ACTION KIT

Champions for Nature Challenge

Earth Tribe's recognition for the Better Choices and Nature and Biodiversity learning paths

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Creating a Better World

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This document is primarily for National Scout Organizations (NSOs), National Scout Associations (NSAs) and educational institutions in general.

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The World Wide Fund for Nature (WWF) is one of the largest environmental organisations in the world. For almost 60 years, WWF has worked to help people and nature thrive. As the world's leading conservation organization, WWF works in more than 100 countries. At every level, they collaborate with people around the world to develop and deliver innovative solutions that protect communities, wildlife, and the places where they live.

WWF's mission is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature, by conserving the world's biological diversity, ensuring that the use of renewable natural resources is sustainable, and promoting the reduction of pollution and wasteful consumption.

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WOSM

Scouting provides young people with opportunities to participate in programmes, events, activities and projects that contribute to their growth as active citizens. Through these initiatives, young people become agents of positive change who inspire others to take action.

WWF

This Challenge is represented by a very well known and charismatic black and white animal - the Panda - that was classified as an endangered species for a long time and a symbol of the WWF since its formation in 1961. In 2016, the Panda was reclassified as a vulnerable species and continues to be a world symbol when it comes to species conservation.

Through the partnership with WWF, WOSM has reviewed its approach to environmental education; Scouts have engaged in worldwide campaigns such as the global celebration of Earth Hour; some National Scout Organisations have established local collaboration with WWF to educate young people about environment; and the Scouts Movement has received expert advice in developing the Earth Tribe Initiative and the Champions for Nature Challenge.

This Champions for Nature Challenge Action Kit is designed for young people to:

- Explore and understand different environmental issues related or as a result of consumption habits in the learning paths of **Better Choices** and **Nature and Biodiversity**.
- Be able to identify the needs and challenges related to personal habits, responsible consumption and our interaction with nature, in your community and work with others to create sustainable solutions
- Take action to contribute in solving specific issues related to **Better Choices** and **Nature and Biodiversity**, while working with key stakeholders: community, your group, or partners.

Through the Champions for Nature Challenge, you are walking on the journey to becoming a member of the Earth Tribe.

This Challenge is designed for all young people from seven years and above, eager to discover new ways to advocate and contribute to the protection of nature, and develop new consumption habits that actively contribute to protecting our natural resources. The Champions for Nature Challenge offers meaningful content and activities for you.

Explore the requirements of this Action Kit to complete the Champions for Nature Challenge and become a member of the Earth Tribe as a:

Advocate for better choices

Adopt and advocate for meaningful habits towards developing an eco-friendly and healthy lifestyle

OR

Champion for Nature

Understand ecosystems and connect with nature, and adopt sustainable practices in protecting natural resources

Champions for Nature Challenge and Earth Tribe journey

The Champions for Nature Challenge is one of the many Challenges that enable to become part of the Earth Tribe. Adults will support you to succeed in this journey.

Discover and share interest to take on Challenge

- Introduction to becoming a member of the Earth Tribe
- the Champions for Nature Challenge
- Conduct a self-assessment on your habits and knowledge on nature

Agree with an adult leader on personal path (be aware, cooperate, act) by

- Agree on knowledge, attitudes and activities related to a specific age range for the Champions for Nature Challenge
- Agree on a community development project focused on Better Choice or Nature and Biodiversity
- Agree on the complementary actions for recognitions

Carry on agreed actions

- Become aware by obtaining and sourcing information
- Cooperate by planning projects or joining events
- Act by executing projects, doing good turns or participating in advocacy or promotional initiatives
- Share actions on scout.org and the SDG hub

Evaluate the results and impact with peers, beneficiaries and adult leaders

- Engagement, promotion and advocacy actions
- Community development project

Reflect and evaluate your COMPETENCIES with with peers, beneficiaries and adult leaders

- skills,
- knowledge and
- attitudes developed

Adult Leader presents the Champions for Nature Challenge Badge

- Celebrate in meaningful and simple ceremony in your team.
- Recieve the badge and certificate

Now you are a Member of the Earth Tribe

CONGRATULATIONS

You have become a

Advocate

for better choices and a healthy lifestyle

OR

Champion

Champion for Nature and Biodiversity

Continue with a new Earth Tribe Path

Any other you have not explored yet

- Better Choices
- Nature and Biodiversity
- Clean Energy
- Healthy Planet

You are now a member of the global Earth Tribe and can continue your journey by completing other Challenges to contribute more towards the SDGs.

How:

The Scouts for SDGs mobilisation aims to inspire, enable and deliver on a commitment to develop active global citizens and sustainable communities. The learning process of the Earth Tribe enables young people to explore and define their educational journey in three stages:

- **Be aware** of the world around you and key environmental concerns.
- **Cooperate** with others to find solutions to protect ecosystems, biodiversity and outdoor spaces.
- **Act** to develop and implement actions that can make a difference.

The Champions for Nature Challenge contributes to the development of young people with a specific set of actions related to the learning paths of Better Choices, and Nature and Biodiversity. Young people, with the support of adults, use the same process in each age section, selecting a different set of activities accordingly.

