

〈Research and Survey Report〉

# Teaching SDGs to Japanese Primary Learners: Opportunities and Challenges

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## Abstract

This paper attempts to discuss the difficulty of teaching Sustainable Development Goals to young learners. Prior to the codification of SDGs in 2015 by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the concepts presented by the goals were taught as separate issues in stories or in secondary educational classes, and little research has been done to determine best approaches to teaching the concept to primary school students in a simple but effective way. This paper will briefly describe the situation of SDGs education, look at a few ways teaching the Goals can be applied to young learners, and will discuss textbooks and children's books that directly or indirectly teach concepts covered by the SDGs. It will outline some difficulties of teaching SDGs to children, the challenges of certain specific SDGs and how they might be presented to young learners. It also poses the question of whether wholistic instruction of multiple SDGs is an effective approach.

**Key words:** SDGs (Sustainable Development Goals), primary education, young learners.

## 1. INTRODUCTION

“Give a hoot don’t pollute,” a famous quote from Woodsy Owl, a mascot character for the United States Forest Service in the 1970s, taught children to treat campsites with respect and to not litter (“Woodsy Owl”). “A three-hour shower saves more power,” a quote from a school lesson on water conservation and how to save electricity, taught children similar eco-friendly solutions. California Redemption Value, or CRV, also taught people and children the importance of recycling aluminum cans and glass and plastic bottles while receiving money back as a return on the investment (“California Redemption Value”).

There have been countless ways that people of all countries have been taught the basic tenets promoted by Sustainable Development Goals (SDGs) throughout the years, but those concepts were taught and learned both consciously and subconsciously prior to their inception. An SDG by any other name is still an SDG, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) codified 17 goals to deal with systemic socio-political and environmental issues.

To frame the discussion for this paper, we must establish what SDGs are and their purpose. SDGs are a blueprint from The 2030 Agenda for Sustainable Development. (“Transforming our World: The 2030 Agenda for Sustainable Development.”) This is a mission goal, a call for action to change the world, and has 17 objectives, which form the basis for the SDGs. This collective vision of best practices is an attempt to continue the best practices of internationalization and globalization, while reversing the environmental impact we have had as a species. Now that the 17 Goals of SDGs have been presented in a straightforward manner, it is easier to reflect on exactly how much SDGs have already been a part of our lives, whether we knew it or not.

While much research has been done into the ramifications of SDGs education, very little has been aimed at teaching young learners. Given the pressing concerns faced not only by climate change and population growth, action must be taken as quickly as possible to prevent conditions from worsening to the point of no return. As such, education pertaining to SDGs must become more widespread than ever before and should be introduced at a much earlier age. If we are to effectively educate the leaders of tomorrow, SDGs must be taught during primary education.

This paper will look at some of the current approaches to teaching SDGs, and how they can be applied to children. Is a wholistic approach to teaching SDGs better than teaching individual Goals? What are some of the benefits and drawbacks of existing texts and how can they be applied to instructing young learners? Finally, how difficult might it be to teach each Goal, as we must consider age-appropriateness for both topics as well as student capacity for discussion.

## 2. LITERATURE REVIEW

Helen Kopnina, professor at Northumbria University, is a renowned anthropologist and has written numerous papers on the topic of SDGs and education. In *Education for the future? Critical evaluation of education for sustainable development goals* (Kopnina, 2020) she offers a critical evaluation of the primary focus of ESDGs (Education for Sustainable Development Goals). Her assertions are that education about SDGs tends to focus on two main aspects; first, mainstream education is focused on economy-centered and anthropomorphic education, or second, education is focused on eco-pedagogy, that is, engineered more towards the environment and environmental leaning Goals. She goes on to mention the challenges presented by seemingly opposing SDGs, mainly economic growth which conflicts with the well-being of the environment:

So far, none of the documents listed by UNESCO (2017) and consequent ESDG-related publications mention degrowth, steady-state-economy, or any measures addressing population and consumption growth as the cornerstone of the curricular for future responsible citizens. This is a missed opportunity

as degrowth aims to drastically reduce natural resources use while maintaining the wellbeing of the planet's citizens. (Kopnina, 2020.)

Indeed, the plethora of SDGs and different ways to implement them presents issues that are compounded by attempts to educate them, which may be one reason why concerted efforts for SDGs education has yet to fully trickle down to the elementary level. Still, it can be argued that we can educate our children to “do better,” as the earlier they are presented with the information, the earlier they can start thinking about solutions to problems.

