

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

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

Yamanouchi Municipal Higashi Elementary School, Nagano Prefecture (Shiga Highland BR)  
29 students (16 boys and 13 girls) of 4th grade

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

### (1) Activity title

My Kocarina

### (2) Goals

By making their own *kocarina*\*, playing the kocarina, and visiting a kocarina workshop, the students will learn about the feelings of kocarina makers and the members of a kocarina club "Kaede-no-ki," and have an interest in the nature of Yamanouchi town, their hometown. They will be able to convey the importance of nature through their performance activities.

\* Kocarina is a small flute made of wood.

### (3) ESD perspectives & qualities/abilities to nurture

#### 1) Concept components

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

- SDG12: Responsible consumption and production
- SDG15: Life on land
- SDG17: Partnership for the goals



### (5) Outline of the study themes and activities

The children looked forward to playing the kocarina in the 4th grade after they watched the current 5th-grade students play the kocarina at the school concert. In May, they made "their own kocarina" with the support of Mr. Okuma and Mr. Kitazawa, who are kocarina makers, and were taught by Mr. Yamamoto, who is a member of a kocarina club "Kaede-no-ki," on how to play the kocarina. With the wish to play various songs, the children performed on various occasions such as in front of their family members, Mt. Yakebitai excursion, "Kocarina Festival," and school concert. Then they visited Mr. Kitazawa's workshop to know what he was thinking, and learned more about the kocarina. They learned to be able to play various songs and entertained many people with their performance, could think about the nature of their region through a musical instrument born from a tree in Yamanouchi town, and learned how much fun it is to practice and play the kocarina together. Also, they could share common desires that they want to continue playing the kocarina to tell many people how fun and attractive it is, and

they want community people to think about the nature of Yamanouchi through their kocarina performance.

### 3. Flow (Outline of the teaching plan)

- Together with Mr. Okuma and Mr. Kitazawa, kocarina makers, make "their own kocarina."
- Learn how to play the kocarina from Mr. Yamamoto, a member of a kocarina club "Kaede-no-ki."
- Perform at Mt. Yakebitai excursion, "Kocarina Festival," and a school concert.
- Visit Mr. Kitazawa's workshop, listen to his thoughts, and learn more about kocarina.
- Summarize and report what they learned, found, and felt in this activity.

### 4. Effects, reactions, and reflections

Based on the reflection of last year, we have been carrying out activities according to the children's wish, not starting from kocarina itself. They happily made their own kocarinas and practiced and played the songs they selected. Although their skills varied, they completed one song by playing altogether. After the concert, they talked about their future activities. Their questions and comments included "How is a kocarina made?," "Does Mr. Kitazawa change the bear mark?," and "I would like to visit his workshop." Then they asked Mr. Kitazawa if they could visit his workshop. Unfortunately, the children could not visit the workshop, but watched a video shot by the homeroom teacher to see the workshop, see how to make a kocarina, and understand Mr. Kitazawa's feelings on the production of kocarinas. The children learned that Mr. Kitazawa uses not only imported wood but also locally-grown wood as well as construction waste materials cherishingly. They were impressed, saying, "Using waste is good" and "This is recycling." They were able to share their desire that they want to play more songs to convey the fun and attractions of the kocarina.

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

- People involved in the teaching: Mr. Okuma and Mr. and Mrs. Kitazawa (kocarina makers), Mr. Yamamoto (member of a kocarina club "Kaede-no-ki")
- Utilized resources: kocarina, Shiga Highland

