



Today's Education Shapes Tomorrow's Future

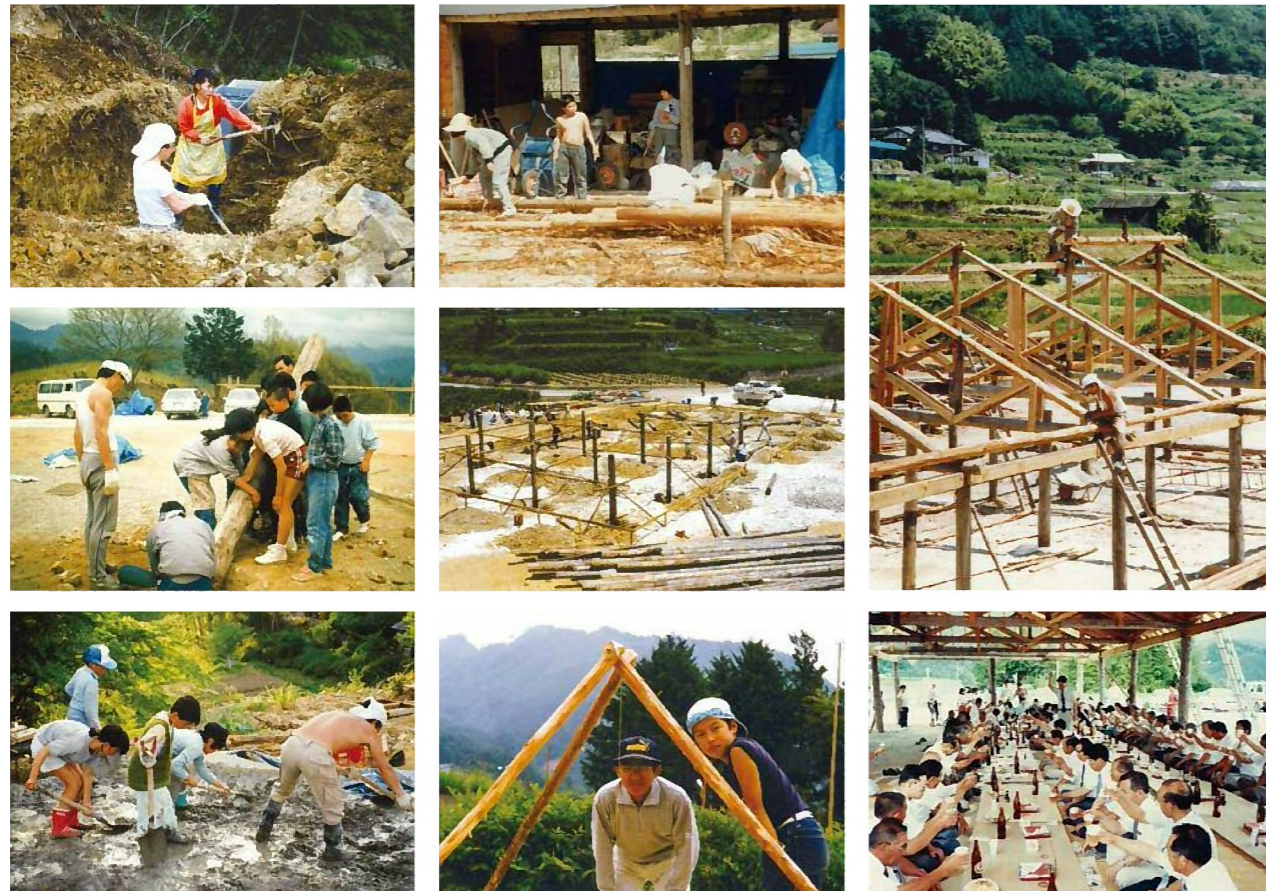
# NPO GREEN WOOD

NPO Greenwood Outdoor Experience Educational Center

# 'We Want to Go Camping All Year!'

## Everything started from these words.

'If we camp all year long, we can make our own food, make our own dishes, and maybe even build our own house!' Words like these from children are what led us to establish the Daidarabotchi life lessons classroom. Taking what the children said to heart, adults also got serious about bringing this dream to life and worked with the children to turn the dream into reality. This is the beginning of Greenwood and the origin of what we hold dear.



### 'Kids Play the Leading Role' -- Bucking the Trend of Structured Education

The 1980s saw an increase in problems facing children. When we conducted camps with predetermined schedules and activities, we noticed that children became engrossed in their own play when they strayed from the program we provided for them. Wouldn't it foster children's growth more if we supported what children themselves wanted to do rather than deciding children's activities for them? This was the beginning of the 'Children Decide Everything' camp.

### Children and Adults Who Do the Impossible

When the children found a two-night camp left them wanting more, we listened to them and extended it to one week and then to one month. The longer the camp went, the more growth the children exhibited. Finally, they declared, 'We want to camp for a year. If we do, we can build our own house.' After that, adults and children worked together to turn this idea into a reality.