Building on the eco-pedagogy approach is a survey presented in the paper *Integration of Environmental Education in Elementary Schools* (Sukma et al, 2020.) The survey asked 128 elementary school teachers in West Sumatra a number of questions to collect opinions on the integration of environmental education at the primary level. The first statement, “It’s important to educate students about the environment since elementary school.” received a “strongly agree” from 78.9% of teachers, 18.0% said “agree,” with the remaining 3.1% of respondents submitting “strongly disagree” as a response. This shows that the vast majority of elementary school teachers in West Sumatra believe that elementary students should learn about the environment, and it should follow that as many of the Goals have environmental focuses, young learners would benefit from studying those SDGs. However, item five in the survey shows somewhat concerning results. “I feel that there is enough time in the curriculum to integrate environmental education (EE) in the learning process.” 1.6% of respondents strongly agreed with this statement, 16.4% agreed with the statement, 62.5% disagreed, and 19.5% strongly disagreed. This leads to the conclusion that educators at a primary level see a strong need to teach students about environmental issues, but the curriculum does not provide enough time for them to be able to do so.

Even as far back as 1998, Julie Davis raised concerns about young learners and their experience, or dwindling experience, with the environment. In *Young Children, Environmental Education and the Future* (Davis, 1998), she states, “there is a major absence from early childhood curriculum theory and practice approaches that stress environmental perspectives.” She continues:

In a number of other ways, too, early childhood education and environmental education are in accord. Both fields embrace ideas of ‘wholism’ and connected ways of viewing the world. Both fields place integrated curriculum approaches as central, with practical and relevant experiences for learners as most appropriate. Both fields hold strong commitments to democratic practice and the facilitation of supportive environments for living and learning. (Davis, 1998.)

She states, “Practitioners in environmental education would be surprised to find that many early childhood settings provide working models of democratic, non-hierarchical, wholistic approaches

to education and building community.” This is very much a starting point that can be used for the introduction of SDGs in education, not only as pertaining to the environmental focused Goals, but also for the multinational, cooperative Goals.

It is also important to have a look at the current textbooks also available for teaching SDGs. *CLIL SDGS*, also known by the Japanese title *CLIL Eigo de Kangaeru SDGs Jizokukanou na Kaihatsumokuhyou* (CLIL 英語で考えるSDGs--時続可能な開発目標, Sasajima et al., 2021) is a textbook aimed at secondary or university level students to study SDGs in context. With the exception of the introduction, chapter titles, vocabulary and grammar practice, there is little Japanese, and the SDGs and situations are presented in English. Furthermore, the majority of the SDGs are presented in individual chapters. Facts and vocabulary are presented first, with some additional internet research required for students to practice skills necessary in the information age. Discussion follows, with readings of specific aspects of the SDG and secondary readings of miniature case studies in a four skills book. Finally, grammar is presented, with data interpretation of charts and graphs for added research literacy in preparation for the Research section. Sample PowerPoint slides are given for the SDG(s) for the Unit and depending on the professor each student may be assigned a presentation for that unit. As a content-based book, it provides a solid presentation of SDGs, however, each unit focuses mainly on individual SDGs, which does not meet the overall goal of teaching SDGs wholistically. It does well in its introduction to each goal and should generate interest into further study of the Goals.

As stated in the foreword, the book is directed towards students at the CEFR B1-B2 levels, though students at an A2 level might be able to cope with the listening. An excerpt from page 16 studying Goal 3, Good Health and Well-being affirms this.

Nearly 300,000 women around the world died to complications in (6 ) and childbirth in 2017. Over (7 ) percent of these deaths occurred in low- and middle-income countries, and two thirds of them were in sub-Saharan Africa. In sub-Saharan Africa, only (8 ) percent of births were assisted by skilled (9 ). These deaths are (10 ) with appropriate management and care.

An analysis of this passage by English Profile: The CEFR for English (Cambridge, 2023) provides the following data: thirteen words are at the A1 level, eight at A2, four at B1, seven at B2, one at C1, and four were unlisted. The B1 words and phrases are died to, deaths (listed twice), percent, and births (twice). Complications (C2) and the unlisted childbirth appear to be the most difficult words, while the eight A2 and seven B2 words used do appear to balance each other for the target goal of B1, the authors’ suggested level for the text. Being tailored towards higher level students, students with beginner ability levels might find it difficult, especially young learners who lack the fundamental grammar, reading skills and vocabulary necessary.

