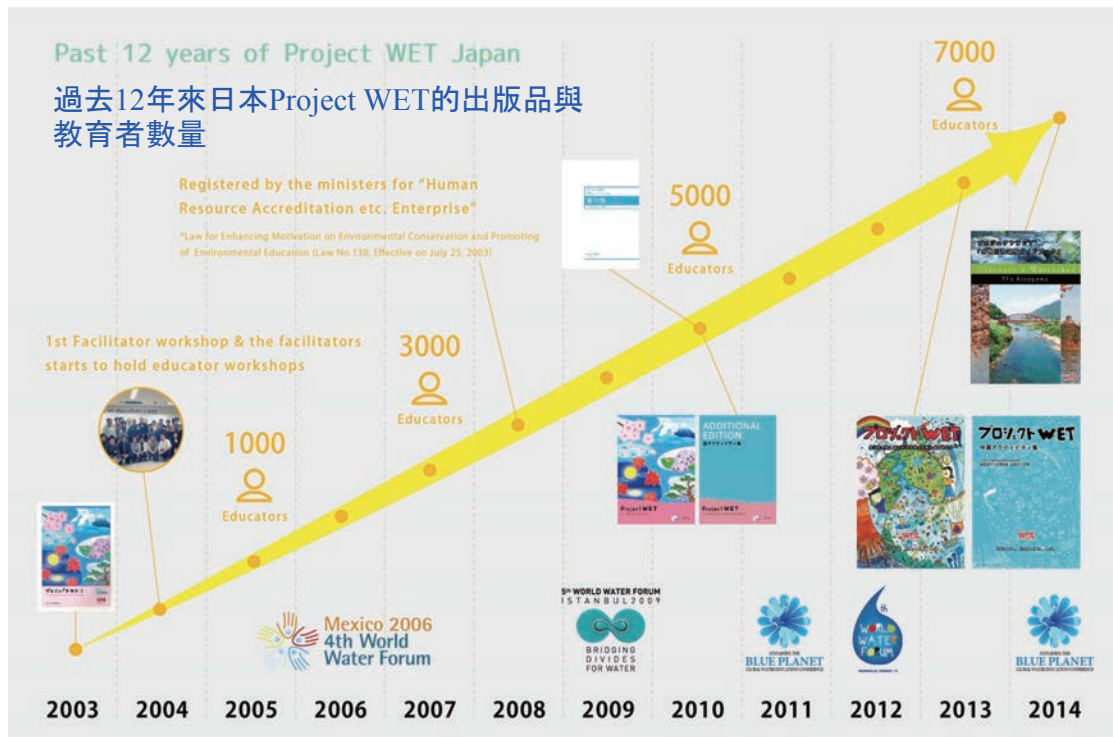
background 背景 2002年的時候河川集團引進Project WET

- New Cross-curricular subject was introduced into school curriculum in 2002
- Department of River education established in River Foundation in 2002



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Past 12 years of Project WET Japan 過去12年來日本Project WET的出版品與教育者數量



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工作坊與推動者的數量

Project WET Japan

The number of Facilitators and Facilitator training workshops



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網絡傳播

Project WET Japan

Network for dissemination

For disseminate Project WET,
there are two major certification (Educator and Facilitator)

Educator
is someone who teach children using Project WET activities

STEP UP!

