

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

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

Yamanouchi Municipal Yamanouchi Junior High School, Nagano Prefecture (Shiga Highland BR)  
64 students of 1st grade

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

### (1) Activity title

Explore and publicize the charms of Shiga Highland Biosphere Reserve

### (2) Goals

Toward the Shiga Highland study trip, find the attractions and issues of Shiga Highland from the following five points of view, and aim for the continued existence of UNESCO Biosphere Reserve and Yamanouchi town.

Five points of view:

- 1) Symbiosis between nature and humans
- 2) Conservation of natural resources
- 3) Utilization of local resources
- 4) Utilization of cultural resources
- 5) International understanding and exchange (symbiosis is an abbreviation)



### (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 checked="" 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

- SDG4: Quality education
- SDG6: Clean water and sanitation
- SDG7: Affordable and clean energy
- SDG12: Responsible consumption and production
- SDG14: Life below water
- SDG15: Life on land



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

Setting follow-up tasks by group: 5 teachers of 1st grade take care of 12 groups

- 1) Symbiosis A: Symbiosis between nature and humans
- Symbiosis B: How to work on symbiosis between nature and humans

- 2) Nature A: Nature in Shiga Highland; Nature B: The importance and beauty of nature;  
Nature C: How to protect the core area rich in nature; Nature D: Biology of Shiga Highland;  
Nature E: Learn more about Shiga Highland
- 3) Region A: Reduce carbon dioxide emissions through familiar activities  
Region B: Waste problems in Yamanouchi town
- 4) Culture A: How to protect the specialties of Yamanouchi town  
Culture B: Tourism industry and specialty products of Yamanouchi town
- 5) International: How to attract more foreign tourists

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

- May ..... Understand the goals, schedule, and activities of the Shiga Highland study trip, as well as research and decide on subject groups.
- June ..... Group activities, research surveys, questionnaires, etc. (4 hours)
- July ..... Shiga Highland study trip (July 12-13), trekking, alien plant extermination and dyeing experience, attend a class on water resource protection, etc.
- August-September ..... Summarize research findings with PowerPoint. Consider the representative of each group. Make presentations by the three groups at the Shirakaba Festival (school festival) ... Natural E, Region A, and International groups
- October ..... Make presentations by other groups for the same grade students at school (all groups complete their presentations)

### 4. Effects, reactions, and reflections

- Shiga Highland is an area that the students have been familiar with since they were elementary school students, but after visiting there on a study trip and learning about the current situation and issues of the eco park from the guide, they were able to think them as their own problems.
- Through the extermination of lupinus, an alien plant, and the experience of plant dyeing using lupinus, the students learned about the process of nature protection and became more aware of nature conservation.
- The nature of Shiga Highland is related to everything. Some of the students can think about how humans should maintain and conserve the nature.
- A comment from a student: “We went on a two-day study trip. On the first day, we learned about the SDGs. On the second day, we took pictures of the beautiful landscape. We also enjoyed dyeing experience.”

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

- 1) Shiga Highland Guide Association
- 2) Mr. Kodama, Shiga Lake Hotel
- 3) Mr. Kodama, Head of Shiga Highland Fishery Cooperative