### 3. THE IMPORTANCE OF SDGS IN JAPAN

Japan in particular faces many challenges concerning SDGs. SDG number 5, Gender Equality, is a major issue as Japan remains one of the lowest in the difference of pay gap between men and women among developed nations. According to the World Economic Forum, Global Gender Gap Index, 2023, (Global Gender Gap Report, 2023) Japan ranked 125th out of 146 nations with a 0.647 score on a scale of 0-1 with a score of 1.0 meaning fully realized gender equality. Year-over-year saw a net decrease of 0.002 points, making it the lowest ranked G7 country in terms of economic equality. In contrast, the next lowest G7 country was Italy at 79th and 0.705; the United States was 43rd with 0.748, and Germany was the highest G7 country at 6th with 0.815. The country with the highest equality was Iceland with a score of 0.912.

Affordable and Clean Energy, SDG number 7, became a major issue after the March 11, 2011 earthquake and tsunami wreaked havoc on the Fukushima nuclear power plant, contaminating the Pacific Ocean with radiation. This led to the reopening of several coal-powered power plants, and reignited the debate on whether nuclear energy was even viable. In fact, Japan has opened even more coal energy plants, such as the one in Aichi Prefecture, despite the stated goal of trying to phase out coal power. (Asahi Shimbun, 2022.) Not all hope is lost in the pursuit of renewable energy, however, as solar panels and wind turbines can be seen in drives down many highways in Chiba Prefecture and other rural areas.

But by far the most discussed SDG for years in Japan has been the declining birth rate, affecting Sustainable Cities and Communities, SDG number 11. According to Nikkei.com, Japan's birthrate fell to 1.2 in 2022, the lowest since 2005. (Nikkei Asia, 2022) The Japanese government has gone so far as to offer subsidies for children (DW, 2022), but at the same time, people argue that the subsidies are not enough, especially with the present stagnation of the Japanese economy.

Despite these three SDGs having a significant role in the future of Japan, there is one more SDG even more pressing for Japan and the entire planet: SDG number 13: Climate Action.

### 4. SAVING THE PLANET THROUGH SDGS

Climate Action is a major issue globally, as there have been more category 5 hurricanes and typhoons than ever before in recorded history, (Berardelli, 2019) and the summer of 2023 has seen prolonged heat waves and is the hottest summer on record. (NASA, 2023) This causes a chain reaction on all other SDGs, but particularly number 14, Life below Water, and number 15, Life on Land, which in turn affect even more SDGs. Leading scientists have been discussing the ramifications of climate change for years prior to the UN establishment of SDGs.

American astronomer and planetary scientist Carl Sagan testified before Congress in 1985, explaining how the "Greenhouse Effect" works and how climate change will affect the United States and the world

in the future. (“Carl Sagan Testifying before Congress on Climate Change”) The greenhouse effect is when certain gases retain the light emitted by the sun as heat, which is why greenhouses are able to grow vegetables by making efficient use of that heat, but also one of the leading contributors to global warming (“Greenhouse Effect”),

I’d like to close by just saying a few words on the kind of perspective that this problem as related problems pose to us. Here is a problem which transcends our particular generation. It is an inter-generational problem. If we don’t do the right thing now, there are very serious problems that our children and grandchildren will have to face. Heat is also a global problem. It is no good if just one or two major industrial nations take major steps to prevent a major increase still further in CO<sub>2</sub> and other greenhouse gases because other nations may through their industrial development cause the problem by themselves. (“Carl Sagan Testifying before Congress on Climate Change,” 13:57-14:52)

He goes on to use the example of coal, and burning of coal by the United States, Soviet Union and (then developing) China as one such problem.

Unfortunately, under the Donald Trump administration, the United States removed itself from many environmental protection plans and accords, including the Paris Agreement on November 4<sup>th</sup>, 2020, leaving a 107 day gap until the Joe Biden administration rejoined the Agreement on February 19<sup>th</sup>, 2021. (United States Withdrawal from the Paris Agreement.) As the world’s leading economy and manufacturer, this would have had a tremendous impact on both the environment as well as incentivizing other nations to be less diligent with their own environmental impacts at worst, or causing confusion at best had they not rejoined the Agreement.

