

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

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

Ono Municipal Sakadani Elementary School, Fukui (7 students from 5th and 6th grades)

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

(1) Activity title

Sakadani Star Point Project

(2) Goals

As elementary school students living in an area certified as an "International Dark Sky Place," a World Heritage Site for starry skies, they launched a new project to preserve an environment where people can see a beautiful starry sky.

(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 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 type="checkbox"/> Ability to communicate | |

(4) Related SDGs

SDG3: Good health and well-being SDG4: Quality education SDG7: Affordable and clean energy

SDG11: Sustainable cities and communities SDG12: Responsible consumption and production

SDG13: Climate action SDG15: Life on land SDG17: Partnership for the goals



(5) Outline of the study themes and activities

- What activities are necessary to protect an environment where people can see the beautiful starry sky?
- How can we spread the activities to other people, and what can we do?

3. Flow (Outline of the teaching plan)

At the beginning of the academic year, they discussed what they wanted to do in learning about the starry sky and decided to launch the "Sakadani Star Point Project." The project included making presentations, creating a commercial, and raising awareness of the city's efforts to turn off lights. Before starting the efforts to turn off lights, they watched the videos of the Ministry of the Environment to learn how the destruction of the environment was progressing. Then, they discussed specific activities they could implement and decided to create a point card that describes what individual people can do. They created, utilized, and improved the card, and over the course of a year, they gradually distributed the card in the school and community, as well as to all households in Ono City. They also made a video, gave presentations at various events, and created a commercial to carry out public relations activities.

4. Effects, reactions, and reflections

The students did not feel the effects of the environmental efforts, and even though they implemented the

project in the region, the project did not penetrate. So, in the first half of the project, they wondered whether they should continue it. However, as they improved the card and continued making presentations, they gradually got a response and felt a sense of accomplishment. In the end, they achieved the original goal of "spreading the card throughout Ono City." From learning about the starry sky, they thought seriously about what they could do to protect the environment and were able to disseminate their efforts widely, which led to their learning, growth, and confidence.

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

Taking advantage of the fact that the school district is an "International Dark Sky Place," the students developed activities. They communicated with various parties involved in the "International Dark Sky Place," such as the Tourism and Exchange Division and the Environment and Water Recycling Division of Ono City, Community-reactivating Cooperator Squad, Oyatto Astronomy Club, members of the Starry Sky Watching Club, Fukui Nature Conservation Center, Starland Sakadani, etc., and engaged with outside organizations to expand and deepen their activities. The students received cooperation from individual persons and organizations. For example, they were involved in the learning as a lecturer, provided opportunities to make presentations, worked together to develop a plan, and uploaded the presentation video and commercial on the website.