### Daily life is the best environment to nurture people's growth.

In addition to 'building a house,' living together with friends in nature for a year is filled with a series of inconveniences, challenges and failures. Such a life makes one aware of each person's strengths, creates the need to share each other's knowledge and abilities with others, fosters the initiative to 'just try it,' cultivates the ability to learn from failures, and nurtures the capability to create a new world when there are no clear answers.

### 'Education Well-Rooted in Life Lessons'

A repetitive daily routine, where everyone has a role to play, and most importantly, is not judged by anyone. Both your successes and failures, along with your daily activities and all sorts of experiences support you, and greatly nurture your growth. Based on the experiences gained through the founding of Daidarabotchi, we have developed an educational approach where participants take the lead and deepen their learning in an environment where people interact with nature in their daily lives.

→ Founded

→ Historical context and  
challenges

A year of living together, finding joy in daily challenges

- Open to children from 4th grade elementary school up to 3rd grade of junior high school
- Program period: One year
- Participant cap: Approximately 18 people

## The Life Lessons Classroom Daidarabotchi

Children not only prepare meals every day but also do chores such as cleaning, laundry, building the fire to heat the bath, cultivating rice, growing vegetables, and preparing firewood. Furthermore, children decide on the annual schedule and all the rules of daily living. Although this lifestyle is filled with overwhelming tasks that take time and effort, the feeling of creating on their own nurtures the children.



Life in Yasuoka Village, living together with nature. Gathering firewood, playing in the mountains and rivers, and experiencing the changing seasons, nature teaches us everything, including wisdom and knowledge, cooperation with friends, and the fears and dangers of the natural world. Experiences felt through the body, not through words, nurture the children's confidence and sensitivity.

Living with people who have different values is one of the most important things. Having friends makes some things fun and enables you to overcome obstacles, but at the same time can present difficulties and take up time. Participants learn that finding their role to play in the group and acknowledging each other's differences enriches their lives.

In the village, there are various collective tasks such as tidying up and maintaining roads that all villagers participate in. Children also fulfill their responsibilities as villagers and receive firewood and learn about farming. The reality of living a life supported by and supporting others also serves as an opportunity to learn what it means to live as a member of society.

Daidarabotchi, which started with house-building, continues to promote craftsmanship by making whatever is needed by hand whenever possible. Crafting pottery dishes, wooden spoons and chairs, dyeing fabric and making vine crafts with seasonal plants. In this era when anything can be bought, engaging in craftsmanship using hands and feet becomes an experience that radically alters children's values.



### Just 3 rules

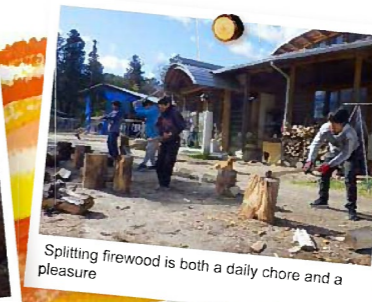
**Rule 1 Taking the initiative**  
Deciding to participate, and everything about your day-to-day living, is up to you to decide. The accumulation of 'deciding for yourself' is 'thinking for yourself' and 'taking action.' In other words, it leads to becoming an independent thinker who can take initiative.

**Rule 2 Be willing to pitch in**

Living for a year involves each person bringing their strength and feelings together, cooperating to make it work. Sometimes, what one person cannot do, another can, and vice versa. The experience that we can live because everyone is different lets us experience and understand for ourselves that we are enriched by diversity.

**Rule 3 One person, one vote**

At Daidarabotchi, everything is decided through discussions where each person, child or adult, regardless of age, gets an equal vote. This is because the spirit of Daidarabotchi is to value each individual's opinion.



だいだらぼっち

Interviews with alumni of the Daidarabotchi program



1986

Structured education and academic competition are prioritized over child-centered learning

Nothing is decided for you. You can do anything you want.

## Shinshu Kids' Sanzoku Camp

Sanzoku Camp is solely about 'eating, sleeping, playing, and working.' Its appeal stems from the children taking center stage, and it is up to the children to decide both the program and the rules. Its simplicity ensures that no two camps are alike; each group of children's ideas and way of thinking result in a fascinating experience that has brought the program widespread popularity.

- Open to elementary and junior high school students from around the country
- Program period: 3 to 11 nights in summer or winter vacation
- Participant cap: Summer... around 700 people (approx. 18 groups)  
Winter... around 150 people (approx. 6 groups)



Enjoying nagashi somen noodles starts with cutting the bamboo



Children decide the program and facilitate the event themselves



Enjoying playing in the forest in winter

### The program is decided at the Sanzoku Council

The program is determined at the Sanzoku Council. The first thing we do at the beginning of the camp is to share what we want to do and decide on the program at the 'Sanzoku Council.' By bringing their own ideas to life, the seeds of the children's confidence and autonomy begin to grow.

