

ESD/SDGs Activity Report in FY2021

1 School and participants (grade, number of students):

16 students of 6th grade in Minami Elementary School, Yamanouchi-machi, Nagano

2 Outline of the study themes and activities, objectives, goals, etc.

- (1) Theme: Passing on the “Clean Water of Shiga Highland” from the perspective of a school in the upper reaches of the river
- (2) Goals: 1) To understand the situation of Shiga Highland water and think deeply about the value of water,
2) To take a fresh look at Yamanouchi-machi through exchanges with other communities
- (3) Objective: To induce change of mindset about the value of water, and encourage actions for dissemination.
- (4) ESD perspectives & qualities/abilities to nurture

- 1) Concept components:
 - Interdependency: "To protect clean water, many things need to be addressed, such as forest conservation and the solid waste issue."
 - Accountability: "If we do nothing, we can pass on clean water neither to downstream areas nor to future generations."
 - Fairness: "Creating a society where everyone can benefit from water"
 - Limitedness: "As the problem of water scarcity is real, clean water is a finite resource."
 - Collaboration: "We need to work with many people to pass on clean water."

- 2) Qualifications and Abilities:
 - Ability to draw future visions and make plans
 - Ability to think from multiple perspectives and comprehensively
 - Attitude of respect for linkage (to really feel that I am there thanks to many things and people)

- (5) Related SDGs: 6 Clean Water and Sanitation, 11 Sustainable Cities and Communities, and 14 Life below Water

(6) Outline of the study themes and activities

- 1) Learn the problems happening in the world (torch-passing, watch SDGs movie)
 - Desertification, Deforestation, Population explosion (as for Japan, depopulation and aging population), Extreme climate events.
 - Marine plastics, Immigration, Racial discrimination, Water shortage (Visit to Shinshu University COI)
- 2) studies during the school trip
 - Learning from the staff of Himi Seaside Park (Find out the reality of the marine debris problem on the beach)
 - Learning from the officials of the SDGs Co-creation Promotion Group of Omachi City government. Learn about Omachi City’s water management policy and its efforts as the headwaters.
- 3) Water quality surveys at various locations
 - Water quality survey was carried out in the school garden pond, a water tank in the school science room, domestic wastewater, and nearby Misawa and Izawa Rivers A water quality survey was conducted at the headwaters of Shiga Highland.
- 4) Exchange and dissemination
 - Discussion on Yamanouchi-machi's policy and its comprehensive plan (Exchange with town officials), learning about the efforts of Kawakami-mura, Nara from the staff of *Mori-to-Mizu-no-Genryu-Kan* (The Source of Forest and Water Museum), learning about the water management at the middle basin from the staff of Tenryu River Comprehensive Study Hall, Iida City, presentations and discussions with 6th graders from different schools in the town and other townspeople at the Yamanouchi ESD get-together, etc.

3 Program flow (outline of the teaching plan) (the number represents the number of school hours used)

- April: Look back on rice production (1), View video programs (2), Study SDGs (2)
- May: Research on Shinshu Univ. COI (3), Visit Shinshu Univ. (4), Pack test (school pond, etc.) (2)
- June: Pack Test (domestic wastewater, Misawa River, etc.) (3), School trip (Himi, Omachi) (12), Waste separation (2)
- July/August: Wrap up school trip reports and prepare for presentation (5), In-house presentation (1)
- September: Research on Shiga Highland headwaters (3), Research on the Town Plan (1), Research on Kawakami-mura, Nara (4), Pack test (Togari and Kambayashi = ESD experience study) (2)



October: Exchange with Kawakami-mura, Nara (1), Research on Tenryu River Comprehensive Study Hall (3), Review and wrap-up of studies conducted so far (5)
November: Yamanouchi ESD Exchange Meeting and in-house presentation (5)
December: Draw up "My Clean Water Declaration"
January-March: Exchanges with schools of Matsumoto City, Shinshu ESD Outcomes Presentation, and Networking Meeting
Relevance to other subjects: Japanese "What We Can Do Now", Social studies "Japan in the World", and Arts and Crafts "The Pride of My Hometown," etc.

4 Effects, reactions, and reflections

The children had some sense that the water in Shiga Highland was clear and that tasty water was available anywhere. However, the learnings described above gave rise to a change of awareness that "The water of Shiga Highland is really clean (supported by scientific data), that "Clean water is precious," and that "We must do something to pass on this clean water." In addition, they have come to realize that "Nothing will change unless the residents, including ourselves, are more highly aware," in place of "We want the town office to do this and do that." This is believed to represent a change in the sense of ownership about independence and participation.

5 Crafting of the teaching methods and organization (collaborators and resources)

- 1) YODA Takeshi (Yamanouchi-machi Office),
- 2) IDE from Himi Seaside Park
- 3) MIZUTANI Mizuki, Faculty of Education, Shinshu University,
- 4) NAKAZAWA Shizuo, OHNISHI Hiroaki, Nara University of Education
- 5) ONOUE Tadao from Mori-to-Mizu-no-Genryu-Kan, Kawakami-mura, Nara
- 6) KUBOTA from Tenryu River Comprehensive Study Hall "Kawarambe," Iida City
- 7) KATO of Kawakami-mura Office, Nara
- 8) SHIMOKAWA from SDGs Co-creation Promotion Group, Planning and Coordination Section, Omachi City Office
- 9) ACCU, Asia-Pacific Cultural Centre for UNESCO