Facilitator
is someone who is certified to conduct educator workshops

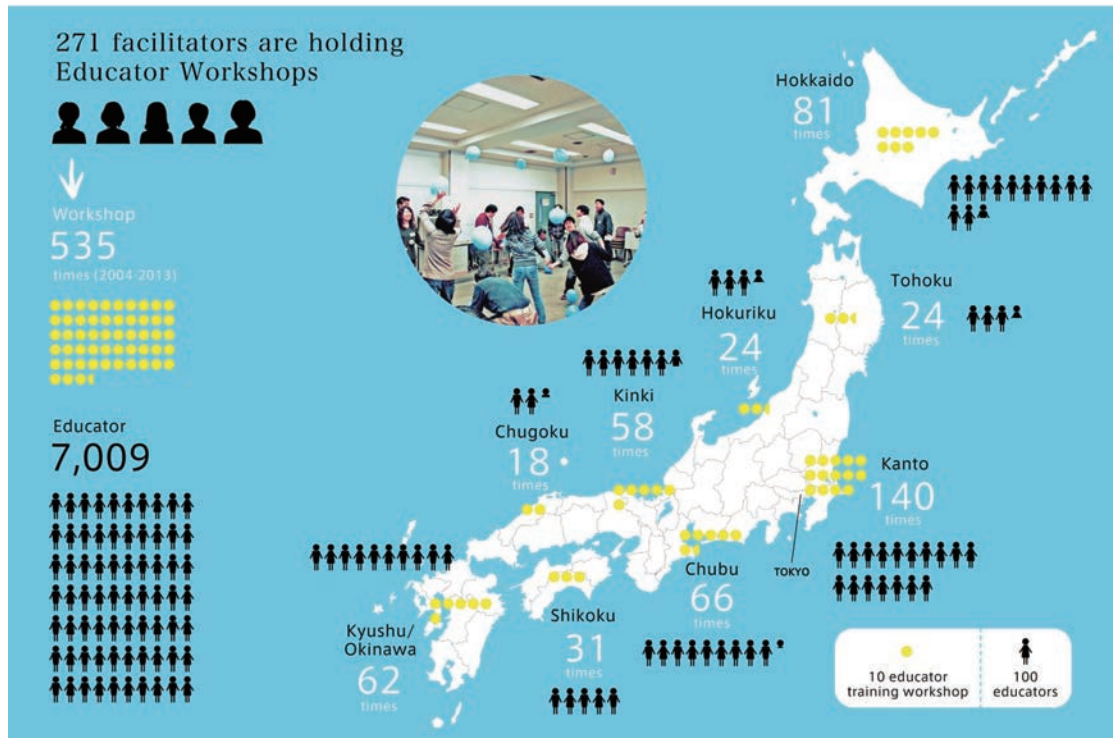
In Japan,
there is Academic
discount system



Coorinator manages All Project WET System in Japan.

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基礎工作坊

Participatory and experienced- based workshop

Point



The workshop improve communication skill , expression and presentation skill of participants



In the workshop, participants can learn not only Project WET activities and teaching method, but also how to organize group work and presentation through training. In the process, their business solution skill and presentation skill improve.



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推廣者與偏好課程的數量變化

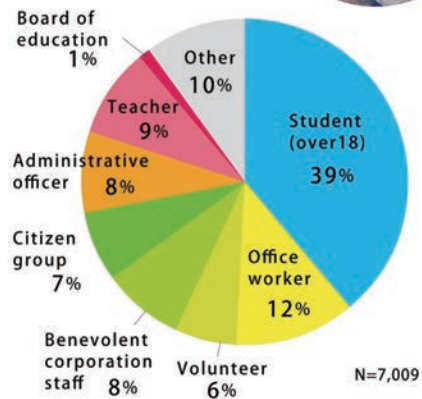
Changes in numbers and Avocation

Many teachers, volunteers are educating children about "Water" through Project WET activities.

Project WET Japan



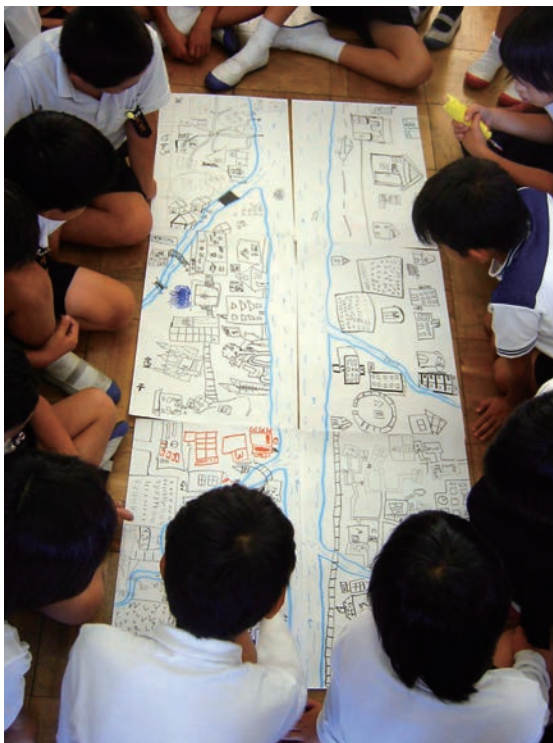
Changes in educators numbers



Avocation of educators

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Project WET in School



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"Water cycle" In the curriculum guideline

水循環課程指引



ministry's curriculum
guideline
junior high school
Science

(4) 気象とその変化

身近な気象の観察、観測を通して、気象要素と天気の変化の関係を見いださせるとともに、気象現象についてそれが起こる仕組みと規則性についての認識を深める。

イ 天気の変化 (ア) 霧や雲の発生

霧や雲の発生についての観察、実験を行い、そのでき方を気圧、気温及び湿度の変化と関連付けてとらえること。

…内容の(4)については、次のとおり取り扱うものとする。

ア イの(ア)については、気温による飽和水蒸気量の変化が湿度の変化や凝結にかかわりがあることを扱うこと。また、水の循環も扱うこと。

(4) Weather and its Changes

To enable students to discover the relationship between meteorological elements and weather changes through observations of nearby weather. To enable students to deepen their recognition of the mechanisms and the regularity by which climatic phenomena occur.

