

Impressions of the presentation of Yamanouchi Municipal Yamanouchi Junior High School, 1st grade students

[To the students]

- It is very important to learn about the characteristics of Shiga Highlands through actual research and fieldwork, as well as activities that make use of the advantages of a UNESCO Associated School and the rich nature of the region. I also think that it is very important to consider regional problems and their solutions through attractiveness and to consider the advantages after solving them.
- They focused on how to deal with tourists and related issues. I think that the most efficient ways to attract tourists are creating a town that tourists want to move to, increasing places where they can play, and increasing local specialties. I have been to Yamanouchi-machi several times and I think it is a very nice place, so I would like them to promote the town a lot. Keep up the good work.
- The students found it interesting to realize that differences are made by the way of individual student's thinking in the large categories to be researched. I think that they have acquired an important way of thinking about regional revitalization. I also think that there were issues that could be found by thinking from a fundamental point of view. The students seemed to calmly analyze the problems and solutions. They considered what they could make use of in their regional issues through the field survey and event to be held in the second grade. I think that this is also useful for thinking about regional revitalization.
- It was great that the students reviewed the problems from a broad perspective, considered solutions by looking at the problems from various points of view, such as making people aware of the BR, solving the declining birthrate and aging population and the shortage of employees, new specialty products, etc., and thought deeply about each solution. They seemed to plan the next step, so I hope they continue the activities!
- I was surprised by the enthusiasm and attitude of the students toward environmental issues as they learn ESD and the environment throughout the three years. I thought it was a great point of view to focus on the BR and hot spring town to revitalize the region and share its attractions. I would like them to continue their activities.
- The theme was rediscovering and spreading the attractions of the region. I thought it was a very abstract theme, but it was great that the students narrowed the topic down to the BR and made their own suggestions. From their presentation, I found they had continuous thoughts. They understood that implementing a solution to the problem is difficult and raised the problem. I hope that they will search for ideas that can be realized through their future activities. I want them to put the ideas into practice. As is often said, people will learn about the impact of an action and the new challenges by taking action. So I want the students to take on the challenge without fear of failure.
- I think the approach based on what their seniors learned is good. I have deepened my understanding of the BR and gained a new perspective on regional nature and environment. It is part of growth to face and recognize universal challenges, such as labor shortages. I hope that these experiences will be utilized in their future activities to further advance their efforts to address sustainable challenges. I hope they will continue learning activities that contribute to the community.
- It was wonderful that the students conducted interviews for each purpose and that they found the attractions and issues from a multifaceted perspective. The issues to be tackled in the future are clear, so when they address them, I think they will be able to solve them. Above all, they will have experience and opportunity to solve the issues, so I am looking forward to their future activities.
- The presentation explained the flow of learning in an easy-to-understand way. I think it was good that issues were identified by interviewing various people such as hotel staff, etc., which became an opportunity for exploration. In addition, they are thinking of solutions to the issues they have identified with due consideration to nature. I would like them to continue their learning.
- They found the attractiveness of Yamanouchi-machi, where they live, discovered issues relating to the BR while learning about tourism, and considered solutions to the issues while taking SDGs

into account. I think that this process was very good. I think that sending out information about the BR on social media is a very attractive activity in keeping with the times.

- Thank you very much for the excellent presentation. The process in which the students took the issues of Yamanouchi-machi seriously and discussed how to solve them was clear, so I could smoothly understand their presentation. First of all, it is very important to let people know. There were a lot of things that I learned for the first time through today's presentation, so I am sure their activities will bear fruit. It was also amazing that they focused on the fact that tourism facilities and companies could not fully implement the initiatives they wanted to conduct due to labor shortage. I am looking forward to their future efforts to create a town where people want to visit and live.
- It might be a good idea to consider a proposal that goes one step further to overcome the issues. They might want to take action involving people around them to share issues for they have a strong sense of crisis with people inside and outside the town by, for example, conducting voting in the school and appealing to the mayor. I am rooting for you.

[To the teachers and staff members]

- Through their presentation, I was impressed to know that learning is set in stages over the three years and that the students tackle regional issues by comparison with other regions. Children in Yamanouchi-machi work on ESD since they are elementary school students, so I believe that SDG-related activities have been rooted in the students. However, since the students once again work on the activities from the stage of "knowing" in their first year, I think that they can think about regional issues from the perspective of junior high school students. I would like to ask them about how to decide regions to be compared if I have the chance. I could see them comparing with other regions based on their knowledge of their region and learned about the process of thinking about regional issues from a more multifaceted perspective. Thank you very much.