### All meals are prepared by the children

The children are given the ingredients, but they have to come up with the menu by themselves, make the campfire, and cook the meals. Through this first experience of cooking, they learn the joy of collaborating with others and the importance of learning from challenges and mistakes.

### Play to your heart's content

Plunge into rivers, run through fields and over hills, and play to your heart's content in nature. Play is an essential part of camp for children. It stimulates all five senses, sparks curiosity, fosters communication with other children, and contributes to children's character building.



More about Sanzoku Camp and updates from program alumni →



1993 →

A decline in children's communities and play areas due to an increase in incidents involving children

### Learning from personal experiences

We live in a time where efficiency is prioritized and any information is easily accessible online. Sanzoku Camp, where you constantly have to use your mind and body to make progress, provides the opportunity to rediscover the fundamental joy of learning, such as the pleasure of discovering things on one's own.

### Learning from your peers

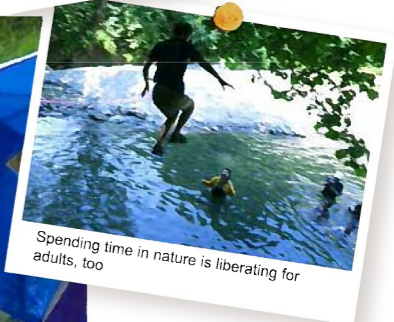
Overcoming difficulties while working towards a common goal creates a new network among volunteers. Being able to talk about anything as equals and seeing the challenges of peers one's own age provides opportunities for volunteers to grow.

### Learning from children

Volunteers take on the role of counselor to the children. Being with the children gives them the opportunity to try things they normally wouldn't, and seeing the children take initiative and their positive attitudes towards failure become experiences that make volunteers reconsider their own values.



Taking on the role of counselor, not instructor



Spending time in nature is liberating for adults, too



### Counselor Retreats

Counselor retreats which are separate from the camp program are held regularly. There we prepare for the camp by making miso to be eaten at camp and by preparing easy-to-use firewood. At the same time, the experience of living in the satoyama serves as a time to learn about collaboration and ways to engage with society.

## Things not going as expected nurtures young people.

## Sanzoku Camp Volunteering

Young people from high school students to working adults volunteer at Sanzoku Camp to ensure safe experiences for the children and to aid their growth. Living with children in the natural environment, where things often do not go as expected, helps young people recognize their 'role as adults' and understand a world where 'there are no right answers,' and provides them an opportunity to reassess their own values.

- Open to young adults across the country, ranging from high school students to those already in the workforce
- Program period: At least one group of the Sanzoku Camp
- Participant cap: Summer... around 200 people  
Winter... around 50 people

Sanzoku Camp volunteer comments and activities →



1993 →

The rise of the nuclear family means fewer multi-generational interactions for young people

Formative play experiences create a 'home' for children

## Anjane Nature School

It all started with a request from the village to create a place for children to spend their Saturdays due to the introduction of the five-day school week. This was an era where life was becoming urbanized and there were fewer opportunities for cultural transmission and for children to play together. Once a month, we organized activities to allow participants to physically experience their hometown through local nature and lifestyle, cultural experiences, treehouse building, and rafting on the Tenryu River, with locals serving as instructors.

- Open to Yasuoka Elementary School students
- Program period: Saturdays, Sundays national holidays and elementary school makeup holidays
- Participant cap: 10 to 30 children (varies) / approx. 4 times per



Learning to make straw sandals from a villager

Sledding on fallen leaves in Anjane Forest

Setting out on foot to explore the local area

### Building the foundation for the village's experiential activities

Currently, the role of the Anjane School has been reduced, and the village's children's experiential opportunities are now provided by the after-school club. Creating projects that offer cultural and recreational experiences like charcoal making and bamboo crafting, led by locals as instructors, has unearthed the village's charm and led to the development of new fields and networks, laying the foundation for regional experiential educational activities.

### Revitalization of the forest and community starts with forest play

The treehouse, built in collaboration with local carpenters and foresters, has long been a cherished symbol of the forest. Thinning operations were conducted for the purposes of creating play areas and maintaining the forest, and have brightened the forest and expanded play areas, creating a positive feedback loop. The aging treehouse was dismantled in 2023 with the help of children, parents, and alumni, and a new structure was built in its place. Forest play served as the impetus for revitalizing the forest and energizing people, thereby nurturing the community.



Rafting on the Tenryu River

Photos of the activities



2002

Greater preference for city life and loss of traditional village culture and lifestyle

Making outdoor nursery the village standard

## Anjane Kids

In collaboration with the village's nursery school, we take the older children out into the local nature each season—the forest in spring, rivers in summer, and hiking in the mountains in autumn. With each outing, the children grow more attached to the local nature, their minds and bodies grow strong, and they rapidly develop a deepening sensitivity. As teachers learn about child development and safety management in nature, outdoor nursery is steadily becoming accepted as the norm.

