

## Possibility of earth science education in early childhood.

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Recently, decline in positive attitude toward science is a problem at high school and university in Japan. The cause of this problem is that there are few opportunities to meet natural science in childhood. Understanding and experiencing natural science in childhood depend on parent's educational policy and place of residence. In this study, it was reported that the importance of natural science communication, the behavior of children in the theme of geology, learning effect and exchange of opinions with parents which were obtained from natural science educational activities in kindergarten.

Children need time to concentrate on environment such as lecturers and existence of other children. However, it is possible to make a relationship of trust with a child by taking activity with a small number class and communicating with each individual. As a result of these efforts, the children became aggressive in the class.

The theme of geography is too large scale of the phenomenon like earth and stars, it is difficult to make an experiment that children reproduce on the desk. Therefore, for children, it is important to be able to observe and discover new things with familiar things, it was decided to make a theme of "making my river stone collection". The aim of this theme is that children do observing specimens themselves and studying and learning by using pictorial books. Children investigated the stone collected by the instructor in pictorial books, wrote a label, and put it in a collection box.

After that, there was a very big reaction from children and their parents. The children observed their stones by themselves and brought them to home, it made them became aggressive by taking all the observations themselves. In school education, active learning such as natural science and experiments is emphasized, but it can also be applied in geoscience and early childhood education. In order to maximize its effect, parental support is necessary.

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