Youth conservation

V2
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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 4 Majors threats on Earth

WHAT ARE THE OBJECTIVES OF THE COURSE?

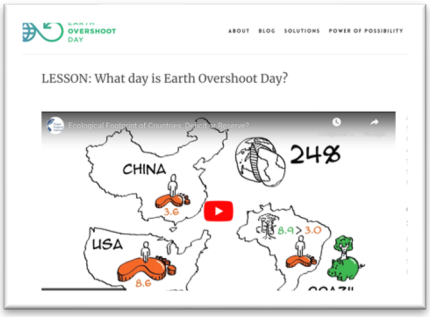
- ➔ Discover how the way we operate threatens the natural balance.
- ➔ Understanding the resulting pressures and threats: habitat fragmentation, climate change, pollution, overexploitation of resources, species invasions, etc.
- ➔ Finding solutions to these threats, changing our modes of consumption, developing our economic model, adapting our cities, restoring nature when it has been degraded.

FIRST PART: DISCOVER

A. THE EARTH OVERSHOOT DAY

A FEW QUESTIONS TO ASK TOGETHER:

The course talks about the day on which the Earth is overtaken. How do you think this is determined? What does it mean in practical terms? Does it indicate a real problem, and if so, how can we describe it? And what can be done to reverse the trend? Why do we contribute differently depending on where we live and how we live? Who are the "bad pupils" and who are the "good pupils" on the planet?



READING: WHAT DAY IS EARTH OVERSHOOT DAY?

A ROLE-PLAYING GAME TO LEARN MORE

This day of overshoot is calculated for the whole world. But each region contributes very differently. Find out what are the main causes of this day's advancement over time. Identify the global ones that you have little control over and the local ones that you can do something about. Do this in groups, each group dealing with a different part of the world. Present the problems in a table with possible solutions and defend your region to the best of your ability, if you can!

B. THE MAIN CAUSES OF BIODIVERSITY

The course mentions the five main causes of biodiversity loss (habitat fragmentation, pollution, climate change, overexploitation and invasive species).

1. Of these five causes, which do you think are the three most important?
2. What are their impacts?
3. How do they manifest themselves?
4. What could you do to limit them?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Form three groups and choose one of these causes for each group. Describe it in detail: who is responsible? How is it developing? What solutions can be found, globally or locally? What can you do individually or as a group? Present your analysis to the other two groups and identify the factors common to these causes.

C. OUR ECOLOGICAL FOOTPRINT

A FEW QUESTIONS TO ASK TOGETHER:

The ecological footprint is another way of expressing mankind's impact on the Earth, in addition to the day we exceed the Earth's limits. Using the calculator presented in the module, calculate your class's footprint by adding up all the pupils and the teacher. Try to estimate the footprint of an equivalent class in another country, in another region, by imagining the possible answers of a "standard" pupil to the test. Why are they so different?

A ROLE-PLAYING GAME TO LEARN MORE

Form two groups representing two different students: one who is very concerned about the environment, and one who is not concerned at all. Imagine their answers to the ecological footprint calculation test and compare the scores for each heading (food, transport, energy, etc.). Imagine and discuss the arguments each pupil needs to put forward to explain their position and convince the other that they are right!

SECOND PART: UNDERSTAND

A. THE HUMAN POPULATION IS GROWING

A FEW QUESTIONS TO ASK TOGETHER:

The growing human population on the planet is leading to ever greater consumption of its resources. What was the population of your country in 1900? In 1950? In 2000? And today? What does this mean for the environment around you? Do you think the resources available are sufficient? What will happen in the next few years?

READING: DEMOGRAPHIC CHANGE

READING: GLOBAL POPULATION HITS EIGHT BILLION – CAUSES AND CONSEQUENCES OF OVERPOPULATION

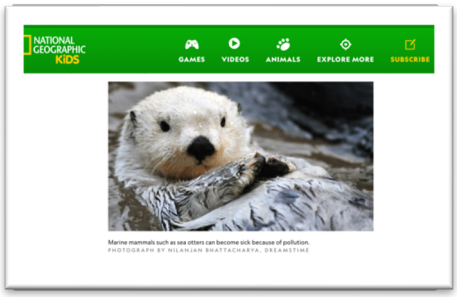
A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Using your region as an example, list all the changes that have accompanied this population growth in recent years. Working in groups, analyse the changes in agriculture and livestock farming, transport, urban living, energy distribution and consumption, and give examples of their impact, positive or negative, on nature. Put the results of all the groups together in a single table and think about how all these impacts will transform the world around you.

B. POLLUTION

A FEW QUESTIONS TO ASK TOGETHER:

What different forms of pollution do you see around you? Draw up as complete a list as possible and describe the problems they pose for nature or mankind, in general or more specifically in your region.



READING: KEY FACTS ON POLLUTION

READING: TACKLING THREATS THAT IMPACT THE EARTH

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Choose one type of pollution per group and link it to its source (what creates it) and its consequences (what impacts it has). Present this in the form of a tree with all the sources, contributing factors, consequences and impacts. Identify what could be done to limit this pollution or reduce its impact. Present your analysis to the other groups and see what factors are common to the various sources of pollution.

C. INVASIONS

A FEW QUESTIONS TO ASK TOGETHER:

The course suggests some invasive species, but which ones live in your region? Which sectors are affected and with what consequences? Draw up an indicative list of the main invasive species that can have an impact on your daily life and briefly describe each one.

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

As a group, choose an invasive species that is particularly important in your region and present it in a drawing.

Compare its impacts with those of species in other groups and draw up a list of "seriousness" and the urgency of taking action.

THIRD PART: ACT

THE RIGHT RESPONSE TO EVERY THREAT

HABITAT DEGRADATION

At your own level (at home, in a club, at school, in groups, etc.), find out how you can restore a natural environment that has deteriorated near you. How do you restore a garden? An urban park? A wasteland at school? List the possible solutions, such as creating nesting boxes and shelters for small mammals, planting trees and shrubs that will feed the birds later on... in short, imagine how you can restore nature around you! And if possible, take action!

POLLUTION

Around you, identify the different sources of chemical, noise and light pollution. Choose the ones where you can make a difference and propose actions to deal with them. For example, by planning to turn off unnecessary outdoor lights, by proposing to isolate sources of noise, by setting up a programme to monitor the health of the river near you to detect possible pollution and warn potential polluters of its impact. All these plans could then become reality!

CLIMATE

Difficult to make an impact on the climate? Split into groups, each group will deal with one topic: what can you do to improve your carbon footprint in terms of:

- everyday transport;
- energy consumption;
- waste recycling:
- saving water?

There's a lot to be done in each of these areas. Present your ideas to the other groups and evaluate theirs. Then put them into practice!

OVERCONSUMPTION

Decide to change your consumption habits and take action. As a group, list everything you consume each week - food, clothing, energy, data, etc. - and draw up a table showing what is essential, what could be reduced or even replaced and what is completely superfluous. Establish a common plan within the group to reduce these last two headings, with quantified targets to be reached, week by week. Start and take stock every week, then review the situation a month later. Present your progress to the other groups and celebrate the best group!

INVASIVE SPECIES

Take a look at the natural world around you and identify the invasive species that are there - they're bound to be there! In your garden, in the school garden, in the neighbouring park... find a species that poses a problem and develop a plan to deal with it. List what needs to be done and by whom, and inform everyone involved of the role they can play!

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 ...).