- Open to Yasuoka Nursery School children in the last year of nursery school
- Program period: Approx 6 times per year
- Participant cap: All children in the last year of nursery school (Approx. 10 to 15 children)



Getting a bird's-eye view of the village on a hike up Mt. Omine

Building a hide-out with friends in the forest

### Outdoor nursery is catching on in the region

The nursery school actively engages in outdoor nursery education, and now takes the children on excursions more frequently than in the past. In recent years, the village has transformed some mountain space into a place where children can play freely. Greenwood conducts an ever-broadening and deepening array of activities, such as safety management field training programs for childcare workers.

Photos of the activities



All children are ours, all children are someone else's  
Raising children with their parents

## Mamebotchi Forest Kindergarten

Collecting acorns, building hide-outs with branches—just freely playing in the forest liberates both the minds and bodies of children, and gradually, parents join in the fun. What we value is the idea of everyone getting involved in raising children together. While spending time in the forest, parents experience giving their children space to explore. In the forest, both parents and children are nurtured unhurriedly and deliberately.

- Open to young children (3 to 6 years old) from across the nation and their families
- Program period: A few times per year
- Participant cap: 10 families (no overnight stay), 6 families (staying overnight)



The whole family joins in a game of 'Red light, green light'

Playing freely liberates both mind and body

Photos of the activities



2008

Sadly, the village's abundant nature is unable to be used for childcare

2010

Supportive communities and multi-generational families decline. Parents struggle to raise their children alone.

Providing a space for independent learning in the classroom, too

## University Lectures

GREENWOOD conducts classes at universities nationwide, sharing insights in education, community engagement, and risk management gained from our practical experience. In addition to our strength of creating 'spaces for independent dialog' in the classroom, by sharing our real-world activities, we cultivate students' awareness of social engagement, which in turn encourages their participation in volunteer activities and internships.



### Lecture Topics

Children's Education, Coexisting with Nature, Risk Management, Social Collaboration and Community Service Activities, Community Revitalization, Environmental Education

Sharing insights for shaping the future from a small village

## Study tours and know-how training / Lectures and speaker dispatch

As the decline of mountain communities across the nation intensifies, there is a growing need for community revitalization through educational initiatives and talent development utilizing local resources. Greenwoods' efforts exemplify successful business models that use mountain village life as an educational asset to encourage people to return to these areas. We aim to provide insights into local challenges and educational initiatives by sharing the expertise we have cultivated over the years.



### Achievements

- Clients: Municipalities, schools, nursery schools, universities, NPOs, and other organizations and individuals involved in education and community development
- Skills Training: Set up and operation of study-stay programs in farming, mountain, and fishing communities and other experiential programs
- Lecture Topics: The power of local education, the importance of nature experiences, and ways to foster autonomy, etc.
- Speaker Dispatch (Content): Safety management, introduction of outdoor education programs, and advisory on new project initiation

Images of Study tours and know-how training / Lectures and speaker dispatch



Confronting issues with no 'right answer'

## Experiential seminar retreat

We host 1- to 3-night stays themed around 'Learning from Life in a Mountain Village' as seminar retreats and the practical training component of university coursework. During the retreats, we create forums where all decisions related to daily living are made through discussion, which fosters student autonomy. Through hands-on experiences in nature, students encounter the excitement of deepening their learning through dialogue, rather than solely relying on mere knowledge.

- Open to Yasuoka Nursery School
- Program period: one to three nights
- Participant cap: approx. 8 to 18 students



### Previous Programs

- Learning about wildlife damage and the value of life through deer dissection
- Creating children's play areas and improving forest environments through management of neglected satoyama forests
- Survival camp for reflecting on abundance and life philosophy

Photos of the activities



'Working' at a Mountain Village NPO

## Internships

For young people living today, 'entering society' is equated with 'getting a job at a company.' Internships at Greenwood serve as an opportunity for them to reconsider their way of life and what constitutes true wealth through working on social issues and interacting with and living among others in a small community setting. In other words, changes in young people's concept of 'work' consequently transform how they engage with society.

- Open to university students and working adults nationwide
- Program period: 10 days or longer (short-term internships) / 3 days or longer (internships for working adults) / 1 year or longer (long-term internships)
- Participant cap: Approx. 10 people (short-term and working adult internships) / Approx. 2 people (long-term internships)



### Lessons learned by Interns

Participants made comments such as: 'The staff enjoy creating their lifestyle, which made me rethink what true wealth is, beyond money,' and 'From everyday conversations and how they talk to the children, I was able to observe the personal principles and beliefs of each staff member.' These comments indicate that the internship experience goes beyond mere work, leading to a transformation in values.

The voice of interns



2012

Reflecting on the way humans coexist with nature in the wake of the earthquake disaster.

2013

Growing diversification of media highlights the trend in education toward heavy focus on knowledge without foundation in experience.

