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効用の種類	ふれあいによる生理・心理的効用(アメリカ アンケート調査)																																																																																		
タイトル	<p>[Research Reports (研究報告)]</p> <p>Assessing a Garden-based Curriculum for Elementary Youth in Iowa: Parental Perceptions of Change (アイオワに於ける庭をベースにした低学年用カリキュラムの調査: 変化に対する両親の認識)</p>																																																																																		
概 容	<p>若年期の教育手段として庭園を利用することは、この 10 年間に増加してきている。子供と園芸との間に見出されるポジティブな関係は学校での庭をベースとしたカリキュラムの開発を促進させてきた。アイオワ州立大学公開講座は幼稚園から 3 年生までに使用する Growing in the Garden (GITG) というカリキュラムを開発した。この研究は GITG カリキュラムが科学、栄養、環境に関する分野への 1 年生の意識と興味にどんな効果を与えたかを調べた。効果は GITG の 3 つの分野を経験した後子供に興味と意識を親たちに尋ねることにより評価した。サンプルはアイオワ州の 1 年生 4 学級の親たち 78 人から得た。回答率は 60.2%であった。親たちの大部分は子供が科学と環境の分野での意識と興味を増加させたことを認めた。社会経済的地位、民族帰属、性別などのファクターは結果に影響しなかった。</p>																																																																																		
内 容	<p>Table 1. 庭をベースにしたカリキュラムが科学、栄養、環境に関する分野に与えた影響を調べる調査での肯定的な反応</p> <p>Table 1. Sign test results and proportion of positive (yes) responses from a garden-based curriculum assessment survey.</p> <table border="1"> <thead> <tr> <th rowspan="2">Category and question</th> <th rowspan="2">n</th> <th colspan="2">Responses</th> <th rowspan="2">P</th> </tr> <tr> <th>Missing (n)</th> <th>Positive (%)</th> </tr> </thead> <tbody> <tr> <td colspan="5">Science</td> </tr> <tr> <td>a) Has your child shown an increased interest in the origin of their foods, such as which part of a plant is eaten or if food is from plants or animals?</td> <td>45</td> <td>2</td> <td>37.8</td> <td>0.185</td> </tr> <tr> <td>b) Has your child shown an increased ability to distinguish between living and nonliving things?</td> <td>45</td> <td>2</td> <td>80.0</td> <td><0.001*</td> </tr> <tr> <td>c) Has your child shown an increased interest in searching for explanations to their questions?</td> <td>45</td> <td>2</td> <td>75.6</td> <td><0.001*</td> </tr> <tr> <td>d) Has your child shown an increased interest in the identification or names of plants?</td> <td>46</td> <td>1</td> <td>43.5</td> <td>0.461</td> </tr> <tr> <td colspan="5">Nutrition</td> </tr> <tr> <td>a) Has your child shown an increased interest in eating or at least trying new fruits or vegetables at home or at restaurants?</td> <td>47</td> <td>0</td> <td>59.6</td> <td>0.243</td> </tr> <tr> <td>b) Has your child shown an increased interest in produce when at the grocery store or market such as what something is or where it is grown?</td> <td>46</td> <td>1</td> <td>50.0</td> <td>1.0</td> </tr> <tr> <td>c) Has your child shown an increased interest in identifying the food groups represented at meals or snack time?</td> <td>46</td> <td>1</td> <td>45.7</td> <td>0.659</td> </tr> <tr> <td>d) Has your child shown an increased interest in packaged food products such as what it is made out of (e.g., pasta = rains) or which food group it is in?</td> <td>46</td> <td>1</td> <td>21.7</td> <td><0.001*</td> </tr> <tr> <td colspan="5">Environmental awareness</td> </tr> <tr> <td>a) Has your child shown an increased respect for landscape plantings such as walking around or stepping over planted areas?</td> <td>47</td> <td>0</td> <td>78.7</td> <td><0.001*</td> </tr> <tr> <td>b) Has your child shown an increased awareness of environmental issues by conserving water, noticing car exhaust, picking up trash, avoiding littering, or any other similar action?</td> <td>45</td> <td>2</td> <td>57.8</td> <td>0.371</td> </tr> <tr> <td>c) Has your child shown an increased interest in the health or care of plants either inside or outside of your home?</td> <td>46</td> <td>1</td> <td>71.7</td> <td>0.004*</td> </tr> <tr> <td>d) Has your child shown an increased interest in gardening?</td> <td>46</td> <td>1</td> <td>56.5</td> <td>0.371</td> </tr> </tbody> </table> <p>Data were derived from a parental survey distributed after first-grade students in Iowa received lessons from the Growing in the Garden curriculum, which is a garden-based curriculum for kindergarten through third grade developed by Iowa State University Extension in 2000. *Significant at P < 0.05.</p>	Category and question	n	Responses		P	Missing (n)	Positive (%)	Science					a) Has your child shown an increased interest in the origin of their foods, such as which part of a plant is eaten or if food is from plants or animals?	45	2	37.8	0.185	b) Has your child shown an increased ability to distinguish between living and nonliving things?	45	2	80.0	<0.001*	c) Has your child shown an increased interest in searching for explanations to their questions?	45	2	75.6	<0.001*	d) Has your child shown an increased interest in the identification or names of plants?	46	1	43.5	0.461	Nutrition					a) Has your child shown an increased interest in eating or at least trying new fruits or vegetables at home or at restaurants?	47	0	59.6	0.243	b) Has your child shown an increased interest in produce when at the grocery store or market such as what something is or where it is grown?	46	1	50.0	1.0	c) Has your child shown an increased interest in identifying the food groups represented at meals or snack time?	46	1	45.7	0.659	d) Has your child shown an increased interest in packaged food products such as what it is made out of (e.g., pasta = rains) or which food group it is in?	46	1	21.7	<0.001*	Environmental awareness					a) Has your child shown an increased respect for landscape plantings such as walking around or stepping over planted areas?	47	0	78.7	<0.001*	b) Has your child shown an increased awareness of environmental issues by conserving water, noticing car exhaust, picking up trash, avoiding littering, or any other similar action?	45	2	57.8	0.371	c) Has your child shown an increased interest in the health or care of plants either inside or outside of your home?	46	1	71.7	0.004*	d) Has your child shown an increased interest in gardening?	46	1	56.5	0.371
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Table 2. 幼稚園と一年生に対して行われる Growing in the Garden のカリキュラムの内容とそのねらい

