

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 3 Climate change

WHAT ARE THE OBJECTIVES OF THE COURSE?

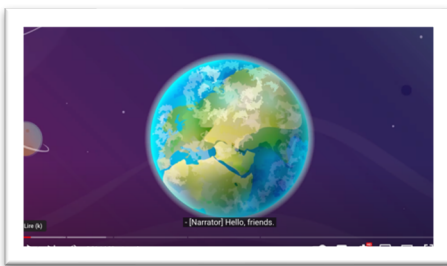
- Find out what climate change is, how it manifests itself and how it affects us.
- Understanding what causes it and its consequences for nature and mankind, now and in the future.
- Thinking about solutions to avoid it or, at least, adapt to it.

FIRST PART: DISCOVER

A. GREENHOUSE EFFECT

A FEW QUESTIONS TO ASK TOGETHER:

What is the greenhouse effect? How does it work? Why is it so important and yet so dangerous?



VIDEO: WHAT IS THE GREENHOUSE EFFECT?

Look at the list of the main greenhouse gases (GHGs): identify those that you contribute to producing every day through your activities. Link these activities and the gases produced in a table.

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Make a list of the greenhouse gases you produce. Think together about what you could do to limit the production of these gases, either individually or by taking joint action.

Around you, identify the main large-scale sources of greenhouse gases (agriculture, industry, transport, cities, etc.). Think about possible solutions to limit their GHG production. If you come up with a good idea, why not share it with the people responsible for this production?

B. CLIMATE

A FEW QUESTIONS TO ASK TOGETHER:

We talk a lot about climate, but what is it really? Define what is behind this word and illustrate it with specific examples.

We know that the climate has always been changing, so why are we particularly worried about it now? What's really worrying us, given that some of the Earth's inhabitants are dreaming of being a little warmer!



READING: KEY FACTS ON CLIMATE CHANGE

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Around you, identify the most obvious manifestations of climate change. List those that seem positive to you and those that have a negative impact on nature or on your life.

Ask your elders to tell you "what it was like" when they were your age, and draw up a table with the differences or similarities you can identify. What do you find most worrying for the future?

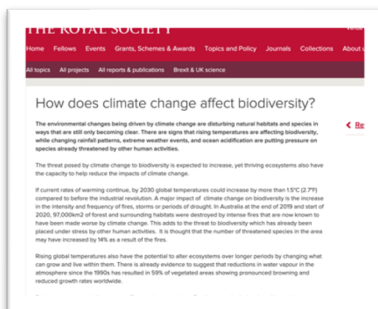
SECOND PART : UNDERSTAND

A. SPECIES THAT DON'T LIKE CHANGE

A FEW QUESTIONS TO ASK TOGETHER:

Climate change is altering ecosystems, and some species are suffering as a result. In your region, identify the emblematic animal or plant species that could suffer from climate change.

Choose a species that you consider important and imagine what will happen to it if nothing changes. And if we act in time?



READING : HOW DOES CLIMATE CHNAGE AFFECT BIODIVERSITY?

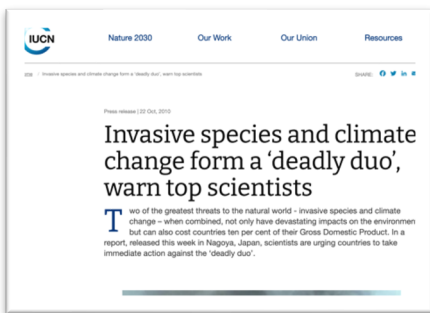
A BIT OF GROUP WORK TO GO INTO MORE DETAIL

In the past, famous species such as the Dodo or the American Migratory Pigeon have disappeared. Identify the causes of these disappearances. How are they linked to human activities? How does this differ from the impact of climate change? Draw up a tree of the causes and consequences of human activities on nature, highlighting in particular those relating to climate change.

B. SPECIES THAT LIKE CHANGE

A FEW QUESTIONS TO ASK TOGETHER:

Some species and organisms are adapting and benefiting from climate change. What are these species in your region? What risks do they pose to i) nature, ii) agriculture and livestock farming, iii) other human activities?



READING: INVASIVE SPECIES AND CLIMATE CHANGE FORM A "DEADLY DUO"

Some of these species are of interest to humans. Do you know any of them? Could they settle in your region and become useful to nature or to local people?



LECTURE : BIODIVERSITÉ ET ADAPTATION DES CULTURES FACE AU CHANGEMENT CLIMATIQUE DANS LES PAYS DU SUD

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Identify an animal or plant species that could (or is already) developing in your region as a result of climate change. In a table, describe the benefits it could bring and the risks it poses to the environment. Identify what it could bring or take away from mankind. Think about what needs to be done to anticipate these changes.

C. OUR HEALTH

A FEW QUESTIONS TO ASK TOGETHER:

As global temperatures rise, so do fears for human health. What could be the direct or indirect consequences of global warming for us? Draw up a table showing what you can already see happening and what could happen in the future if we do nothing. Think about the strategies you can implement now to limit the risks.

Identify the different diseases that could benefit from climate change and rank them in order of importance in your region.

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Choose one of these diseases and describe how it works, and how climate change could exacerbate it. Illustrate this in the most meaningful way before presenting it to the rest of the class.

THIRD PART: ACT

A FEW QUESTIONS TO ASK TOGETHER:

All the countries in the world (practically all!) have signed up to the United Nations Convention on Climate Change. So what is this convention? Where does it come from? How does it work? What are the results? How can we, at our level and in practical terms, contribute to the joint efforts within the framework of:

- the transport we use;
- the food we eat;
- our water consumption.



READING: UN FRAMEWORK CONVENTION ON CLIMATE CHANGE

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Develop a strategy to make your school more climate-friendly. In groups, think about how to:

- make better use of energy: change light bulbs, limit the hours of lighting, heating or ventilation, switch off after lessons, etc.
- better manage waste flows: organise the collection of anything left over after the canteen or school work and set up selective sorting. Create a composter for the garden, make each class responsible for collections...
- consume better: ensure that the canteen is supplied locally, and if possible organically. Make sure that school supplies are reasonable, that there are no extras to throw away. Recycle notebooks, sheets of paper, pencils, etc.
- organise transport better: develop voluntary car-pooling, organise public transport between friends, set up a bike club...
- rationalise water: make sure there is no wastage, that rainwater is collected and used, look for every point of water consumption and try to reduce it...

By doing all this with the other classes and clubs in your school, you'll get everyone involved in a much-needed change!

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 ...).