## 5. DETERMINING A FUNCTIONAL APPROACH FOR TEACHING SDGs TO YOUNG LEARNERS

For the purposes of this paper and the English Teaching Methodology Course (for a brief introduction see Adkins, 2020) two approaches have been determined to exist: an overall approach to teaching SDGs encompassing multiple topics, and an in-depth approach that focuses on each individual Goal (as seen in *CLIL SDGs* above).

ECOTOPIA, a game developed by Sirin Guney Ozenc, attempts to educate children via a collaborative approach to a board game (Ozenc, 2020). The goal of the game is to reach net-zero emissions by purchasing or sharing technology with up to six fictional nations. As each improvement is made, the goal is to offset or decrease the Global Warming counter. If that counter reaches the limit of 20 units, the game ends and everyone loses. However, if one country reaches net zero before that happens, then the game is over and each country wins by way of having decreased their pollution levels.

Students learn cooperation and investment strategies while playing the game, and that there are trade-offs to each investment. For example, “solar energy farms” decrease carbon dioxide emissions while at the same time have the cost of the raw materials required to construct them. While the game appears to be an excellent way to practice using and discussing SDGs, this game takes a broad approach and does not focus in depth on any particular Goal. The recommended starting age begins at age 8, and as such more time would have to be invested into preparing younger learners for the concepts of the game (and even more challenging in a second language setting.) Also, Goals 1, 5, 8, 9, 10, 12 and 16 are not as prominently featured, though some of those present different challenges and would best be left to older learners as discussed later in Degrees of Difficulty. Something like number 10, Reduced Inequalities, could be taken as a less developed nation receiving assistance from one of the existing six nations in the game, and incorporated as part of an expansion set, or downloadable content for possible online versions of the game.

In order to cater to even younger learners in first or second grade, or offer an alternative play style, a card-based version in the vein of Monopoly Deal, a more simplified version of the original Monopoly board game, could be developed. Players could trade or sell cards such as “solar energy farms,” “wind energy” and (unincluded in the article) “bioenergy” or “geothermal energy,” receiving a bonus point from their pollution count upon achieving a set of three cards towards the same SDG. The possibilities are there to create interactive ways to learn that are both fun and educational.

## 6. DEGREES OF DIFFICULTY IN TEACHING SDGS TO YOUNG LEARNERS

Upon designing a curriculum for teaching SDGs to children in a second language, the first easily recognizable challenge is the varying degrees of difficulty regarding each individual SDG. To prepare student-teachers for this challenge, a worksheet was developed to confirm basic understanding of what SDGs are and begin thinking about how to teach them by answering the following questions. First, what are SDGs? A fundamental baseline understanding needs to be established in order to progress to more analytical questions. Second, why are SDGs important to study? This is accompanied by a ranking of each SDG by how important each one would be to teach, as well as how easy or difficult they would be for the student-teachers to teach. The easier a student-teacher thinks something would be to teach, the easier it actually should be to teach, theoretically. This also allows for comparisons and insight into common denominators as far as what should be taught at which levels, which is the third question: What is a good age to start learning about SDGs and why? It should follow that the earlier a student develops a basic grasp of SDGs, the sooner they will be able to study each individual goal.

Upon identifying which SDGs are easier or more difficult to teach, it might be determined that Number 15, “Life on Land,” could be easier to teach with regards to endangered species of animal and plant life,

TABLE 1: SDGs easy to difficult

SDG	Perceived Degree of Difficulty at Elementary Level	Concerns	Possible Solutions
1. No Poverty	Medium	Students might be of varying income levels and uncomfortable discussing topic. Do they have a fully formed concept of rich, poor and middle class?	Teaching about donating to charity might be possible. Homelessness could be taught, but further discussion might best be reserved for later years.
2. Zero Hunger	Medium	Students might be of varying income levels and uncomfortable with topic. Do students know the difference between hunger and starvation?	Create a safe zone where students can present their concerns to the instructor outside of class. Avoid singling out any specific students.
3. Good Health and Well-being	Easy	Students should be able to grasp basic health concepts.	Teach healthy diet and exercise routines; avoid anything technical or complex for now.
4. Quality Education	Medium	Vague concept at elementary level. Doubtful that students can articulate between “good” and “bad” education.	Place emphasis on reading and educational facilities such as libraries, schools and universities but avoid in-depth ideas.
5. Gender Equality	Difficult	Parental and governmental factors make this a touchy subject. Furthermore, such discussions are usually held at the university level.	Basic concepts of gender equality might be possible but introduction of hot topics is best avoided.
6. Clean Water and Sanitation	Easy	Teaching of fundamental clean water and sanitation issues should not be overly difficult.	Students could be familiar with clean water and sanitation to some extent. Science classes would help explain the concept.
7. Affordable and Clean Energy	Easy	Scientific concepts of clean and unclean energy should be possible; avoid policy discussion.	Students should be familiar with energy production to some extent. Science classes could reinforce the idea, or vice-versa.
8. Decent Work and Economic Growth	Difficult	This concept might be vague and difficult at junior high levels, let alone elementary school.	A few concepts could be presented in an overall SDG lesson but specifics can be left to other, higher-level classes.