Champions for Nature Challenge - Be Aware

What is it about

Explore and understand different environmental issues related or as a result of the consuming habits of humans

How:

- **Complete a self-assessment** on your knowledge and understanding of the relationship between humans, nature and biodiversity.
- **Decide** which learning path you would like to work on - **Better Choices** or **Nature and Biodiversity.**
- **Do** the number of activities according to the age section (two activities for Cub Scouts and three activities for Scouts and Rovers) included in any of the **Better Choices** or **Nature and Biodiversity** learning paths. Or do your own activities if it is matching the competencies suggested in the age section for any of the paths.
- After exploring and executing the activities in the Action Kit, **decide** the path you will use as inspiration to develop a community service project.

Champions for Nature Challenge - Cooperate

What is it about

Being able to identify the needs and challenges in your community and work with others to create sustainable solutions.

How:

- **Identify issues or needs** in your community with your group, community and partners.
- **Explore possible solutions together** and decide which one to work on as a project
  - Brainstorm different options with community members
  - Check the feasibility of the projects and sustainability in the long term.
  - Present results to community members of beneficiaries
  - Agree on solution to bring into action

- **Design an action plan** to execute your project, communicate it and gather the necessary funds and resources.
  - Set up one SMART goal : (Specific - Measurable - achievable - Realistic - Time-based)
  - Apply sustainability principles in your plans and be mindful of the use of resources.

Champions for Nature - Act

What is it about

Take action to contribute in solving a specific issue related to Better Choices or Biodiversity while working with the key actors: community, your group, partners.

you can use "How to develop a community service project - guidelines" for the two steps of "Corporate & Act"

How

- **Execute** the agreed plans for your service project
  - Execute your plans in collaboration with community members and partners
  - Monitor the plans and progress of actions
- Evaluate it (Goals, impact, individual collective evaluations, etc)
- Report and Share on Scout.org and SDG hub
- Celebrate and recognize efforts with peers, beneficiaries, and partners.

Explore the activities and tools of this action kit and get started with your Champions for Nature Challenge journey to become a member of the Earth Tribe.

1 Self-assessment

Champions for Nature Challenge

Great work on taking on the Champions for Nature Challenge! Before forging ahead, please take this self-assessment. This will help you to better understand your knowledge and awareness in the areas of Better Choices and Nature and Biodiversity.

- Choose the sheet of your age section
- Tick the boxes next to each point in the two areas of Better Choices & Nature and Biodiversity, based on your personal knowledge, skills, and attitude.
- Write down some notes in the section of "My Personal Goals" and "My Activities" to kickstart your challenge journey..

Note:

If you are below 15 years old, please use the assistance of your leader to fill the form.

Self-assessment

Champions for Nature Challenge

Name:

Mark with √ or X in what level do you see yourself for each of these learning objectives.

Discover - I am at the beginning of my exploration.

Exploring - I am on my exploration.

Aware - I have finished my exploration.

Age section (7-10)		I am at the beginning of my exploration.	I am on my exploration.	I have finished my exploration.	**My Personal Goals** I can choose an issue I want to work on through positive actions(assisted by an adult)	**My Activities** Define an activity or project (personal or with my team/ patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
Better Choices						
1	I know what I can do to live healthily and how to reduce my impact on the environment.					
2	I reduce my personal wants in light of the needs of the natural world, other people and future generations.					
3	I use every opportunity for pro-environmental behaviour.					

	Age section (7-10)	I am at the beginning of my exploration.	I am on my exploration.	I have finished my exploration.	My Personal Goals I can choose an issue I want to work on through positive actions(assisted by an adult)	My Activities Define an activity or project (personal or with my team/ patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
	Nature and Biodiversity					
1	I know my countryside and learn about local habitats and species.					
2	I feel good and enjoy the outdoors and appreciate nature.					
3	I respect other living organisms while spending time in nature and I know how to behave to avoid impacting them					

Name:

Age section (11-14)		I am at the beginning of my path and I need to learn more about the issues	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	**My personal GOALS** I can choose an issue I want to impact with positive actions	**My Activities** Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
Better Choices						
1	I understand connections between my lifestyle and environmental problems, as well as global wealth distribution discrepancies.					
2	I understand where my food comes from.					
3	I feel responsible for the impacts of my behaviour on the environment and other people.					
4	I feel empathy towards people who experience hunger and poverty often as a result of climate change and act to support impacted individuals.					
5	I challenge myself and my friends to reduce our impact on the environment					

Age section (11-14)		I am at the beginning of my path and I need to learn more about the issues	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	**My personal GOALS** I can choose an issue I want to impact with positive actions	**My Activities** Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
Nature and Biodiversity						
1	I know my countryside and learn about local habitats and species.					
2	I feel good and enjoy the outdoors and appreciate nature.					
3	I respect other living organisms while spending time in nature and I know how to behave to avoid impacting them					
4	I take part in events that help to protect and restore nature in our region.					

Name:

	Age section (15+)	I am at the beginning of my journey	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	**My personal GOALS** I can choose an issue I want to impact with positive actions	**My Activities** Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
	Better Choices					
1	I understand connections between my lifestyle and environmental problems, as well as global wealth distribution discrepancies.					
2	I understand where my food comes from.					
3	I feel responsible for the impacts of my behaviour on the environment and other people.					
4	I feel empathy towards people who experience hunger and poverty often as a result of climate change and act to support impacted individuals.					
5	I challenge myself and my friends to reduce our impact on the environment					
6	I evaluate my habits and modify them continuously to make them more sustainable and help others to do so.					
7	I take steps to contribute to helping people suffering from poverty and hunger a result of environmental issues.					
8	I help to change institutions and communities towards changing their practices to become more sustainable.					