(b) Weather changes

a. Formation of fog and clouds

To enable students to perceive the way they are formed in relation to changes in atmospheric pressure, atmospheric temperature and humidity, by conducting observations and experiments on the formation of fog and clouds.

…With regard to Content-(4), the following items should be dealt with: (a) With regard to (4)-(b)-a., the fact that changes in the saturation water vapor volume caused by the atmospheric temperature are connected with changes in humidity and condensation should be dealt with. The hydrologic water cycle should also be dealt with.

Example of textbook

教科書範例

Junior high school
science textbook
(Kyoiku-shuppan. Co.,Ltd.)



2章 霧と雲 15

**雨や雲の
でき方**

雲をつくる水滴や氷の粒は、非常に小さいため、上昇気流に支えられて空中に浮いている。しかし、これらの雲の粒が集まって大きくなると、上昇気流で支えきれなくなって落ちてくる。このとき、氷の粒がとけて水滴となって落ちてくるのが雨で、氷の粒のまま落ちてくるのが雪である。

雨や雪を降らす雲は、上昇気流の強い積乱雲や乱層雲、厚い層雲などである。

**雲の粒と雨の
粒の大きさ**

雲の粒は、直径0.01~0.02mmほどであるが、雨の粒は、直径1~2mmもある。

雨の粒

1つの雨の粒は100万個以上の雲の粒が集まってできている。

水の循環

太陽によって地表が温められると、海や湖、川、地面などから水が蒸発し、水蒸気となって大気中にくまられる。大気中の水蒸気は上空で雲となり、やがて雨や雪となって、再び海や地上にもどってくる。地上に降った雨や雪は、川となって流れたり、一部は地下水として、やがて海に注ぐ。

このように、水は、状態を変えながら地表と大気中で循環し、天気の変化に深くかかわっている。

図12 水の循環

Water Cycle

When the surface is heated by the sun, the water evaporates and lakes, sea, river, etc. from the ground, included in the atmosphere and water vapor. Water vapor in the atmosphere is the cloud in the sky, and rain or snow soon, come back to the earth and the sea again. Or river flows and, as groundwater, rain and snow that falls on the ground, in part, into the sea eventually.

In this way, the circulation in the atmosphere and the earth's surface while changing the state, water has been deeply involved in the changes in the weather.

Case study of school which uses Project WET

Takigami junior high school

(Takigami city, Hokkaido prefecture)

教案：國中

Teaching plan - Science - 理科学習活動案

日時 2009年12月22日（火）第2校時
場所 浦上町立浦上中学校 2年A組教室
生徒 男子11名 女子10名 計21名
授業者 富山 光太郎

Kotaro Tomiyama

1 単元・題材名
4 天気と変化 1章 空気中の水の変化 1-4 水の循環

2 単元の目標
気象現象の仕組みや規則性に気づくとともに、気象要素の観測を通して、天気の変化の規則性についての認識を深める。

3 単元・題材について
水は太陽エネルギーによって大気と地表の間を循環し、気象現象に深く関わっている。また、我々人間を含めた動物、植物の体内にも水は多くふくまれ、状態変化をし、さまざまな姿で広く地球を循環している。しかし、これらの事象について教科書中ではイラスト1枚にて簡単に紹介されているに過ぎない。

そこで、地球上に存在するすべての水を1ℓの水で表現するProjectWET「大海の一滴」で大まかな地球上に存在する水について知り、大規模な水の循環をを一人一人が疑似体験することで学ぶ「驚異の旅」を体験することで、研修テーマである「五感に訴える教材・教具の工夫」を実施し、本単元の定着をはかりたいと考える。また、現在の教育現場にて重要視されている「言語活動の充実」についても、自らの疑似体験を文章にまとめ表現する活動を通して、理科でできる言語活動について探っていきたいと考える。

4 単元の指導計画
先週にて「4 天気と変化」のすべてを終了している。本時はそのまとめとして行う。また、昨日より学習している第1分野「化学変化と原子・分子」にてはじめて分子について学ぶ。本時では彼らにはじめて「水分子」の存在を紹介し、以降で学習する化学変化や原子、分子のしくみについての興味、関心をも抱いてほしいと考えている。

Project WET Japan
4 Weather Changes
1 Change of water in the air
1-4 Water cycle

Circulates between the atmosphere and the earth's surface by solar energy and water are heavily involved in weather phenomena. In addition, the water is rich in animals, including humans we also within the plant, and the state change, it is widely circulating in his various Earth. However, only in textbooks are briefly introduced in the illustration for one of these events.

