

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

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

Iida Municipal Toyama Junior High School (7 students from 2nd grade)

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

### (1) Activity title

Learn about the use of wood and forestry mainly through the school forest

### (2) Goals

- (1) Deepen understanding of forestry based on the school forest learning
- (2) Through the manufacturing experience, feel happiness when an item the students made is used

### (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 checked="" type="checkbox"/> Limitation      | <input 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 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

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

SDG15: Life on land



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

"What can we do to make the school forest a better mountain (place)?"

-> Carry out activities in the school forest and learn how to utilize resources in the forest

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

(1) In the "school forest learning" in AY 2022, know the school forest itself and become interested in the forest  
-> The students developed a desire to make the school forest a better mountain.

(2) In order to learn how to distribute and utilize wood, visit a precut factory operated by a local forest association and experience making chairs using a wood-processing machine called Shop-Bot

(3) Maintain the forest road in the "school forest learning" in AY 2023

(4) In the "study session to learn from local residents" in AY 2023, make benches using the wood of the school forest

-> It became an experience of actually utilizing the wood of the school forest. The students realized the importance of connection and circulation of humans and things.

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

The school forest learning is carried out only once a year as an activity of the PTA, but there are not so many other opportunities to learn about the school forest. However, through this activity, the students could consider the school forest an asset of their school. In addition, they could have a subjective idea of what can be done to make the school forest a better place and realize that people's cooperation is important in utilizing wood. Through the school forest, not only the viewpoints of forestry and manufacturing but also learning in terms of SDGs are naturally deepened.

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

A private enterprise (Inadani Surround, LLC) cooperated in the chair-making experience. Necessary expenses were subsidized by the Iida City Mutosu Support Project.