Age section (15+)		I am at the beginning of my journey	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	My personal GOALS I can choose an issue I want to impact with positive actions	My Activities Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
Nature and Biodiversity						
1	I understand the roots of biodiversity loss at both the local and global levels.					
2	I can identify different standpoints in environmental conflicts and form my own opinion based on personal values.					
3	I reflect on how to live my life in harmony with nature and how to help my society to become more sustainable.					
4	In my everyday life, I take into account and measure the impact of my actions on nature and inspire others to do so as well.					

2 Get Hands on

Topics and activities to develop your competencies.

This is a sample of activities and topics that young people and adults can use to agree on to achieve the first phase "Be aware". It is optional to use the following topics and activities. You can also develop your own activities but it must follow the competencies mentioned above. Champions for Nature implementation manual.

Are you interested in:

Better Choices	**Nature and Biodiversity**
Developing Sustainable Habits towards Eco-friendly and Healthy Lifestyle	Connecting with Nature and protecting it towards sustainability

How we align your activities with SDGs.

The following activities are aligned with the educational objectives for Champions for nature. They also contribute for you to develop the 8 key competencies for sustainable development. with the learning objectives that in the long term will help young people to develop the competencies for sustainable development. The alignment of education for sustainable development can be done through:

Sustainable development key competencies - They are cross-cutting key competencies for achieving all SDGs. They allow young people to engage constructively and responsibly with today's world. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations.

The SDGs key competencies are the following:

- **Systems thinking competency:** the ability to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency:** the ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above- mentioned competences.

The sustainable development key competencies will help you to have a better observation to evaluate the knowledge, skills and attitude the young person developed through the learning journey in the tent.

Get to know more about Education For Sustainable Development through: https://unesdoc.unesco.org/ark:/48223/pf0000247444

Activities

Better Choices

"Being green is more than just buying "eco". it is an unshakable commitment to a sustainable lifestyle"

Jennifer Nini

Developing Sustainable Habits towards Eco-friendly and Healthy Lifestyle		
7 to 10	**11 to 14**	**15 and above**
Activity: Footprint checklist	**Activity:** Walking with your food glasses on!	**Activity:** What is your stand on...
Activity: Your eco-friendly life	**Activity:** Recycling and Reducing	**Activity:** Four corners
Activity: Green or Red	**Activity:** My waste monitoring	**Activity:** Food pyramid

60+

You can also part in the Earth Hour celebration as part of Better Choices activities. Get to know more about the Earth Hour from this link.

Time

Age Range

Rescources and Material

Key competencies

10-15 minutes

7 - 14

- Audit your footprint template:
  - Online version[1]
  - printed version
- Markers
- Background reading material and educational resources[2]

- Critical thinking
- Reflect on norms and values

Footprint checklist

Summary:

This activity helps participants to understand how they can improve their carbon footprint tracking and reduce it with a change of habits.

Activity development:

1. Map your carbon footprint and have a discussion on how to reduce our personal negative impact on the environment do it online with this: Online version or use this version created by Kandersteg International Scout Centre in the annex (number) printed version
2. In small groups let participants discuss and share the results of their footprint calculation.
3. The facilitator explains why it is important for individuals to reduce their carbon footprint: by reducing it we also reduce the release of greenhouse gases to the atmosphere. This reduction can help lessen the severity of future climate change. Imagine if each person took care of their consumption in an environmentally friendly way, we will have a better and healthy world for us and the other habitats)
4. You can use these Background reading material and educational resources to go deeper into the learning and exploration journey of the carbon footprint calculation.

1. Global Footprint Network
2. https://www.footprintnetwork.org/

10-15 minutes

7 - 14

- The sustainable house activity banner Annex (number)
- Scout Centre of Excellence for Nature and Environment (SCENES)
- "Get to Know SCENES" poster
- Markers and paper

- Critical thinking
- Self Awareness

Your eco-friendly life

Summary:

This activity focuses on how to contribute to sustainability with daily personal habits. The participants start to reflect on their daily waste management habits and suggest ways to improve their practices. The aim of the activity is to discover more sustainable daily habits and how to adopt them.

Activity development:

1. The facilitator starts the discussion by explaining the importance of responsible consumption and how waste management can affect the climate and the planet.
2. The facilitator splits the group into two teams or more and shows them the graphic of the sustainability house (annex number)
3. The teams should think about the best practices for each house and section and ways to make it more sustainable and eco-friendly.
4. After brainstorming, they should write them down on small pieces of paper (like post-its) and stick it on the sustainable house graphic.
5. The facilitator gathers the teams and together they discuss and decide on the best practices that should be used.
6. After agreeing on the best practices, the participants share their reflections among them.

Relevant information for the facilitators:

- Highlight how our actions at home have an influence on the community and the environment.
- There are no right or wrong answers. Everyone can adopt different practices as long as they are eco-friendly.
- The participants should make a pledge to change their daily habits, be more sustainable, and spread environmental awareness at least in their house and among their family members and friends.
- Invite the participants to reflect on their practices in friend meetings, camps, and headquarters and how they can improve them.

Debriefing questions:

- What action will you take to improve the practices in your home, friend meetings, camps, school, etc.?
- How can you raise awareness about sustainability and leading an eco-friendly life in your community?

15-20 minutes

7-10 / 11 - 14

- 1 set of green and red "voting" cards per person.

