

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 5 NATURE AND MY HEALTH

WHAT ARE THE OBJECTIVES OF THE COURSE?

- Discover all that nature has to offer to help you live a healthy life.
- Understand the link between nature's good health and our own, how new diseases emerge as a result of our activities and how nature helps us to respond to them.
- Implement solutions to consume better and stay healthy, to better use the benefits of nature while respecting it.

FIRST PART: DISCOVER

A. AIR, OUR ESSENCE OF LIFE

A FEW QUESTIONS TO ASK TOGETHER:

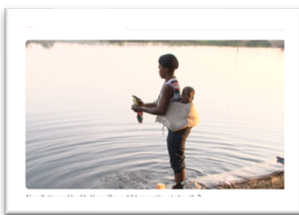
The quality of the air we breathe influences our health.

1. Where does pollution come from? Are there also natural sources of pollution?
2. What are the main air pollution sources on the planet? Make a list of the top five and for each, identify the main cause and at least one illness that can be attributed to it.
3. What risks do we run when the air is polluted?

SOME RESOURCES FOR BETTER UNDERSTANDING



READING: AIR POLLUTION AND CHILDHOOD



READING: AIR POLLUTION AND HEALTH: HOW WILL OUR CHILDREN CONTINUE TO BREATHE?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

As a group, ask yourself these questions:

1. In your region, what and where are the main sources of air pollution (natural or man-made)?
2. Who is mainly affected?
3. Do you see the effects?

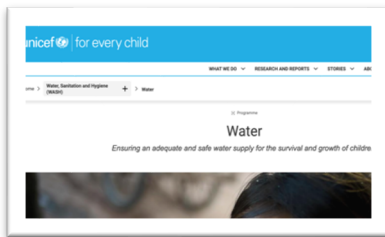
Make a list of sources then choose one source per group. Explain for each source what its causes and effects are, either in a table or through a drawing. Don't forget about natural causes like dust, pollen, etc. !

B. WATER, SO ESSENTIAL

A FEW QUESTIONS TO ASK TOGETHER:

Water is essential to life. But poor quality water can be the source of numerous pathologies.

1. Where does the water we drink come from?
2. How is it captured, transported, distributed?
3. What treatments does it receive before we consume it? Or which ones should she receive?
4. How can we ensure that it remains of good quality from its pumping to our glass



READING: KIDS AND WATER

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Evaluate each stage of the water cycle you consume in your area:

1. Where does it come from?
2. How is the water reserve constituted?
3. How is it pumped? How does it reach you? What water distribution system exists? Is it safe and does it keep water healthy?
4. How is this water used? Who treats her? Who controls it? Who consumes it?
5. How is "used" water managed? What do we do with water after use? Where is she going ? Who manages ? Is it recycled?

As a group, choose a part of the cycle. Each group will present their work and together you will reconstruct the water cycle from the rain that generates it falling on your school or your house to the last drop that you use!

SECOND PART: UNDERSTAND

A. NEW DISEASES

A FEW QUESTIONS TO ASK TOGETHER:

As we see in the course, transformations in nature and human activities are causing new diseases to emerge.

1. What important diseases have recently emerged in your area?
2. What causes do you know or can imagine?
3. How can the nature around you help control these diseases?



READING: HOW DOES CLIMATE CHANGE AFFECT DISEASE?

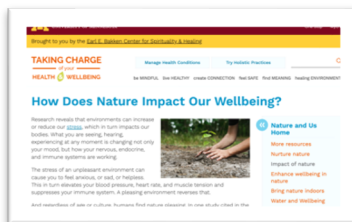
A BIT OF GROUP WORK TO GO INTO MORE DETAIL

1. In your region, identify the main services produced by the ecosystems around you (for example mangroves protect the coastline, forests provide wood and store carbon, marshes filter water, etc.) and illustrate them in a drawing.
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. Take local examples to illustrate its benefits.

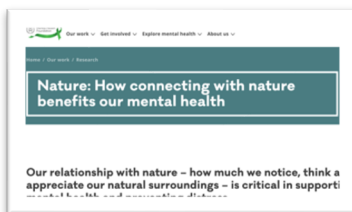
B. WELL-BEING AND NATURE

A FEW QUESTIONS TO ASK TOGETHER:

1. How is nature so important in our daily lives that some people cannot do without it?
2. Could you live only in a city, cut off from nature?
3. What would you miss if you lived in an artificial environment? Describe your feelings towards nature, try to understand where these reactions come from.
4. Compare the way you feel about nature between you... Who is more sensitive to nature than others?



READING: HOW DOES NATURE IMPACT OUR WELL-BEING?



READING: HOW CONNECTING WITH NATURE BENEFITS OUR MENTAL HEALTH

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

Take half a day or at least two hours to go out, in class, to a "natural" place if you can. All together, try to describe what this place inspires in you. Identify what you find there that is beautiful, comforting, perhaps strengthening. Compare what you feel to what you would be experiencing if you had stayed in class. What differences does this make? Put words on your emotions which you will gather in a large tree drawn with the possible links between these emotions.

THIRD PART: ACT**(RE)-INVENT THE MENUS!**

As we have seen, a good way to stay healthy while respecting nature is to eat well. So as a first action, why not all together decide on the best menus at school (or at home)? Choose seasonal products, grown near the school, limit the intake of products of animal origin, favor fruits and vegetables... Think about the best menu of the week and submit it to the canteen manager! Discuss with him what he can do, help him find solutions, it can change everything on a daily basis!

A VEGETABLE GARDEN AT SCHOOL?

If you can, why not set up a vegetable garden at school or near your home, with friends? Choose plants known to grow well in your area and cultivate them with patience. We learn a lot of things by growing vegetables, fruits or useful plants for cooking, decoration, care!

GO OUT!

Walks in nature are a powerful remedy against fatigue, stress, etc. So why not create a "walking club" and organize regular hikes with your friends in the nearby forest, on the beach, by the river? And don't forget to invite other people to, little by little, raise their awareness about nature protection. And for those who don't really like walking, organize themed outings: treasure hunt, orienteering, harvesting products in the forest, etc. Little by little, they will learn to love nature and will no longer be able to do without it. Watch these changes!

RECYCLE

This is an essential action, at home, with your friends, at school... Everywhere! Set up collection points for products to be recycled, paper, cardboard, glass, plastic or even clothing or other objects that have become useless. It's not easy because you'll have to find out who will recycle them and how, ensure that it's truly ecological... but you'll get there!

CREATE YOUR OWN PHARMACY

As explained in the course, there are many products that are good for our health in their natural state and can easily replace commercial chemicals, or even certain medications. Make a list of what exists or can grow near you and start growing medicinal plants! Once grown, share them, exchange them with your friends to make their virtues known. And use them whenever necessary...

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 ...).