2013

Declining birthrate and aging population, along with the loss of local communities resulting from municipal mergers

2019

Progress in work style reform. The era of questioning the value of work

Time spent in the freest afterschool program in Japan nurtures children

## Kids' Afterschool Program: Ittekimashita

- Open to Yasuoka Elementary School students grades 1 to 6
- Program period: Weekdays after school, except during long vacation periods
- Participant cap: 53 participants in 2024, 46 participants in 2023

An increase in the number of households in which both parents work led to increased demand for afterschool care, and so we accepted a commission from the village to provide this service. 'Ittekimashita' means 'tadaima' (I'm home) in the village's local dialect. We operate this afterschool club according to our organization's philosophy—nurturing children's autonomy by allowing them to freely decide their own activities.

### Children choose their own afterschool activities

When children return from school, they engage in unstructured activities of their own choosing, such as playing with friends, doing craftwork, or building a bonfire. We create afterschool hours where they can think up their own games and express their desire to 'give it a try.'

### Nature and friends infinitely expand the possibilities for play

Every day, about 30 children of different ages and personalities mix and play together. In recent years, the children's everyday play has evolved, with children declaring, 'I want to make a wooden spoon,' 'I want to split wood for the stove,' or 'I want to go camping.'



Whittling a stick for playing sword fighting

### The community raises the village children

Since the 2022 school year, local high school students, university students, and seniors have been participating as part-time staff. The generation raised by the village will be the ones to raise the next generation. The cycle of raising village children by the community is beginning to take shape.

### Voices of the Parents

'When my child is at home, he tends to spend a lot of time watching TV and playing video games. However, at Ittekimashita, he can fully engage in whatever he wants, which I truly appreciate. Being able to experience seasonal activities such as making plum juice, digging up bamboo shoots, and enjoying roasting sweet potatoes over a bonfire in winter is so wonderful, too.'

Photos of the activities



2015

The time after school loses its liveliness due to the declining birthrate

Mendokusai brings people together and provides a bridge to the future

## Temahima-A group for enjoying life in Yasuoka

- Open to residents of Yasuoka Village
- Program period: One day events, 3 to 4 times per year
- Participant cap: 86 participants in 2023

To encourage families raising children to settle in the village, as a first step, we want the current residents to enjoy community life, so we hold events for enjoying daily life and culture in collaboration with the village office. The concept is to enjoy tasks such as mochitsuki (pounding rice into rice cakes) and fabric dyeing collectively, which would otherwise be too bothersome to do alone or just as a family. Gradually, a rich and diverse network of relationships is formed, creating a rich 'soil' of people who enjoy participating in the community.

### Activities

Making osechi (New Year's dishes), pounding mochi, making miso, making plum juice, straw craft, forest play

### What participants are saying

'Even though I have plums at home, I wouldn't think of making plum juice by myself, but it was fun when everyone did it together.'

'I was moved by how delicious homemade miso was. I will definitely participate every year! One of the things I look forward to is enjoying tea time after we've finished working.'

Photos of the activities



Leveraging the NPO's strengths in public education

## Elementary and Junior High School Collaboration and Junior High School Academic Assistance

In this resource-limited mountain village, Greenwood's skills and network are valuable educational assets. Collaborating with schools, we offer educational activities that utilize the village's advantages, such as elementary school river play. We also created an academic assistance program at the junior high school because there are no cram schools in the village. There, we not only provide study support but also arrange opportunities for students to hear from people active in society, serving as a catalyst for students to look to the future.



### Elementary and junior high school collaboration projects

Elementary School: Annual river play event for all students at a tributary of the Tenryu River.

Junior High School: Students use wood gathered from a former school forest in technical and home economics classes, participate in reforestation, and engage in experiences that allow them to feel the cycle of forest regeneration.

### Junior High School Academic Assistance

This is a twice-weekly study support program for students at Yasuoka Junior High School. In addition to supporting independent study, we invite instructors to teach classes on topics the students are interested in, and provide support to help students envision their futures.

### Other

Conducted activities to view Yasuoka from the perspective of outsiders, such as visits to areas with different geographies from Yasuoka Village and exchanges with local children there. Examples: Exchange with the disaster-affected area of Minamisanriku, exchange with Yoron Island.

Images of a class at Yasuoka Junior High School



2017

Social isolation of relocators and challenges in passing down regional heritage.

2019

Reaching the limit of what an NPO can do with a small school

Villagers are increasingly recognizing the value of raising children within the community. Initiatives led by the local nursery school and elementary and junior high schools to incorporate nature experiences into the curriculum are gaining momentum.

Villagers who once felt that 'there is nothing of value in this village' are gaining pride in their local life and culture through their interactions with visitors, leading them to have a more positive perception of village life.

By taking firewood from the mountains for daily use, rich vegetation has returned to the formerly dark plantation forests, transforming them into a playground for children.

## Increasing the Population of People with a Connection to the Village

### Increase in New Residents

## Utilizing Abandoned Agricultural Land

## Crop Fields

## Charcoal

## Using Natural Energy

## Nature as a Playground

When children play in the natural environment of Yasuoka Village they grow into adults who appreciate the changing seasons and how to enjoy nature.