- Systems thinking
- Critical thinking
- Self Awareness

Green or Red[3]

Summary:

The purpose of this activity is to get young people to consider various statements and develop their own thoughts on the topic of healthy lifestyle and sustainability, by identifying practices related to healthy and sustainable habits.

Activity development:

1. Explain to participants they will listen to different statements and show if they agree or disagree by showing two different types of cards: Agree = GREEN Do not agree = RED
2. Give each participant a set of cards, one green and one red.
3. Show them how they will use the cards by holding and raising the hand with the one expressing what they think about the statement they hear.
4. Practice with one simple example before starting with the chosen statements. E.g. I prefer dogs over cats.

3. Adapted from "Methodologies for the future" by WWF

5. Start the activity by reading or showing the statements. You can use the examples here and add others:
    a. Purchasing reusable material is just expensive and not necessary.
    b. It's possible to grow our own herbs. it's healthy and more environmentally friendly!
    c. It's impossible to change/reduce our meat consumption. We can't find an alternative protein!
    d. Buying local food is better for our health and for the environment.
    e. The concept of a sustainable lifestyle is the future!
6. Mark the votes on a visible place and once you finish with the list of statements have a discussion with the group on the votes and the topic.

Relevant information for the facilitators:

- A discussion can be taken after voting to know the perspective of each participant.
- The facilitator needs to make the participants understand to respect the other's perspective and be open to listening.
- The facilitator can introduce some of the 10 principles of dialogue to support the ongoing conversation.
- The discussions that are held both before and after "voting" are the most important educational aspects, so be sure to allow time for discussions either in pairs or in groups.
- Voting is a useful way of making lectures and panel debates more interactive and also for interrupting or drawing never-ending discussions and debates to a close.

Walking with your food glasses on![4]

1 hour

11 years old and above

- Markers
- Flipcharts
- Colour cards with tape or sticky-tack to make

- Systems thinking
- Critical thinking
- Anticipate the Future
- Strategic

Summary:

To pay attention to objects in your neighbourhood associated with the consumption and production of food.

Activity development:

1. **Walk in the Neighbourhood:** Put your "food glasses on"! This means we are walking around finding things related to food, food production, consumption, storage, etc. Walk with your friends around the neighbourhood, what do you see that makes you think about food? Perhaps you will see:
    - Fields of corn or millet that can be used for making ugali
    - An empty tin lying in the ditch that someone has carelessly thrown away
    - A lorry transporting milk from a farm to the dairy
    - Someone carrying shopping bags on his or her way home from the supermarket
    - A cow that makes you think about a breakfast of bread, cheese, and butter
    - A lake or a fish
    - A ship with bananas
    - A cat hunting mice
    - Animal droppings
    - An orange tree
    - A leaf that has been nibbled by a caterpillar
2. **Report:** Tell each other what you have seen and experienced.
3. **Identify the food chains:** Try to create a food chain, its path from cradle to grave. Example: ORANGE: core-tree-orange fruits-factory-juice-juice packaging-grocery store-kitchen-waste

4. Adapted from "Methodologies for the future" by WWF

4. **Sustainable use:** Discuss with your friends and try to imagine the journey of that food and make a drawing of it, or use some cards to imagine it. Use cards to write the different steps, one on each card, and identify the chain of connection. Or draw diagrams with markers.

   Is the food chain sustainable? How can it be changed for the better?

   Now suggest a new chain of connection. Add more steps if you feel it's needed or remove some that are not sustainable. You can also use markers if you don't have cards or Post-it.

Relevant information for the facilitators:

- Sustainable Food Chain project (SUSTAIN - The Alliance for Better Food and Farming)

  When we talk about sustainable food chains we mean food, agriculture and practices that enhance the health and welfare of people and animals, improve the working and living environment, promote equity, and enrich society and culture.

'Sustainable food', according to some authors, refers to food which meets a number of criteria including;

- **Proximate** – originating from the closest practicable source or the minimization of energy use
- **Healthy** as part of a balanced diet and not containing harmful biological or chemical contaminants
- **Fairly or cooperatively traded** between producers, processors, retailers, and consumers
- **Non-exploiting** of employees in the food sector in terms of pay and conditions · Environmentally beneficial or benign in its production (e.g. organic)
- **Accessible** both in terms of geographic access and affordability · High animal welfare standards in both production and transport
- **Socially inclusive** of all people in society · Encouraging knowledge and understanding of food and food culture

10-15 minutes

7 - 14

- 1 set of waste items or 1 set of cards
- A wall, surface or 4 recipients or boxes.

- Systems thinking
- Collaboration
- Critical thinking

Recycling and reducing

Summary:

This activity helps the participants to understand the difference between recycling and reducing waste, and how they can make their consumption more responsible and environmentally friendly.

Activity development:

1. The facilitator prepares a surface or 4 boxes in which four categories are indicated: aluminium, compost, paper or plastic.
2. The facilitator invites participants to divide themselves in four groups.
3. Give each group a paper bag with a a set of game cards[5] in it.
4. Instruct participants to take turns drawing a game card out of the bag and placing it onto the appropriate category on the mat.
5. When all the cards are sorted into the appropriate categories. Give points for the cards that are placed in the right category. The team with the most points wins!