SDG	Perceived Degree of Difficulty at Elementary Level	Concerns	Possible Solutions
9. Industry, Innovation and Infrastructure	Medium	Could be difficult at elementary level.	Basic concepts might be introduced in holistic settings but specific concepts are probably best left to non-primary learners.
10. Reduced Inequalities	Difficult	Students might be of varying income levels and uncomfortable discussing topic. Requires some international relations knowledge.	Create a safe zone for students. Avoid singling out specific countries or situations.
11. Sustainable Cities and Communities	Medium	Important for Japan but difficult at elementary level.	Real examples of sustainable population growth and city balance are required to move from theory to practicum.
12. Responsible Consumption and Production	Medium	Difficult concept at elementary level, especially as students are likely not yet direct consumers.	Introduce through money and responsible spending situations (food versus candy or a video game, for example.)
13. Climate Action	Easy	Currently taught in some classes and presented in media.	Adapting to first or second grade classes should not be overly challenging.
14. Life Below Water	Easy	Aspects are currently taught and presented in numerous ways in the media and at aquariums.	Students' familiarity with animals and fish should open the door for studying this goal.
15. Life on Land	Easy	Aspects are currently taught and presented in numerous ways in the media and at zoos.	Students' familiarity with animals and plants should open the door for studying this goal.
16. Peace, Justice and Strong Institutions	Difficult	Vague concept at elementary level. Requires some degree of political science understanding.	The UN and UNESCO could be introduced in an overall SDG lesson but specifics should be presented to older students.
17. Partnerships for the Goals	Difficult	Vague concept at elementary level. Requires some knowledge of political science and/or international relations.	Bilateral cooperation (US and Japan, for example) could be presented within the framework of overall SDGs but specifics should be introduced later.

(Created by the author)

deforestation and pictures of mining than the seemingly more abstract SDG Number 16, “Peace, Justice and Strong Institutions.” Life on Land can easily be taught using flashcards of said endangered species, then playing a game in which students place endangered species in one column and animals that are populous in another column to show the contrast. This can be done on paper as a writing activity, on the board as a flashcard activity, or even using the game Fruit Basket. Peace, Justice and Strong Institutions could present a far greater challenge, however. How does one teach civics (a high school level course) in an effective manner so that young learners may understand? How can a teacher effectively present international cooperation and NGOs (typically university level) to elementary students?

These questions lead us to consider the broad teaching of SDGs, which are ideally better for the more abstract concepts, versus the in-depth teaching of SDGs, which would be better for less complex Goals. A look at Table 1 shows one instructor’s opinion on how difficult each SDG would be to teach.

An in-depth look at SDG Number 12, Responsible Consumption and Production, may indicate that it can be both easy to teach in broad terms and of medium difficulty to teach in specific terms. A class in the 1st to 3rd grades might consider naming the objects, a glass bottle, a PET bottle, an aluminum can, and teaching the three Rs (reduce, reuse, recycle; more depending on context). A class in the 5th-6th grade or junior high school level might analyze the numbers on the bottom, determining what type of plastic the item is made of, then determining how best to recycle that object. SDG Number 5, Gender Equality, could be difficult to present not because of the difficulty of the subject, but by the challenges presented by external factors. Parents may or may not be open to having their children exposed to gender studies at such a young age, and educators should be very careful when deciding whether or not to pursue this SDG as a course of study. Governments may also play a role, as Florida passed Florida House Bill 1557, (“Parental Rights in Education”) commonly known as the “Don’t say gay” bill. Educators may be fired for even mentioning gender in their classes, and as such Gender Equality might qualify as a difficult SDG to teach.