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教案：國中課程

Teaching plan - Science -

Takigami junior high school (Takigami city, Hokkaido prefecture)

Project WET Japan

5. 本時の学習

	学習活動	◎教師の支援 ☆評価
課題把握 10	私達の体に最も多くふくまれている物質は何でしょうか？ 地球は宇宙から見ると何色だろうか？ もし地球上のすべての水が1ℓだとしたら？	◎発表を促す。 ◎「大海の一滴」の実施 ☆地球上の水の存在について例をあげることができる 【知識理解】…発表
課題追求 15	THE INCREDIBLE JOURNEY ～驚異の旅～ ・各個人で活動 「君たち一人一人は水の分子です」「これから地球を巡る驚異の旅へ出かけよう！」 ・9つの水の状態の説明 ・活動方法の説明 「さあ、たくさんの場所を旅することができるかな？」 ・得ることができたピースの確認	◎「驚異の旅」の実施 ◎プリントの配布 ◎机、椅子を前へ移動し活動場所を確保。 ◎9つの場所にピース、さいころを設置 ◎本時の説明 ◎ピースのついたモデルを配布 ◎巡視して活動がわからない生徒への支援 ☆「驚異の旅」理解し、楽しく活動することができる。 【関心・意欲・態度】…観察
考察 15	・机椅子を元に戻す 「どこを旅してきたかな？ピースの色を確認して『君の旅』の順に順に書いてみよう」 ワークシートへの記入 「それではその旅をもとに『君の旅の物語』を書いてみよう」 ・物語をワークシートへ記入 ・グループ形態へ ・それぞれのグループで発表し、グループ代表者を決定する	◎机椅子を元に戻すよう指示 ☆ワークシートに自分の行った旅を正確に記載することができる。【観察・実験の技能・表現】…記述・ワークシート ◎物語を書くことが困難な生徒への支援 ◎全員が物語を書けたらグループになるよう指示 ◎グループ内発表を指示 ◎グループ間を巡回し随時質問を受ける ◎話し合いの支援 ◎発表する態度、聞く態度の支援 ☆活動結果を適切に発表することができる【観察・実験の技能・表現】…発表

	学習活動	◎教師の支援 ☆評価
まとめ 15	「さて、皆さんはどのような旅をすることができましたか？」 ・各グループ代表者の発表 ・質問、意見を受け付ける 「水が地球上を旅することができるのはなぜだろうか？」 ・自己評価・感想	◎発表者、質問者への支援 ☆活動結果を適切に発表することができる【観察・実験の技能・表現】…発表シート ◎太陽のエネルギーの存在 ◎化学変化と原子・分子へのつながり ☆大気と地表の間の水の循環を太陽のエネルギーや気象現象と関連づけながら考察、説明することができる【科学的思考】…発表、ワークシート

6. 本時の評価
◎水の循環に関心を持ち、大気と地表の間の水の循環の関係を活動を通して探求することができたか。
…自然事象への関心・意欲・態度
◎自分が体験した水の循環を物語に表し、発表することができる
…観察・実験の技能・表現（言語活動）
◎大気と地表の間の水の循環を太陽エネルギーや気象現象と関連づけながら考察し説明することができる。
…科学的な思考、自然事象についての知識理解

- Assess whether the students were able to have an interest in the circulation of the water, through the activities to explore the relationship between the circulation of water between the atmosphere and the earth's surface.
... Interest and motivation and attitude to natural events
- Evaluate whether the story can be represented in the circulation of the water is its own experience, the students will be announced.
... Skills of observation and experiment, expression (language activity)
- Assess whether students were able to describe and discuss weather phenomena associated with solar energy and the circulation of water between the atmosphere and the earth's surface.
... Scientific thinking, understanding knowledge of natural events

The Committee for adapting school curriculum was assembled 為了配合學校課程的委員會

We revised the Guide book to ensure consistency with Japanese educational curriculum

We developed the “List of case studies on Project WET activities adapted to school curriculum in Japan”




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結盟單位

Sister Programs

There are two sister programs of Project WET


Project WILD


 Project WILD is an interdisciplinary environmental education program emphasizing wildlife.



Host Institution in Japan: Parks and Recreation Foundation

Project Learning Tree (PLT)

 Project Learning Tree is an interdisciplinary environmental education program emphasizing tree.



Host Institution in Japan: International Education Resource and Innovation Center

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Promotion 推廣

Project WET Japan



Project WET & WILD + PLT National Convention in Japan

2010



2011



2012



2013



Promotion event at COP10 (Nagoya Japan)

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Promotion 推廣

Project WET Japan

Think the Earth www.ThinktheEarth.net/jp/



“Water School 2010” in Kids Festa



“Water School 2011” with UNICEF

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