5. Lakeshorelearnng.com

Relevant information for the facilitators:

- Does recycling leave a negative, neutral, or positive impact on nature? Recycling might seem positive, but it actually has a neutral effect on the environment.
- Then, what about reducing? Reusing is defined as using the material that you have already consumed again for another purpose. This is the right impact we need to create a better environment and preserve nature. If we begin by reducing the consumption of the non-environmentally friendly substance, most of the companies will stop producing these materials. We should begin with ourselves and set a good example for others. If not now, WHEN? If not us, WHO?
- So how can we reduce our consumption?
- There are small steps you can take, but they have a really huge impact on the planet. Here are some ideas:
    - Bring your own shopping bag
    - Stop buying bottled water, instead, have your bottle
    - Bring your own thermos to the coffee shop
    - Choose cardboard over plastic bags
    - Say no to straws
    - Don’t buy disposable razors
    - Rethink your food storage

2 weeks 4 hours each

11-14

- Pen and notebook

- Systems thinking
- Self Awareness
- Critical thinking
- Problem Solving

My Waste monitoring

Summary:

This activity will give an idea of how much waste is produced and how much people add to the accumulation of waste. During the activity participants will develop ideas on how to reduce waste.

Activity development:

Week 1/ Tracking your Waste - Ask the participants to take record of their household waste by weighting the amount of it, and categorize the type of waste they are producing at home. Suggest them to check online the waste statistics of their or city.

Week 2/ Compare and discover - Ask the participants to compare their statistics and to discuss the reasons for higher or lower waste production. Also let them discuss other topics related to waste management like:

- Where your waste is going.
- How organic waste is managed, is it collected or used for compost?
- How are the different types of waste classified?
- How many types of waste are separated in your municipality?

Week 3/ Visit a local waste management facility - Pre-arranged a visit to a local waste management facility in your area.
It's a place to learn where the waste is going and ask more questions on how to handle it.

Debriefing questions & Input:

- What did you see and experience at the local waste management facility.
- Do you think all the waste there needs to be produced in the first place?
- Are there alternatives to avoiding so much waste?
- Where can you start to reduce some of your own waste?

What is your stand on...[6]

30-40 mins

15 and above

- Printed or cut images related to environmental issues
- Duct tape, a rope or chalk to mark the line on the floor.

- Systems thinking
- Self Awareness
- Critical thinking

Summary:

This activity looks to explore people's attitudes, values and perspectives on sustainability and nature. Also to enable young people to respectfully challenge different positions and encourage them to positively communicate their opinions.

Activity development:

1. Make a long line on the floor/ground by duct tape or a rope. Indicate along the line the numbers 1 to 6.
2. Give one A4 paper to each participant and different coloured markers where they can write their opinions during the activity.
3. The facilitator explains that a series of statements or images will be presented to them. Each time they need to decide how strongly they agree or disagree/ think it is sustainable or not, by standing on number 1 (agree) or number 6 (disagree), they can also use the numbers in between. Once on the line they will observe where others are standing. They can share ideas with the ones standing in the same position or next to them. The facilitator will ask some of them to share their views with the entire group.
4. The facilitator starts reading the statements previously prepared. Some examples of statements to agree or disagree/sustainable or not sustainable:
    a. Nature precedes humans
    b. Everybody should cut down on their use of energy!
    c. Everyone is accountable for environmental conservation
    d. We must not cut down treesNative commonsense helped conserve our environment better than those things we learn at school today
    e. People wash their hands after visiting the bathroom and before eating.
    f. Cutting down trees and cultivating in wetlands
    g. Burning bushes
    h. Buying products or recycle, reuse and repair

6. Adapted from "Methodologies for the future" by WWF

5. Variant of the activity - use pictures from newspapers. Ask participants to indicate on the line how much they agree/disagree or think it is sustainable or not. Then ask them how they think a non-sustainable action can be turned into a sustainable one.

Relevant information for the facilitators

1. Before starting the exercise explain that everyone can express their opinions about the different topics in a respectful way. In the same way, no one will be judged by their views on the topics discussed. You can use the 10 principles of Dialogue for better facilitation.
2. After hearing the arguments advanced by others some people may want to change groups.
3. As a follow-up at a later date you can ask the same questions again and see whether the views originally held have changed and if so in what way

20-30 min

15 and above

- No Material Required

- Self Awareness
- Critical thinking

Four Corners[7]

Summary:

The purpose of this activity is to help participants to share opinions and consider the opinions, perspectives and values of others, related to sustainable production.

Activity development:

1. The facilitator prepares an area or space where 4 corners can easily be marked a meeting room or an open area with a marked square on the floor.
2. The facilitator explains participants will answer questions by moving and choosing 1 of 4 possible answers. Each answer option corresponds to one of the 4 corners of the room or the space. Participants can show their choice of answer by moving to one of the four corners.
3. Participants come to the center of the space, ready to hear the questions and show their preferred position.
4. The instructor reads out the question and indicates which corner of the room has been allocated to which alternative. Each person silently moves to the corner that reflects their preference.
5. Once all the participants are in their prefered corner the facilitator opens the floor for some of them to share why they choose it. He offers the opportunity to different participants in different corners. The participants are allowed to change corners if they change their minds.

