

# Activity Report for Shinshu ESD/SDGs Achievement Presentation & Networking Meeting in FY2023

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

Tadami Municipal Tadami Junior High School (a total of 77 students)

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

### (1) Activity title

What we can do to conserve the ocean and achieve a sustainable society in cooperation with the local community

### (2) Goals

Develop a mind to grasp things from a bird's eye view and to explore things with enthusiasm.

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

#### 1) Concept components

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

SDG3: Good health and well-being    SDG13: Climate action    SDG14: Life below water  
SDG15: Life on land    SDG17: Partnership for the goal



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

At the school, we provide ESD with an eye on the development of students who learn together with the community. We make efforts for cross-curriculum learning focusing on integrated studies. Specifically, the students make newspaper shopping bags and rice bags for the community. They are also calling for people to refrain from using plastic bottles. While these activities are supported by the local community, they have led to the recognition that junior high school students play an important role in the local community, as well as understanding of the students' efforts. In particular, awareness of the people in the region on the need to improve the marine environment has been growing as we, residents of the upriver region, pay attention to reducing plastic usage to prevent microplastic pollution.

In addition, the Student Council has considered global issues through fund-raising activities and donations of children's clothes and has been doing what it can do. We try to develop the ability to think from a wide perspective and from multiple and comprehensive points of view.

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

The SDGs Committee, a special committee of the Student Council (10 students from 1st to 3rd grades), takes the initiative in the activities.

Activities to protect the ocean from the mountains with the local community

(1) Shopping bags made from recycled newspapers and rice bags

The students make shopping bags for regional companies (Okuaizu Distillery: Nekka, Yamazaki Shop Tadami Matsuya, Aiai Pharmacy, etc.) (reusing rice bags for Nekka and newspapers for other companies). Their activities include checking the stock at stores that use the shopping bags and holding workshops on making newspaper bags at various events to disseminate the bags both inside and outside the region.

(2) Implementation of PET free Monday

The families of junior high school students and teachers carry out activities to refrain from purchasing bottled drinks on Mondays.

They also promote the activities.

(3) Dissemination of activities

In addition to (1) and (2), they are actively participating in university and research presentations to make presentations on the activities they are conducting with the local community.

#### **4. Effects, reactions, and reflections**

They have been carrying out and developing these activities for several years to work to protect the region and the earth. They also hold workshops on newspaper bag making at events inside and outside the region to disseminate the production method. Furthermore, they have participated in a project to collect children's clothes for children in poor areas. We try to develop the ability to think about things from many angles, focusing not only on the local community but also on the world.

One of the future challenges is that there are students who have high consciousness in all activities and students who do not. We think it is necessary to improve the activities so that they can take pride and responsibility in their activities and see the problems as their own. In addition, we need to consider and implement means of disseminating information to the region about opportunities to interact with local residents and activities.

#### **5. Development of teaching strategies and collaborative frameworks (collaborators and resources)**

Last year, the board of education and local companies signed an ESD partnership agreement. We would like to explore what we can do with these companies. In addition, we would like to promote research so that the conclusion of the agreement will be a model for other regions. Furthermore, in order to strengthen ties between the school and local community, it is necessary to promote the establishment of systems, including the dissemination of information, so that cooperation can be achieved.