

Sustainable Superheroes Final Report

The Aim



This team aimed to achieve a higher level of sustainability at the school, as well as in the surrounding community in terms of the environment and climate change awareness. We aimed to educate younger students about the extent and importance of the sustainable development goals in today's situation. The main issue we are tackling is the lack of awareness of the SDG within the school and the community – we want them to be more active, eco-friendly, and also, especially since the message of climate change has been well spread in this country, we wanted them to actually care and become conscious about the ramifications of the lifestyles we lead today. To achieve these goals, we decided to focus on four SDGs we knew we could successfully

act upon: Climate Action, Life on Land, Quality Education and Sustainable Cities and Communities.

The Sustainable Development Goals That Your Project Addresses

Climate Action — this SDG focuses on combatting climate change by reducing pollution emissions and raising awareness about this problem. Every country in the world experiences the effects of climate change. For example, in Japan, summers have become hotter and hotter every year. We aim to alleviate these effects in the school and local communities by creating a rooftop garden initiative which should clean the air and raise awareness about “green efforts”.

Life on Land — this SDG focuses on conserving wildlife and combating deforestation. Humans rely heavily on forests and this is especially prominent in Japan where over two-thirds of the country is covered by trees. Again, our rooftop garden should serve to protect trees and increase biodiversity in the surrounding environment.

Quality Education — this SDG focuses on giving every child education regardless of their cultural, racial, social or economic backgrounds. Although Japan is a very blessed country in this regard, there are still improvements that we can make. For instance, SDGs are not being taught enough! We aim to solve this problem by introducing the SDGs to the Grade 4 and Grade 5 classes in our school, and eventually expand our curriculum to other local schools.

Sustainable Cities and Communities — this SDG focuses on making human settlements safer, more inclusive and more sustainable. We live in Tokyo, the biggest city in the world. Although the city is becoming more sustainable through the planting of trees and responsible consumption/production, we aim to improve this on a local level as well. This will be done through the rooftop garden and fundraising event, in which we are able to promote sustainability to a wider public. Educating the younger generation will also contribute to sustainable lifestyle choices.

Highlights from Your Experiences So Far



We, the Sustainable Superheroes were able to initiate a variety of projects for this school year! Our extensive project of establishing a garden on the rooftop of our school was interrupted due to the School Closure due to the outbreak of Covid-19. Nonetheless, we were able to raise awareness of the Sustainable Development Goals in our school community, especially the younger elementary students. We had the opportunity to have a session with the grade 5s to explain the impacts and connections of the SDG on our daily lives and give them tips on how to act locally to contribute to the SDGs. We aimed to inspire the grade 5s to implement the SDG's into their exhibition projects as well. We really enjoyed their questions and inquisitive conversation as we told them about the SDGs.

During the school closure, we decided to initiate a new project for the grade 4, and in order to utilize our time at home, we created a YouTube Channel and uploaded 17 videos explaining each of the SDGs, what you could do locally, additional inquiry questions, and related topics. This was mostly a highlight as we were extremely tight on time and thus had to create all the videos in about 1.5 weeks – though it was definitely worth it to display our learnings on the internet.

Outline Any Funds or In-kind Donations You Have Secured

Although the presentations and efforts to spread awareness were executed by members of the Sustainable Superheroes, the rooftop garden project was a collaboration with the Green Team, a service for spreading eco-friendliness in the school community. The Green Team had planned the project, and the Sustainable Superheroes decided to collaborate so the rooftop garden could contribute to the SDGs of Life on Land and Climate Action. Funds were collected through fundraising activities and were planned to be used towards improving the garden.

The outcomes and impacts of the project (see judging criteria). Include any successes or failures



Throughout the course of the project, we acted within the school to raise awareness about the SDGs and our projects, educate young students about them, and to act for a sustainable community. Firstly, we discussed about acting within the local community and the school mostly for SDG 11, 13, and 15, and decided that we needed to raise funds to buy plants for our school rooftop garden. To do this, we collaborated with another student organization called Green Team to do a fundraiser hot drink stand. We were able to raise awareness of our project and the cause to parents and students. As a result, we were able to gain approximately 40000yen. However, due to the COVID-19 pandemic, our garden project could not continue, hence the fund was not used for this purpose. Although the garden was interrupted, we weeded the garden along with a few volunteers, and were able to remove most weeds from half of the rooftop, bringing us a step toward to sustainable community. A time-lapse video visually illustrates the results.

Along with the garden, we had an educational activity with the 5th graders in our school, who were working on their grade-wide project called the G5 Exhibition. Through the presentation and pamphlet, we helped them gain knowledge on SDGs, supported them with their research project, and engaged with our focus SDGs and the actions of UN, helping all 47 students in the grade. Finally, as an alternative of the workshop with 4th Graders (canceled due to pandemic), we created a public YouTube channel on April 16th, uploading original videos explaining each of the SDGs in simple language. Our first video about SDG 1 had 79 views, indicating our success. However, it was challenging to raise the number of views as we continued. Overall, we had 312 views in total in our channel, signifying our impact on the public.

The Knowledge/ Learning You Gained Through The project

Through the conducting of this project, we were able to learn and acquire a variety of understanding regarding various aspects of the projects extending from the aims of the SDGs, to the vitality of organizing and discussing the individual subprojects beforehand. For instance, when planning for the presentations given to the Grade 5s, we were required to alter our approach to the SDGs to adapt to the learning system and levels of the students. The creation of the curriculum also enabled our team to identify the various types of medias such as power points and YouTube videos which were available as an option.

Secondly, throughout the planning process of the individual projects, we were also able to determine the distinct characteristic and features of the school environment. This has immensely influenced the way we adapted and carried out the projects, especially for the rooftop garden having to consider the presence of different factors such as the soil quality, weather and temperature which were required to be controlled. In addition to this, considering that the projects such as the roof top garden were large-scale projects, this further reinforced the vitality of effectively managing our time and maintaining our organization skills in order to efficiently carry out the projects within the time limit.

Overall, through the planning, organizing and presenting stages of our project, we were able to foster our understanding towards the numerous aspects of the project, which could potentially be implemented and considered when conducting the project in the future.

The Skills You Gained Through the Project

Throughout the course of this project, there were numerous skills that we gained. Firstly, communication and teamwork skills, in terms of communicating amongst ourselves and with important figures to organize our project. Initially, since we were a new group, we often struggled to organize meetings and as a result, it delayed our progress. However, we slowly overcame this by communicating with each other more and were able to progress much further with our project. At the same time, we communicated with those outside of the school to try and organize various projects including planting flowers in the neighborhood, although ultimately, the proposals were rejected.

When we were rejected with some of these projects, we found alternatives, gaining perseverance and adaptability skills. When we were not allowed to plant flowers in nearby parks, we altered the project and decided to plant flowers on our school's roof. Due to COVID-19, our projects had to be put on hold, and we were unsure about how we could make an impact in any way; our garden project could not be continued, and it would be physically impossible to present to the G4's and G5's. However, we persevered through and changed the parameters of our task by using the educational material to create YouTube videos, which would reach a wider audience on the internet.

Overall, during the initial stages of our task, we strengthened our communication and teamwork skills, while throughout and especially near the end of the project, our adaptability and perseverance skills were put to test and improved.