7. Adapted from "Methodologies for the future" by WWF

Relevant information for the facilitators

- Encourage participants to think independently and make their own
- Try to do your own research before the activity to strengthen your knowledge in the questions you will ask.
- The following is three examples related to the environment but as a facilitator, you can bring more questions for the participants to discuss:
    - **What is most important for you when you buy a new piece of clothes?** The price / How fashionable it is / How it was produced / None of the others
    - **Who is responsible for making sure of the sustainability of products?** Ordinary people / The industrialized countries / The government / None of the others

1.5 hours

15 and above

- Table for weekly food
- Food pyramid

- Self Awareness
- Critical thinking

Food Pyramid

Summary:

This activity is about understanding the impact your choice of daily food has on the environment, and how a balanced diet is good for your health as well as the balance of the planet. Participants will reflect on their diet and the recommended food pyramid for nutrition.

Activity development:

1. Ask participants to sit together as a group and exchange what your favourite foods and drinks are. How often are you having each? Introduce the table for weekly food and ask them to mark the frequency in it. Once finished, ask them to add all marks for each food category and the end of the table.
2. Fill out the steps of the empty pyramid according to the succession of the food - the largest number is the foundation of the pyramid, the smallest is the top. In case you did not have all food types during the week, leave out as many pyramid steps as food types you did not have at the bottom of the pyramid.
3. Introduce them to the Standard Food Pyramid[8]. Ask participants to compare with the one they have. ASk the following questions: Do you see any differences? Are you eating too much or too little of a certain food type?
4. Compare your food pyramid to the environmental impact pyramid[9]. Ask the following questions. Can you spot any food you are eating with a high environmental impact? If yes, are you eating too much of this food? Could you eat something else instead of what is better for your health and the environment?

Ask the group to exchange what they found out.

8. Barilla Centre for Food and Nutrition
9. Barilla Centre for Food and Nutrition

Relevant information for the facilitators

1. The pyramid graphic provided is focused on a Mediterranean diet as an example. Please search for your country's/region's environmental pyramid through different platforms.
2. The graphic provided is mainly for people above 15 years or more. You can look for other sources to find a pyramid matching the place where you live.

designed by www.freepik.com

Food type	Day 1			Day 2			Day 3			Day 4			Day 5			Day 6			Day 7			Sum
Sweets, Beef	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Cheese, Eggs, White Meat, Fish, Bisquits	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Milk, Yoghurt	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Oil, Dried Fruit	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Bread, Pasta, Potatos, Rice	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Fruit, Vegetables	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	

B = Breakfast, L= Lunch, D= Dinner

Activities

Nature and Biodiversity

"Surely we have the responsibility to leave for future generations a planet that is healthy and habitable by all species"

David Attenborough

Connecting with Nature and protecting it towards sustainability		
7 to 10	**11 to 14**	**15 and above**
Activity: What's at risk?	**Activity:** Web of Life	**Activity:** S.E.E the links
Activity: Discovering Nature with Seek App by INaturalist	**Activity:** Discovering Nature with INaturalist	
Activity: BioBlitz - Natural area exploration	**Activity:** One Planet	
Activity: Minimum impact on nature	**Activity:** Learning about tree planting	**Activity**: Storytelling - Pixar Pitch

Time

Age Range

Rescources and Material

Key competencies

Week 1- research, Week 2 - 1 hour

7 - 14

- Large paper clips (a variety of colours is fun), 2 for each participant
- Invasive Species cards with names (Red)
- Native Species cards (Green)
- Species at Risk sheet with list of your local species that are: species of concern, threatened or endangered

- Systems thinking
- Critical thinking

What is at risk?[10]

Summary:

This activity is based on the Rock-Paper-Scissors (RPS) game and will allow young people to experience the effects of invasive species, both on an ecosystem and the native species within it. The game is adaptable and adults may desire to include certain Species at Risk from their own locale that young people can represent.

Activity development:

1. All participants begin the game as Native Species at Risk. Participants have a card and receive 2 paper clips representing their life and the life of their offspring (their species' future).
2. Before the game commences have participants look around them and visualize the diversity of Native Species.
3. Participants should all be familiar with Rock-Paper-Scissors (RPS), but review the rules to this activity (Rock beats Scissors, Scissors beat Paper, Paper beats Rock) and instruct participants they will use this throughout the activity.
4. At a signal from the facilitator, participants find an opponent and begin playing RPS. Winners collect one paper clip from the loser.
5. When a player loses all of their paper clips, they go to the facilitator to ask for a new card. The facilitator hands them a new card with an invasive species (red card) on it. Invasive Species represent threats to their own local ecosystems. Participants place this card over their Native Species card.

10. Lower Thames Valley Conservation Authority

6. Invasive Species players have advantage. The game continues with the following rules:
    a. Invasive species win over a Native Species player; they collect two paper clips from native species.
    b. Invasive species lose, they can take one paper clip from the Native Species player.
    c. Invasive vs. Invasive – winners only receive (one) paper clip.
7. Should an Invasive Species lose all of their paper clips, they keep playing but can only target Native Species players until they win a paperclip.
8. The game ends when all of the players become Invasive Species (the facilitator must keep track of the number of participants and number of Invasive Species cards they've handed out). Players can tally their paper clips to find out which Invasive Species had the most impact on the ecosystem.
9. Have additional rounds to allow participants to experience how quickly ecosystems can be impacted by Invasive Species if not helped by us.

Some debriefing questions for participants:

1. How do you think Invasive Species affect the Native ecosystem?
2. How do you think these Invasive Species got here?
3. Who would suffer if Invasive Species were allowed to go unchecked?
4. What can we do to the spread of non-native species?
5. How can we stop the spread and introduction of non-native species of plants and other living organisms?

