

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

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

Yamanouchi Municipal Yamanouchi Junior High School (68 students from 1st grade)

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

(1) Activity title

Rediscover the attractions of Yamanouchi-machi and identify issues for revitalization.

(2) Goals

Learn about ESD activities. - Rediscover the attractions of the town and identify issues for revitalization.

(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 () | |



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2) Qualities/abilities to nurture

- | | |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <input checked="" 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 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

SDG8: Decent work and economic growth

SDG9: Industry, Innovation and Infrastructure

SDG11: Sustainable cities and communities

SDG15: Life on land



(5) Outline of the study themes and activities

[Some of the survey themes of Shiga Highland study tour in July]

- (1) Relationship between global warming and animal extinction (2) How renewable energy is used
 (3) Send information about native species in Shiga Highlands (4) How to protect endangered species
 (5) How to prevent the outflow of garbage and protect nature (6) How to conserve the growing environment for specialty products of Yamanouchi

(7) Revitalize Yamanouchi-machi by disseminating Yamanouchi's specialty products and attractions

[Challenge themes of Yamanouchi-machi (through the survey on regional attractions in October)]

- (1) There are few products (including sweets) that will be souvenirs unique to Yamanouchi (2) Accommodating foreigners (3) Dissemination of information on hot springs
 (4) There are few attractions other than hot springs (5) Tourist etiquette, such as not littering (6) Measures against animals coming to residential areas
 (7) People do not know about the BR (8) Small number of visitors
 (9) Want to enhance public relations activities (10) Measures to address the declining birthrate, aging population, and shortage of employees (11) Few large stores

3. Flow (Outline of the teaching plan)

May: Learn the purpose and content of ESD activities. Understand the objectives, schedule, and activities of the Shiga Highland study tour.

June: Decide the research theme of the study tour. Conduct a preliminary study on the BR.

July: Shiga Highland study trip (July 11-12) -> Trekking, alien plant extermination, dyeing experience, learning about hot spring heat, etc.

August–September: Compile the survey results of the Shiga Highland study tour into a PowerPoint presentation and share with other students of the same year.

Three groups (alien species, hot spring heat, endangered species) make presentations at the Shirakaba Festival (school festival).

October: Learn about the history of transitional areas (mainly hot spring towns). Survey on regional attractions (hot Spring town tour, interview with hotel staff)

November–December: Summarize the results of the survey on regional attractions and find the attractions and issues of Yamanouchi-machi.

January: Form groups for each issue of Yamanouchi-machi that they want to consider, and make presentations on solutions and problems.

4. Effects, reactions, and reflections

- In the Shiga Highland study tour, the students investigated the characteristics and current status of the BR based on what their seniors learned in the past. As members of Yamanouchi-machi, which owns the BR, they were able to cultivate the spirit of valuing nature and think about how human beings should be to maintain and conserve nature.

- In the survey on regional attractions, they could see the problems of Yamanouchi-machi as their own, by looking at the hot spring town in the region from the ESD point of view. We would like to make the issues the students found more concrete by comparing them with those of other regions.

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

(1) Shiga Highland Guide Association (2) Mr. Azegami and Mr. Aoki, Cultural Property Arrangement Promoter, Lifelong Learning Section, Yamanouchi Board of Education

(3) Hot spring hotel in the region (Shunran no Yado Sakaeya, Taiyokan Yamatoya)