

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 6 Conserving nature in a different way

WHAT ARE THE OBJECTIVES OF THE COURSE?

- Discover the most useful advances, innovations and technologies for conserving the environment more effectively.
- Understand how these changes will enable us to ensure our ecological transition, greater social justice and how we can prepare a more balanced, healthier and sustainable world.
- Explore and use these innovations to support sustainable development while respecting nature and, ultimately, living better!

FIRST PART: DISCOVER

A. TECHNOLOGIES MADE FOR NATURE?

A FEW QUESTIONS TO ASK TOGETHER:

Is it true? Are there technologies that can help us preserve nature? Together, let's think about the ones we know about. Let's also try to imagine what problems could benefit from these innovations (or new ones!) even if they haven't yet.

What technologies are we already using directly around us, at home, at school, in our town? Let's make a list and compare it with what's happening in other towns or countries, by searching online.



READING: ARE ECOLOGY AND TECHNOLOGY COMPATIBLES ? OR WILL TH FUTURE BE LOW-TECH ?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

As a group, choose a technology that you think is interesting and useful for the environmental problems you know about. Describe its origin, how it works, what its positive effects are, what its limitations are, who uses it, under what conditions, etc. Present it to the rest of the class and compare the various technologies dealt with by the different groups to finally elect the one that seems most relevant to you!

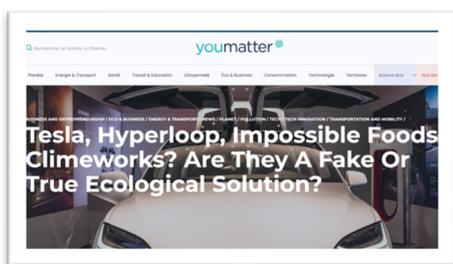
B. ECOLOGICAL TRANSITION

A FEW QUESTIONS TO ASK TOGETHER:

The module talks about the ecological transition. What does this mean in practical terms for you? What examples can you think of around you? What examples do you know of that concern us all? What role do technologies play in this transition?



READING: ENSURING A SUCCESSFUL ECOLOGICAL TRANSITION



READING: ARE INNOVATIVE TRANSPORT FAKE OR TRUE ECOLOGICAL SOLUTION?

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

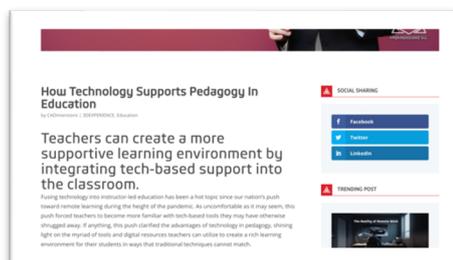
Find examples of behaviour, habits, actions... that you could change around you to take part in this transition. As a group, choose one of these topics and describe what is currently happening and what could change, thanks in particular to innovative technologies. Present your solutions to the rest of the class and analyse those of the other groups to try and improve them. And if possible, implement them!

SECOND PART: UNDERSTAND

A. LIVING SMARTER?

A FEW QUESTIONS TO ASK TOGETHER:

As we can see from the module, technology can help us to improve our lifestyles while conserving resources more efficiently. We talk about "intelligent cities and homes". But how can you make your school an "intelligent school"? What areas could you improve? What changes would help to limit energy consumption, save water, recycle better, share resources more, sort and manage waste better? Identify all these topics and propose practical actions to implement them, within the class or at school level!



READING: HOW TECHNOLOGY SUPPORTS PEDAGOGY IN EDUCATION

B. A BETTER UNDERSTANDING OF NATURE?

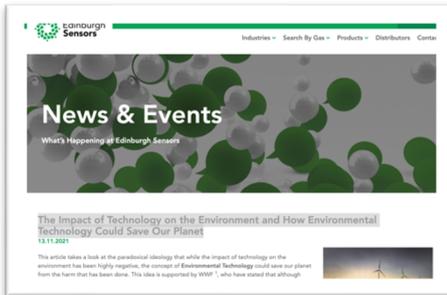
LET'S THINK ABOUT THIS TOGETHER

Do you know the nature that surrounds you? In all its facets? If so, well done, if not, what could you do to improve? What easy technologies could you use to discover the natural world around you and get to know it better? For example, you could use your phone as a sensor to take photos, record sounds, analyse the data using different applications...

AN EXAMPLE OF WHAT CAN BE DONE?



READING: 7 WAYS IN WHICH YOUTH CAN PROTECT THE ENVIRONMENT



READING: HOW ENVIRONMENTAL TECHNOLOGIES COULD SAVE OUR PLANET

A BIT OF GROUP WORK TO GO INTO MORE DETAIL

In groups, choose a captivating animal or plant species and research on the internet how it is being studied by researchers, near you or around the world. Discover the technologies used to track plant growth, bird nesting, migrations, fish reproduction and more. Each group will present a poster to the rest of the class on all aspects of the study of these species.

PART THREE: ACT

CONNECT WITH NATURE!

All over the world, there are Nature Clubs and schools that, like you, are interested in conserving our planet. Choose a country, region or town near or far and get in touch with those who share your passion. Introduce them to what you're doing in class, learn what they're doing and develop joint activities, in the field or online. In short, broaden your natural horizons and discover all the solutions that others have prepared to help you! And why not twin up to strengthen the links?

PREPARE FOR YOUR FUTURE

The environment, sustainable development and the management of natural resources are just some of the sectors in which new professions are emerging. Find out more and make a list of all the opportunities that might interest you, now or in the future. Contact people already working in these sectors to find out more. Organise an information day on these careers at school to encourage other people to join the movement.

TAKE ACTION!

From all the options proposed in the module (recycling, energy saving, optimising consumption, etc.), choose one and implement it in a group, at school or in a club, trying to develop or use the most suitable technological solutions to achieve the best results. It's easier than spreading yourself too thin, even if you have to work hard on all fronts!

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 ...).