Week 3 - Bring additional Research

Participants can bring research as to how to avoid spreading the Invasive Specie they represented in the game. Group research and projects can result with presentations of findings encouraged.

Relevant information for facilitators:

- Invasive Species are non-native and don't belong in the ecosystems they've been brought to. Humans are responsible for their introduction

- Invasive Species have the advantage that nothing in their new surroundings wants to eat or use them, and they are free to reproduce and multiply rapidly.
- Some Invasive Species can out-compete existing native organisms for resources and cause these natives to disappear.
- Some Invasive Species have defences like chemicals or spines that native carnivores and herbivores haven't evolved to overcome. This leaves the Invasive without natural enemies to control their numbers.
- Invasive species have a huge effect on native biodiversity.

participants should be able to empathize and internalize the challenges facing Native Species, and recognize the threat that Invasive Species pose to our native ecosystems. Results of graphing data can be used to show participants how rapidly this Invasive takeover can occur and should stimulate questions as to why this happens and what can be done about it.

The Human Connection to ecosystems and the environment. If one ecosystem suffers – we suffer.

participants should be made aware that Invasive Species are not all that our Native Species have to deal with. Habitat loss is another major concern worldwide. Climate change and greenhouse gases along with pollution are further concerns. All of these challenges are compounded by lack of human concern and human non-intervention.

Variation: Participants or the facilitator can record the number of Native and Invasive Species at the start and every couple of minutes after to create a chart from which graphs can be derived.

Time (minutes)	# of Native Species	# of Invasive Species
Start		
2		
4		
6		
8		
10		

20 - 30 minutes

7 - 14

- Seek by iNaturalist
- Real-time Computer Vision predictions in Seek by iNaturalist version 2.0
- Our Planet Lab toolkit
- mobile device for the app

- Systems thinking
- Critical thinking

Discovering Nature with Seek App by INaturalist[11]

Summary:

Participants will be invited to use the app during other outdoor activities at the event/meeting to discover the natural environment around them. By the end of the activity, the participants should understand the importance of biodiversity and how young people can take action to preserve it.

Activity development:

1. The facilitator will introduce young people to Seek app and biodiversity, with the help of a video tutorial, which will also help participants to use their own phone devices to access the app. This will be an introduction that will be followed by activities where they can use this app, e.g. hikes or other outdoor activities.
2. You can use some of the activities and guidance from Our Planet Lab toolkit
3. Participants should learn about at least three wildlife or plant species during the activity and on completing it, they will discuss what they have learned about these species.

11. Seek by iNaturalist

Relevant information for facilitators:

About the Seek by iNaturalist app

The Seek app, which is part of the iNaturalist platform (a joint initiative between the California Academy of Sciences and the National Geographic Society), comprises a suite of educational tools presented by the WWF and Netflix to engage young people in the global conversation on saving our planet that was sparked by the hit series, Our Planet.

A 'Citizen Science for Our Planet' toolkit is available for schools, colleges, universities, and youth groups. Users can use the updated app 'Seek by iNaturalist'' or the offline recording tools provided to monitor local biodiversity and initiate a biodiversity action plan to improve conditions for wildlife in local communities.

Debriefing questions

- Do you think this app can be useful to develop activities in your local group?
- In which kind of activities can you use this app?
- How can this app help you to protect the biodiversity of the planet?

2 hours on week 1, 4 hours on week 2, work in groups in week 3

7 - 14

- Week 1 - video or set of pictures, computer or maps of the selected area
- Week 2: Per group, a length of rope or hula hoop. a hand lens, a clipboard with copies of the Species Identification, Cards worksheet, a digital camera (when available).
- Week 3 - Data, photos and other samples collected from the expedition.

- Systems thinking
- Collaboration

BioBlitz - Natural area exploration[13]

Summary:

Participants will collaborate in organizing and executing a BioBlitz, finding and identifying as many species as possible in a specific area over a short period of time. At a BioBlitz, scientists, families, students, teachers, and other community members work together to get a snapshot of an area's biodiversity.

Activity development:

Week 1 - Prepare for the Bioblitz

1. Facilitator explains the group will participate in a Bioblitz. With participants they choose a natural area to explore and learn about it. It could be a natural reserve, national park, or even a city park. Discuss areas nearby where they might look for biodiversity in their local environment
2. Facilitator Introduce the concepts of biodiversity and a BioBlitz. Have young people do a 'virtual-video-bioblitz' as they watch a clip from Alec in WILDerland and the Boy Scouts of America, Troop 20 from Tulsa or show them a selection of pictures. Ask them to raise their hands when they see a new species unknown for them.
3. Talk about what they saw in the video or pictures and Ask: Why would taking an inventory of all of the species in a natural area be useful?
4. Invite them to use the Map Maker Interactive or Google Maps to have young people explore the study area. Ask participants to find and create a map of the selected area where the group will conduct the BioBlitz. Ask: What physical features can you identify? In what areas do you expect to find a variety of species? What human areas might affect the biodiversity you will inventory as part of the BioBlitz?

12. BioBlitz by National Geographic

5. Structure the field experience in advance. Discuss with students how they can work efficiently with the time they'll have to conduct their BioBlitz. Participants should be in small groups. Mark maps with where students will likely be.Have each participant bring a notebook and pencil.
6. Where have you seen a variety of plants? Where have you seen a variety of animals? What habitats and what conditions enable animals and plants to survive?