Table 2. Descriptions of Growing in the Garden^a lessons delivered to kindergarten (K) and first-grade students in Iowa participating in a curricular assessment project.

Lesson Title	Grade level	Content objective	Life skill objective	Subjects	Survey Category
Start with seeds	K	Learn characteristics of seeds	Sorting and experimenting	Science, language arts	Science, environment
My totally tasty plant	1	Develop awareness of edible parts of plants	Identification	Science, health, art	Science, nutrition
Designing plants	1	Identify the basic parts of the plant and their function	Critical thinking and communications	Science, language arts, art, music	Science, environment
Be loyal to the soil	1	Understand that good soil is limited in nature and needs to be protected	Responsibility	Science, math	Science, environment

^aA garden-based curriculum for kindergarten through third grade developed by Iowa State University Extension in 2000.

Table 3. Growing in the Gardenに参加している一年生の親に対して行った園芸と料理に関する調査

Table 3. Number and proportion of responses to gardening and cooking questions from a 2005 survey sent to parents of first-grade students in Iowa receiving Growing in the Garden^a lessons.

Question	Responses (n)	Proportion of responses (%)
a) The child's primary home has	47	100.0
Vegetable garden	11	23.4
Flower garden	28	59.6
Container garden	6	12.8
Trees or shrubs	40	85.1
Lawn	42	89.4
b) Do you garden with your child?	44	100.0
No	23	62.3
Yes	21	47.7
How often		
4x per week or more	0	0.0
2-3x per week	1	4.8
1x per week	4	19.0
2x per month	0	0.0
1x per month	1	4.8
Other	11	52.4
Missing	4	19.0
c) Do you cook with your child?	47	100.0
No	10	21.3
Yes	37	78.7
How often		
4x per week or more	7	18.9
2-3x per week	7	18.9
1x per week	7	18.9
2x per month	1	2.7
1x per month	3	8.1
Other	7	18.9
Missing	5	13.5

^aA garden-based curriculum for kindergarten through third grade developed by Iowa State University Extension in 2000.

出典

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