As a village 'where youth can learn,' we partner with universities, and actively host internships at the village office and seminar fieldwork.

## Interaction with Elementary or High Schools

## Participation of Villagers

## Establishing Bonds Among Parents Raising

Purchasing ingredients from local farmers, learning traditional knowledge for daily living, and collaborating on field upkeep are some of the interactions that contribute to revitalizing the community.

By living as villagers, staff members take on community roles such as PTA officers and firefighters, thereby doing their part in bridging the community to future generations.

As of 2024, a total of 641 children have participated in Daidarabotchi, and 23,600 in Sanzoku Camp. Alumni are making their mark in society in various ways.

## Fostering Mutual Support Bonds

Former participants who have grown up are increasingly involved in the program as volunteers and parents. A network of support has developed where former participants help the next ones.

Former volunteers and staff are making their mark nationwide and creating collaborations with US.

- Ichinomiya Academy for Children's Welfare Camp
- Yoron Island Children's Exchange Camp
- Minami-Alps Children's Village Elementary School River Play

## Collaborations with NPOs and Universities

We have continued to provide what support we can to disaster victims, including hosting children affected by the Great Hanshin-Awaji and the Great East Japan earthquakes at Daidarabotchi, and inviting children affected by the Chuetsu, the Great East Japan, and the Kumamoto earthquakes to Sanzoku Camp.

We have received numerous awards in recognition of our efforts in our small mountain village. We have proven that even a small remote mountain village has potential for the future and have become a model for other mountain villages.

Our awards include

2023: All right! Nippon Grand Prize 'Prime Minister's Award'

2021: Discover the Treasures of Agricultural, Mountain, and Fishing Villages

2020: 15th Manifesto Grand Prize 'Excellent Policy Proposal Award'

2020: 8th Ministry of the Environment Good Life Award 'Minister of the Environment Award for Excellence'

## Community-building

## Speaking engagements

A society where everyone  
collectively contributes  
'what they can do.'

We are adapting our know-how from the Life Lessons Classroom Daidarabotchi to other fishing village study-stay programs and high school dormitories. The creation of communal living spaces led by children is expanding.

- High school dormitory in Kamiyama Town, Tokushima Prefecture: 'Kamiyama Tsunagu Public Corporation'
- Fishing village study-stay program in Ishinomaki City, Miyagi Prefecture: 'Moriomius'

As instructors for Nagano Prefecture's 'Yamahoiku', we dispatch instructors to nursery schools and kindergartens throughout the prefecture. We are expanding efforts to incorporate the region's natural environment that is taken for granted in children's education.

The accumulation of educational activities rooted in the community, that started because the children said 'We want go camping all year long!' is leading to community building that transcends the framework of 'education.'

See [blog](#) for details – the web magazine ‘Greenwood no Tane’ shares small steps toward building society.



# An Organization that Redefines What it Means to 'Work'

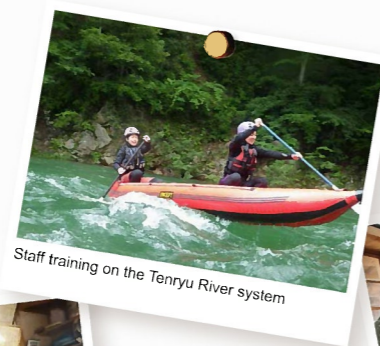
Staff of all ages, from people in their twenties to the founding members, gathered from all over the country, united by the desire to shape the future through education. By nurturing the potential of children and communities, they are creating the future and also challenging themselves to create fulfilling lives.

## The Workplace is also About Creating a Small Society

Work is not just about earning money. It is important that our work results in improvements in society, and that the staff can also feel this impact. Furthermore, viewing the 'workplace as a small society at our feet,' we strive to improve it as a first step to solving societal issues. For this reason, we place great importance on the three principles of Daidarabotchi. We use these principles as the credo (guidelines for action) for Greenwood staff in our daily activities.



Staff cut down trees to use for firewood



Staff training on the Tenryu River system



Reflection on the summer camp



Lunch in the main house dining hall

## Noon Meetings

We place great importance on the daily noon meetings. At these meetings we share various recent events and issues regarding Greenwood's projects, the community and the schools among staff to deepen our understanding, exchange opinions and make decisions.

## Business Plan and Results Presentations

Each team sets specific actions to achieve their project's goals for the year, and then reviews the results together. By synthesizing the whole, it also leads to the creation of teams that stimulate and support each other.

## Living with Nature

Cutting trees with chainsaws, tilling fields, and rafting down rivers. Living in harmony with nature is more than just 'for work'; it also transforms one's values and perspectives on the world.

## Living with the Community

Interaction with the community is of utmost importance and directly contributes to a sense of fulfillment in life. Participating in community events and taking on roles as stewards of the village provides a sense of continuity between members and society.