For Ideas about how to modify a lesson for different levels, one can look to Wired’s YouTube series (“Astrophysicist Explains Gravity in 5 Levels of Difficulty”). In one video, the lecturer describes gravity to a child, teenager, college student, graduate student, and expert. It moves from basic questions to determine how well the counterpart knows the concept, then gives relevant examples that are easy to comprehend. For higher levels, the conversation is just that, steering more towards discussion than instruction. This insight as to how to reduce the complexity of issues may provide educators of primary students ideas on how to make SDGs more understandable to young learners.

Infographics such as <https://sdgs.un.org/goals/goal13> from the UN Department of Economic and Social Affairs can also aid the instruction process. The visual representations and simplified explanations make it easier to understand each individual SDG.

## 7. TEACHING SDGS SUBLIMALLY MAY BE A KEY TO EDUCATING YOUNG LEARNERS

“Dinosaurs and All That Rubbish” (Foreman, 1972) serves as yet another example of the importance teaching SDGs to children but was written 50 years prior to current UNESCO strategies.

The story is about an entrepreneur who sees a beautiful star in the sky and does everything in his power to travel to the star. He ravages Earth’s environment to build a rocket to travel to the star. Upon reaching that star, he found nothing of interest except another beautiful star in the sky. Dinosaurs then emerge from planet Earth and cleanse the planet of its pollution and rubbish. The man returns to the “new star,” which is in reality the same Earth he left, and is lectured by a dinosaur that the planet belongs to everyone. Dinosaurs, other animals and the man pledge to protect the environment together. Contrast this with “Mirai wo Kaeru Message: Minna no SDGs (Mizutani and Merry Project, 2021), a more modern story with SDGs at the forefront. This bilingual book starts by describing the uniqueness of our planet in the universe, then proceeds to describe SDGs of Life Under Water/Clean Water and Life on Land before describing population, food and energy issues (SDGs 11, 2 and 7 respectively). Then it shows all 17 SDGs, and in the following pages offers solutions alongside individual goals. Both books have a strong focus on the environmental SDGs and can serve as introductions to the global challenges we currently face. Minna no SDGs goes a step further by offering suggestions that incorporate each SDG, while also attempting to evoke emotional responses periodically throughout the book.

Similarly, the National Aeronautics and Space Administration (NASA) on their Climate Kids website teaches various aspects of climate change, water and water life, and plant and animal life, but fails to mention any SDG. (“Climate Kids”) Whether this is because of the temporary withdrawal of the United States from the Paris Agreement, or some other facet of the United States and its strong individuality is unknown, but it seems that the concept of SDGs as a whole is less widespread there than in Europe, Japan and other countries.

## 8. CONCLUSIONS AND AREAS FOR FUTURE RESEARCH

The implications for SDGs and effective teaching of them could not be more clear: action must be taken to curtail the ongoing, ever-worsening effects of climate change, while also finding a way for sustainable growth as the world population soars above eight billion people.

Classes that teach SDGs, especially to young learners, should first aim to teach overarching goals, multiple goals at the same time, and use terminology and situations that are easy to understand at grade school level. Because this is a field of research that has yet to be fully realized, more study is required to determine the best approaches to instruction of SDGs for young learners. Strategies must be found to determine whether wholistic exploration of SDGs is better than education for individual Goals or

vice versa, as well as the most effective presentation techniques and vocabulary that meets primary educational levels.

English Teaching Methodology, the course discussed in *Developments in English Teaching Methodology* (Adkins, 2020) will attempt to explore both as the first session of SDGs will introduce the goals and use interactive instruction techniques to frame the discussion for the following lesson. The second session will then focus on a specific Goal, with a different Goal for each of three classes. It will be interesting to see how different approaches are used in other courses, preferably leading to comparative analyses.

Future research can compare the effectiveness of the two approaches to teaching SDGs, as well as explore whether the young learners, having experienced studying a different Goal in each class, discuss with the other classes to discuss and teach each other the Goals they did not experience learning firsthand.

In view of what has been discussed in this paper, it is abundantly clear that teachers need to have the resources and teaching techniques necessary to be able to effectively instruct young learners about SDGs so they are equipped with the skills and knowledge to in the future enact policies that can have an impact on the challenges we face as a society. Educators need to band together to make SDGs and SDGs Education ubiquitous for the future of our planet.

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