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## SDGs Presentation and Discussion at International Video Conference (University of North Carolina at Wilmington) and WSU Online Study Program (Washington State University)

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**Principle 6:** Encouraging global citizenship through education

**Principle 9:** A commitment to promoting sustainability through education;

### 1. Date and Time

- **International Video Conference (UNCW):** February 2, 2021 (Tuesday), AV Hall
- **WSU Online Study Program:** February 5, 2021 (Friday), zoom meeting

### 2. Outline of the Presentations

This presentation focused on global warming and related health problems, which have become worldwide issues in relation to SDG Goal 13, and aimed to consider solutions for each individual to live with the awareness of environmental preservation and prevention in order to curb the risk of heat stroke associated with climate change.

The current status of world temperature increases was reported, and statistics on heat stroke cases and deaths in Japan were presented. In terms of global efforts, they mentioned that 186 countries and regions have signed the Paris Agreement and 10 developing countries have joined the first National Adaptation Plan for Climate Change, and introduced the practice of "uchimizu" (sprinkling water on streets) as one of the measures against temperature rise in Japan.

As a solution, students introduced specific examples of measures to curb the rise in average temperature which are currently being implemented to prevent global warming such as promoting the 3Rs, saving electricity, and using your own bag. They introduced the countermeasures using specific examples.



### 3. Water Resources in Relation to Environment and Health

In relation to SDGs 12 and 13, the theme was the relationship between water as a resource and environment/health, with the aim of considering solutions focusing on the water resources which are essential for our lives.

As a historical background, students explained Itai-itai disease and Minamata disease, which impair motor function. These diseases are caused by water pollution, one of the most common types of pollution in Japan, and the students introduced the Basic Environment Law enacted in 1993 as a countermeasure. They then explained the problems of ocean pollution caused by garbage, oil and chemical spills. Also, they showed characteristics of how water is used as a resource in Japan based on cultural background. In addition, they explained the enactment of the Basic Law on Water Circulation as a direct approach to garnering cooperation between people and local governments. As solutions, they presented the shift from using plastic shopping bags to eco-bags, the expansion of paper straws usage, and individual efforts to prevent garbage from flowing into the ocean.



### 4. Comments and evaluations from the students

- “I received many questions from the American students, and it was good to know that they were listening to my presentation with interest. I want to learn from the positive attitude of the American students.”
- “I learned a lot from the opinions and impressions of the American students, they had a different perspective from the Japanese students.”
- “Through the discussion, we also had an opportunity to think deeply about the contents of the presentations and Japanese society. In addition, we received some unexpected questions, and it was interesting to learn about the perspectives of American students.”
- “It was difficult to make a presentation in English, but I was happy to make a presentation in cooperation with other members, and it was a fun experience.”