## The Three Credos of the Staff (Guiding Principles)

### Credo 1 Taking the Initiative

At Greenwood, we place great importance on autonomy. People who work here decide for themselves to do so, and also make their own decisions in their everyday work. Planning the annual project plan and participating in various projects. Staff assignments are also decided by a show of hands.

### Credo 2 Spirit of Contribution

The more diverse the skills and weaknesses within the team, the broader the organization's capabilities. Living in nature often requires many hands. Tasks such as daily lunch duty, chopping firewood, working in the rice fields, and routine office work significantly enhance collaborative efforts.

### Credo 3 Commitment to One Person, One Vote

Decision-making authority is not granted based on age or position. As participants sharing the same space, each individual is expected to speak with accountability, and decisions are made on the basis of such discussions. Voicing opinions in discussions and making decisions on tasks and activities applies equally to both children and adults.



## Another role is that of Counselor.

All staff members act as counselors for the children. While the amount of time and depth of our interaction with each child varies, we engage with the children as individuals, sometimes listening and at other times expanding the children's worldviews. Exposure to different values and personalities shows children that diversity among people is completely natural.

## Lunch Duty

Staff prepare daily lunches on a rotational basis. Coordinating and preparing meals while communicating with other staff serves as a practical learning environment for the fundamentals of working. Moreover, sharing meals is a crucial time for deepening relationships.

## Accommodating Different Work Styles

Although we work in the same place, we each have our own way of living and lifestyle. It goes without saying that work styles vary among staff members, accommodating needs like bringing children to work, taking parental leave, or taking time off to care for elderly parents.



Coming to work with a baby. Raised by all the staff together

How Staff Work →



# VISION [The Society Greenwood Aspires to Create]

A society where everyone collectively contributes 'what they can do.'

# MISSION [The Role Greenwood Plays]

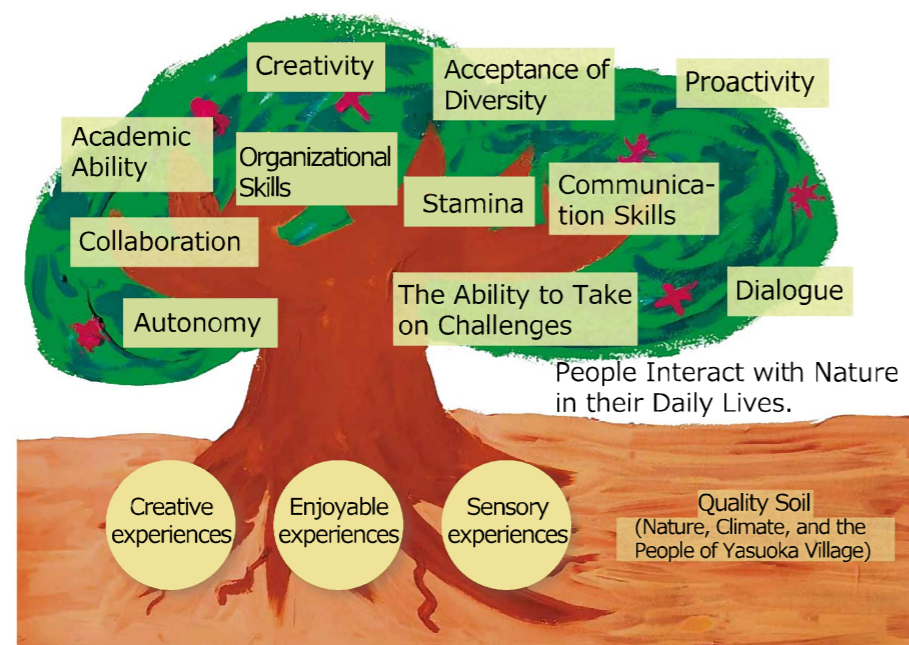
Nurturing people's 'roots' through a life in which nature and humanity are intertwined.

Modern society has made it difficult to connect with others, and these weakened connections have made social issues more complicated. However, the natural surroundings of the satoyama teach us that no one can live alone. In a life intertwined with nature, both children and adults engage with others while expressing their unique individualities. Everyone brings what they can do, bit by bit, to change the small world before them. We believe that the accumulation of such moments nurtures people's important 'roots,' eventually overcoming major social challenges and creating a prosperous future.

## Personal Foundation-building 'Well-Rooted Education'

Focusing solely on nurturing the branches and fruits of a tree will cause it to break under its own weight. What's crucial is the development of long, thick roots that enable the tree to support itself. Isn't it the same with people?

If a person only develops skills and academic knowledge without the right mindset, they may make mistakes and falter when they encounter difficulties. A person's roots grow when they live proactively and collaborate with others. Both inevitability and chance shape our experiences, bringing both opportunities and challenges that foster personal growth. We call this 'Well-Rooted Education from Living,' and offer experiential activities to individuals across all ages.



