

# GUIDE

## For educators (teacher, trainer and parent)

### Why this guide?

- Each course is accompanied by a guide. It enables users of the course to take their learning further.
- It is particularly intended for teachers or supervisors, to help them run workshops on the various themes covered.
- In this way, supervisors can raise questions, put the content of the module into perspective of the course in the context of each country and suggest ways of taking action locally.

### How should you use it?

Each course is divided into 3 parts: *Discover*, *Understand* and *Act*. Depending on the time you have available and the equipment you have, you can:

1. Simply let the students work independently or in small groups on each course and encourage them to lead discussions amongst themselves. They can, of course, use the guide themselves!
2. Once they have gone through the course, use this guide to lead the conversation and make sure everything is understood. Don't let the concepts remain vague or remote. Every student should be aware of the impact these subjects have on their daily lives.
3. You may also prefer to go step by step through the course with the whole class. In this case, project it onto a screen so that everyone can follow the same window.

*Nota bene: this document is simply a basis for reflection! It will help you to organize the work around the different themes, but you are free to launch other debates and ask other questions. The more you personalize the content, the more the subject will speak to your learners.*

# COURSE 1 Nature on Earth

## WHAT ARE THE OBJECTIVES OF THE COURSE?

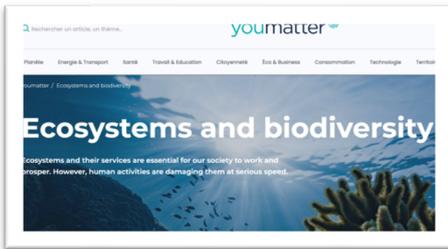
- ➔ Discover what terrestrial biodiversity is and why it is essential for our survival.
- ➔ Understand what the balance of terrestrial biodiversity means and what threatens it.
- ➔ Find solutions to preserve it and, if possible, put them into practice.

## FIRST PART: DISCOVER

### A. WHAT IS BIODIVERSITY?

A FEW QUESTIONS TO ASK TOGETHER:

1. To better understand the word **biodiversity**, find several examples to illustrate each of its components: ECOSYSTEM, SPECIES, GENE.
2. Identify 5 reasons why it is essential to conserve biodiversity. What are you doing or what would you like to do to contribute to this conservation?
3. In your region, what are the main threats to biodiversity? What do you do, even if you don't mean to, that increases these threats?



## READING : ECOSYSTEMS AND BIODIVERSITY

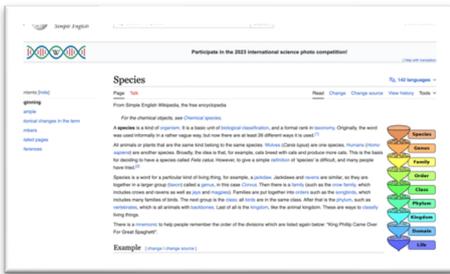
A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. Make a list of the major elements of terrestrial biodiversity that you know about in your region: remarkable ecosystems, emblematic species, biological phenomena, etc.
2. Build a tree map describing the biodiversity around you: the main ecosystems, the species that inhabit them, the relationships between them, etc.
3. Choose a particularly interesting ecosystem in your region and describe how it works: what does it consist of? What species live there? What threats does it face? Summarize all this for the class.

### B. WHAT IS A SPECIES? WHICH SPECIES ARE THREATENED?

A FEW QUESTIONS TO ASK TOGETHER:

1. Which terrestrial species live in your region? What are the differences between them? Do they change their appearance over the course of the year? Are there any differences between males and females?
2. What terrestrial species do you know that are threatened? Which of these species are found in your region?
3. Why are these species threatened? List the threats in order of importance. Which threats exist near you?
4. Do you think that you too are contributing to these threats, either directly or indirectly? Can you contribute to finding solutions?



## READING: SPECIES

### A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. Find 5 animal and/or plant species that live near you and describe their similarities and differences. Why might they be considered different species?
2. Determine the status of the species you have mentioned. Choose a few species and access the Red List of Threatened Species at [www.iucnredlist.org](http://www.iucnredlist.org) to check the status of each one.
3. Prepare a presentation for the rest of the class on an endangered species in your region, explaining what makes it special, the threats it faces and the current responses, or those you suggest!

## SECOND PART: UNDERSTAND

### B. WHY NATURE IS IMPORTANT FOR US?

#### A FEW QUESTIONS TO ASK TOGETHER:

1. What elements of nature are essential to our survival and cannot be replaced or manufactured by us?
2. What services does nature provide around you? What services exist elsewhere but not here? Make as complete a list as you can.
3. What threats do we see around us that impact these services and reduce their benefits?

#### A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. In your region, identify the main services provided by the ecosystems around you (e.g. mangroves protect the coastline, forests provide wood and store carbon, marshes filter water, etc.) and draw a picture of them.
2. Choose an ecosystem service that is important to you. Describe how it works, what it produces and why it is important to your life. Use local examples to illustrate its benefits.



## READING: WHAT IS BIODIVERSITY?

## C. EXTINCTION OF SPECIES

A FEW QUESTIONS TO ASK TOGETHER:

1. Do you know of any species that have become extinct? What are the main reasons for this? Are there any species that have disappeared near you?
2. What is industrialisation? What has changed since the start of the industrial era in the 1900s? What are the consequences for biodiversity today?
3. What could happen if a keystone species disappeared? Do you know of any such species in your region?



## READING: EXTINCTION FACTS FOR KIDS

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. Choose a species that has disappeared in the past and retrace its history: where did it live? What happened to make it disappear? Is it a consequence of human activity? How could we have saved it?
2. Identify an important species in your region today and describe everything it does in nature, positively or negatively. Explain and illustrate the possible consequences of its disappearance.

## D. CAUSES DE LA DISPARITION DE LA BIODIVERSITÉ

A FEW QUESTIONS TO ASK TOGETHER:

1. What are the five main causes of biodiversity loss on Earth?
2. Can you find examples of these causes around you?
3. How do they affect the biodiversity around you?
4. Do you think you can increase or decrease these causes through your actions and your everyday life?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. Identify an ecosystem near you that is being modified by human activity. What is happening? Who is responsible? What are the consequences for nature?
2. Identify the changes in nature around you that can be linked to climate change. Describe how nature is changing and the possible consequences for the biodiversity you know.
3. Identify a source of pollution near you and describe it in detail: why does it happen? Who is responsible? How does it affect biodiversity? What can be done about it?
4. Identify the main factors in your life that could contribute to the disappearance of biodiversity. What do you do, voluntarily or involuntarily, that could have a negative impact on biodiversity?

## THIRD PART: ACT

A FEW QUESTIONS TO ASK TOGETHER:

1. Do you feel that you are contributing, directly or indirectly, to the disappearance of biodiversity around you? Please describe why.
2. Do you pay attention to the origin of the products you consume? Why is this important? What would need to change for these products to have less impact on nature?

3. Do you often eat animal products (meat, milk, eggs, etc.)? Why is it important to eat them? Can you do without them? Can we eat less? What impact will this have on nature?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. Organise an outing to a nearby ecosystem to list as many animal and plant species as possible and draw them in their natural environment.
2. In a small group, visit a grocery shop or market near you and make a list of the fresh produce found there that has been imported from far away. Try to draw up a list of products prepared close to home that could easily replace them!

**To share your ideas with other teachers or simply to find inspiration, join the [Youth Conservation Facebook group](#) dedicated to teachers and educators (parent, trainer, etc ...).**