

Activity Report for Shinshu ESD/SDGs Achievement Presentation & Networking Meeting in FY2022

1. School name and participants (grade, number of students)

Iida Municipal Wada Elementary School, Nagano Prefecture (Minami-Alps BR)
6 students of 5th grade

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

(1) Activity title

Let's protect rice cultivation in Japan

(2) Goals

- 1) Learn how to grow rice and the ideas and efforts of people involved in rice cultivation through the experience of rice cultivation.
- 2) Learn the current state of rice cultivation in Japan, and think about and do what we can do.

(3) ESD perspectives & qualities/abilities to nurture

1) Concept components

- | | |
|-----------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Diversity | <input checked="" type="checkbox"/> Fairness |
| <input checked="" type="checkbox"/> Interdependence | <input checked="" type="checkbox"/> Cooperation |
| <input checked="" type="checkbox"/> Limitation | <input checked="" type="checkbox"/> Responsibility |
| <input type="checkbox"/> Others () | |

2) Qualities/abilities to nurture

- | | |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> Critical thinking ability | <input checked="" type="checkbox"/> Attitude to cooperate with other people |
| <input checked="" type="checkbox"/> Ability to forecast the future plan | <input checked="" type="checkbox"/> Attitude to respect for connections |
| <input checked="" type="checkbox"/> Ability to think in multifaceted and comprehensive ways | <input checked="" type="checkbox"/> Attitude to participate willingly |
| <input checked="" type="checkbox"/> Ability to communicate | |

(4) Related SDGs

- SDG2: Zero hunger (No hunger)
- SDG3: Good health and well-being
- SDG4: Quality education
- SDG12: Responsible consumption and production
- SDG15: Life on land
- SDG17: Partnership for the goals



(5) Outline of the study themes and activities

- 1) Experience a series of rice cultivation (Boundary building → Preparing a rice field → Rice planting → Rice harvesting → Threshing → Rice grinding → Rice polishing)
- 2) Learn about the "rice cultivation areas" in a social study class
- 3) Issues in the Shonai Plain → Issues in other areas → Interview with JA staff → Study theme "Let's protect rice cultivation in Japan"
- 4) Five activities we can do (Start with eating a lot of rice)
- 5) Exchange and outbound (Thank you meeting with those who helped in "rice cultivation" and presentation for the community)

3. Flow (Outline of the teaching plan)

- May Boundary building → Preparing a rice field → Rice planting
- June Removal of field grass (barnyard grass) → Observation of tillering and appearance of ears of grain
- September Rice harvesting and drying → Rice moisture content test → Threshing
- October Rice grinding → Rice polishing and flour
- November Sales activities at Kaido Festival
- Learn in relation to "Rice cultivation areas," a topic in a social studies class
- Issues in the Shonai Plain, Yamagata → Learning theme
- December Thank you meeting with those who helped us, and harvest festival
- Rice ball and rice cake making and presentation for the community
- January Advantages and issues of rice flour



4. Effects, reactions, and reflections

At first, children were simply happy to experience "rice cultivation," but they became aware of the ideas and efforts for rice cultivation through the experience. When rice was harvested, the children learned about the issues of "rice cultivation" in social studies. They felt that this was not someone else's problem, and set a theme of "Let's protect rice cultivation in Japan." Then they decided five activities they can do and they are starting to put them into practice. Since the children are also interested in rice flour, they try to promote rice flour.

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

- 1) Mr. Masahiro Ohira, water manager
- 2) Mr. Michikazu Goto, owner of the rice field
- 3) Mr. Michio Harima, operator
- 4) Mr. Hara and Mr. Kuwahara, JA in the region
- 5) Mr. Hori, agricultural promoter
- 6) Mr. Kondo, a local rice shop owner