

Environmental Education for Primary School Children: Towards Building a Sustainable Society

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Corporation Act Kawasaki
(Kawasaki Center for Climate Change Actions)

Kawasaki Center for Climate Change Actions



Designated period: 01/12/2010 – 31/03/2020 (3rd period)

Article 38 of Law Concerning the Promotion of the Measures to Cope with Global Warming

1. Educational activities, public relations
2. Responding to, consulting with and supporting measures for controlling discharge of waste
3. Studying actual status of waste discharge, analyzing info and materials (data)
4. Providing analysis results to help promote activities by citizens to advance environmental measures
5. Cooperating with local authority policies

*** All Large Administrative Divisions Establish Centers in Major Cities in Accordance with Cabinet Order**

Kawasaki Officers for Climate Change Actions

- **People who are enthusiastic** about preventing global warming and **who will take action locally**
- Currently about 80 people commissioned by Mayor of Kawasaki
- Working on individually themed projects in each ward of the city

Visiting Lectures on the Environment at Elementary Schools

Global Warming

Power Saving

Energy

Renewable/Natural Energy

3R (Reduce/Reuse/Recycle)

Separating Garbage

Eco-shopping/Eco-cooking

Local Production/Consumption

Food Loss

Trees & CO₂

Green (Gourd) Wall

Global Warming Game

Environment & Global Warming Initiatives in City

Target: Mainly 5th graders (in integrated study periods where subjects are undertaken voluntarily, cross-sectionally and integratedly)





**Eco-shopping
(green consumer)**



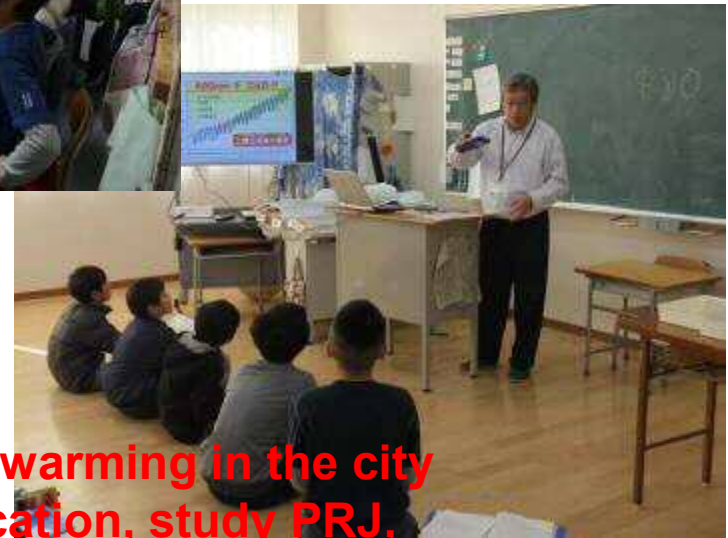
**Garbage separation
(3R promotion PRJ)**

**Global warming/
Power saving
(energy saving group)**



**The sun is amazing!
(solar team)**

**Initiatives on global warming in the city
(environmental education, study PRJ,
Kawasaki Center)**



Visiting Lectures to Elementary Schools (FY2016)

Program	Project	Implementing School
Promoting suitable garbage separation and giving consideration to environment in daily living!	Project to advance 3R	3
Eco-shopping that stops global warming	Green consumer group	9
A journey about food – Food mileage	Green consumer group	1
The sun is amazing!	Solar team	3
What is global warming – Look, touch, feel	Energy saving group	7
Lets all save power!	Energy saving group	4
Leaves are amazing – Trees & CO ₂	Energy saving group	5
Learning to stop global warming through environment game	Center/Environmental education PRJ	6
Learning initiatives for preventing global warming in the city	Center/Environmental education PRJ	9

Implementation statistics: 35 schools/113 schools in all/total of 47 times

**Introducing
Contents**

Initiatives for Global Warming & Environment

1960s

Present

Air pollution



Tamagawa River
water quality



Carbon Challenge Kawasaki Eco-strategy

(February 2008)

While thinking about the balance between **environment** and **economy**, the following three main initiatives will be implemented to create a **recycling-orientated society**.

I

Push ahead with environmental measures that make the most of Kawasaki's specialties and fortes.

II

Use environmental technologies to make an international contribution.

III

Everyone work together to reduce CO₂.

In other words the challenge says: **“If we work as the city did against air and water (Tamagawa) pollution, then we can all come together to set goals to definitely overcome global warming.”**

Career Steering and Life Education (Kawasaki Board of Education)

Viewpoint 1: **Developing yourself** (Have confidence in yourself, and raise your self-awareness)

Viewpoint 2: **We all live collectively** (have the strength to mutually respect personalities, to cooperate and to work together to positively build society)

Viewpoint 3: **Our city, Kawasaki** (learn to appreciate Kawasaki more, and have pride in your home town)

Basic and Versatile Capabilities (Four Strengths)

Human-relationship building/Society-building capability, Self-understanding/self-managing capability, Issue-coping capability and Career-planning capability

Capability and Attitude Geared to the Importance of **Education for Sustainable Development** (ESD) – What kind of capabilities and attitudes are being nurtured? –

Capability/ Attitude	Reasons
Forecast future and plan for it	Because we know about changes from the past related to global warming, and have learned about how the future of the global environment can change depending on the content of human activity.
Think comprehensively and from multiple angles	Because we become aware of the need to think from multiple angles, such as what causes global warming, the roles of solar energy, atmosphere, oceans and plants as well as the impact of human activities.
Participate voluntarily	Because we realize the need to work collectively (not on our own) to stop global warming.

* We also need to be able to criticize, communicate, cooperate and connect.

Communicate the Composition Concepts Needed to Build Leading Sustainable Society

Composition Concepts	Relation	Related Reasons
Diversity		
Reciprocity		
Finiteness	○	Learn about the finiteness of the world by knowing about the causes of global warming and climate change, knowing forecasts for the future, and knowing that the global environment will get worse if action is not taken.
Fairness		
Cooperativeness	○	Understand the necessity of cooperating/collaborating by learning that “cooperation” is an action goal of the city, and that, in fact, various forms of cooperation are in use.
Responsibility	○	Learn that we are all responsible for global warming by knowing that the build up of our individual lifestyles brings about global warming.

Do not just think of yourself, look to the **world, and help those in difficulty and those who are unable to help themselves.**

Impact of Rising Sea Level Near Equator



(Before Flooding)



(After Flooding)

Flood damage on Tuvalu's Funafuti Island (photographed in May 2002)

Integrating Economics and Environment

Eco-chans



Logy

Nomy

+ Sustainable Development Goals in Society