# VALUE [The Five Values Greenwood Cherishes]

Creating a safe space where both children and adults can freely express themselves

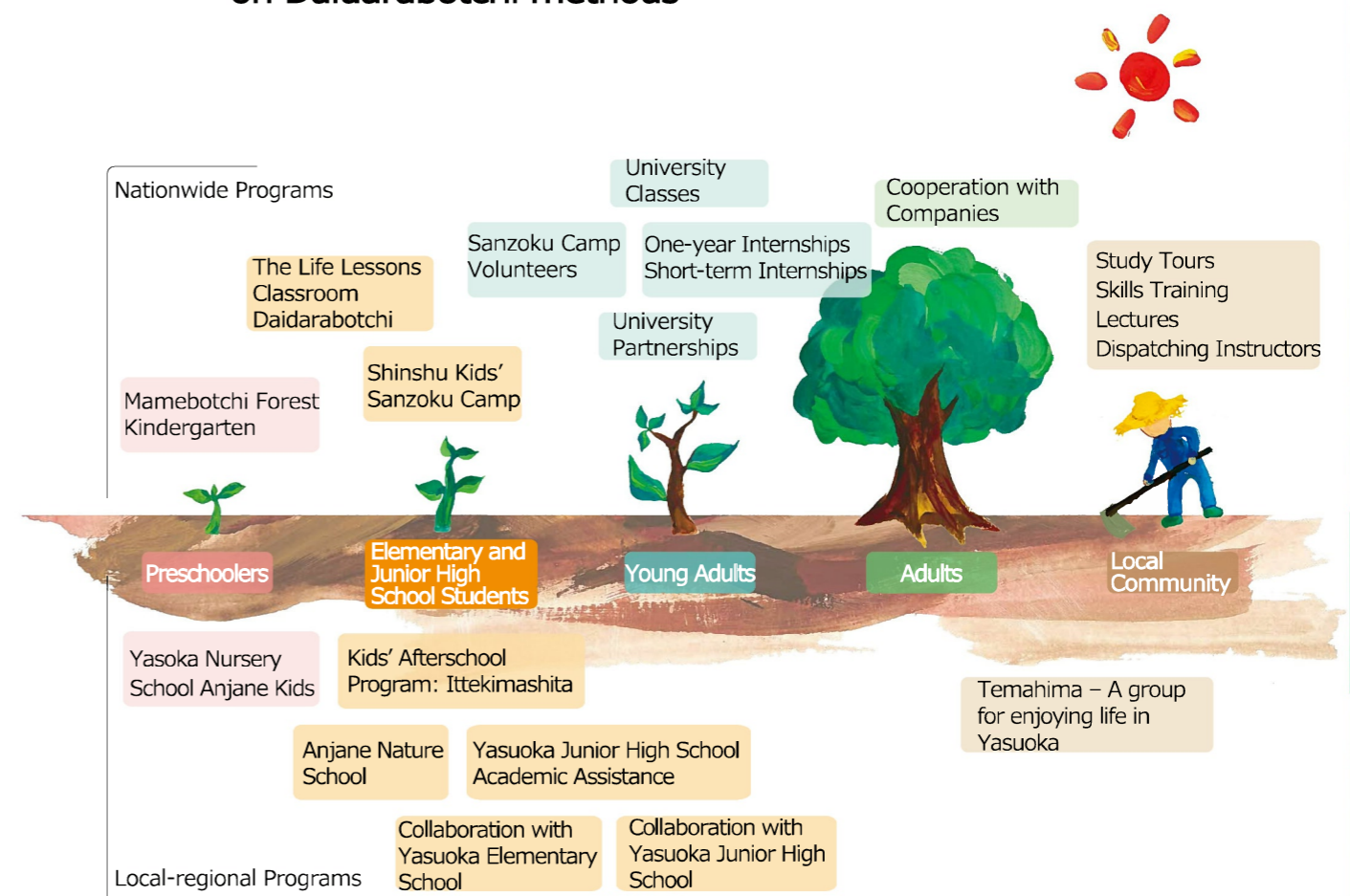
Embracing differences, blending together, and never giving up on understanding each other

Not rushing for answers, enjoying the journey, even if the route is long or uneven

Living in harmony with nature and playing to one's heart's content

Putting down roots in Yasuoka Village, building the future together with the community

## 'Well-Rooted Education' Project developed based on Daidarabotchi methods



## Yasuoka Village

Located in the southern part of Shimoina District in Nagano Prefecture, the village is mostly covered by forests, accounting for 86% of its area, and features deep valleys with significant elevation differences known as the Ina Valley. This rugged terrain limits arable land, and historically, during the Edo period, the village was so impoverished that timber was paid as tribute instead of rice. The village has a population of 1400, of whom 39% are over the age of 65. There is one nursery school, one elementary school, and one junior high school. This remote mountain village lacks national roads, traffic signals, and convenience stores. The village's name derives from the Chinese poem 泰山丘阜 (taizankyufu) in which 泰 (tai) symbolizes the creation of water channels by one's own hands, and 阜 (fu) represents abundance and prosperity.



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