Week 2 - Conduct the BioBlitz

1. Once on the site selected for the expedition, explain that they will have time first for silent observation and then for team observation, during which they can communicate with one another.
2. First, for about five minutes, have participants sit silently and observe their surroundings. In their notebooks, ask them to draw or describe in words any living things they see, hear, or smell. If they notice any animals, have them record notes on their datasheets or take a photograph if possible.
3. Before or after their silent observation, have young people choose an area to study. Indicate them to use the hula hoop or rope to mark it their study area.
4. As they conduct the BioBlitz, participants mark their findings on a map of the study area and also put as much information as possible about species found on the Species Identification Cards worksheet.
5. Identify species, when participants are finished with the inventory, move back into the unit meeting place.
6. Before going home, discuss any challenges encountered, such as sampling very small organisms or flying or crawling organisms, or physical factors such as rain and wind—and discuss possible effects on data.

Week 3 - Research

1. Have young people consult expert resources, such as field guides, to identify organisms observed in the neighbourhood BioBlitz and add more information to their species identification cards—creating an inventory representing the diversity of the area studied.
2. Compile the results on a map and share data:
    a. How many species were found?
    b. What species were found where?
    c. In what types of habitats were species found?
    d. What species were found near one another?
    e. What abiotic factors may have had an effect on species found?
    f. How could the group's research methods have impacted the species found?
    g. What would you do differently if you were to conduct another neighbourhood BioBlitz?
3. Ask participants to create a map showing the distribution of various species within the study area. Have them cut out and attach the species identification cards to the map to visually display the concept of biodiversity for other friends and other people.
4. Discuss the findings. Discuss biodiversity within and among the areas participants inventoried.

Relevant information for facilitators:

- **What is a Bioblitz:** Is an event where teams of citizen scientists help to identify as many species as possible in a natural area. What is Bioblitz? iNaturalist/Seek app (preferable): you can get more guidance from Discovering Nature with INaturalist/Seek activity guide. Explain that scientists and others who are responsible for protecting natural environments need to understand the biodiversity there and having an inventory is a way to do it.
- Plants typically need soil, water, and sunlight; wildlife needs food, water, shelter, and space.
- Smartphone technologies and apps such as iNaturalist make collecting photographs and biological information about living things easy as part of a BioBlitz. High-quality data uploaded to iNaturalist become part of the Global Biodiversity Information Facility, an open-source database used by scientists and policymakers around the world.
- You will need to decide in advance how much they can move rocks or soil to look for species. A good general rule is that they can lift up a rock but will need to replace it where they found it. Ask participants to avoid taking any species from the study site, and to be sure to leave the site as they found it. Young people may determine that doing the inventory in the early morning, or during a warmer season, might bring different results.

40 minutes

7 -11

- Set of 'A World without Rainforest'

- Systems thinking
- Anticipate the Future

Minimum Impact on Nature[14]

Summary:

To explore what will happen locally and globally if we continue to cut down rainforest at the same rate as we do now.

Activity development:

1. Facilitator explains that, while much is being done to protect the rainforest, it is still under threat of destruction. Every minute an area the equivalent to 25 football pitches is being destroyed. This activity shows what will happen if we continue to destroy the rainforest at this rate.
2. Organize participants into groups of 4 or 5 and give them a set of 'A World without Rainforest' cards. They must sort the cards into 2 categories: 'How forest clearance affects the people, plants, and animals that live in the rainforest' and 'How forest clearance affects us all'. They should have 7 cards in the 'How forest clearance affects us all' pile.
3. Now they must rank the 7 cards according to which issues they think are most important and which issues are least important. They can rank the cards with the 2 most important at the top and the 2 least important at the bottom.
4. Groups can share their most important and least important issues and discuss their choices.

13. Scouts Scotland

5. Use the information gathered from the cards to talk about the impacts on forests, people, biodiversity and climate change both locally and globally.
6. Encourage them to explore the ways they are connected to the issue – for example by using food and cosmetics containing palm oil, leather goods, and timber products.

Resources and references:

- https://www.scouts.scot/media/1606/goal-15-life-on-land.pdf
- https://www.scouts.scot/media/1595/17-activities-for-17-goals-print-friendly-scout-cards.pdf

45 minutes

7 -10, 11-14

- A ball of string
- Cards that represent plants and animals

- Systems thinking
- Anticipate the Future

Web of life[15]

Summary:

To explore what will happen locally and globally if we continue to cut down rainforest at the same rate as we do now.

Activity development:

1. **Divide the participants into groups**. Maximum group size is 15. The ideal size would be 8 to 12. Each group should sit in a circle with an adult.
2. **Assign each participant an identity**, a plant or animal name. Be sure they know a little about the plant or animal. To play the game, they will need to know how the plants and animals are connected to food chains.
3. **Start the game** - Show the ball of string and explain that the string will let us see the connections between plants and animals. Explain that you will represent the sun. You will start because all energy comes from the sun. Model the game by saying, "I am the sun. I am passing the ball of string to the apple tree because I give the tree energy to grow." You hold onto the string and pass the ball to the tree.
4. **Continue the play**- The 'tree' now chooses a plant or animal in the circle that is connected to it in some way. The 'tree' holds onto the string and passes the ball to that plant or animal. For example, the tree might pass the ball to the deer that eats tree leaves, the woodpecker that eats the bugs in its bark, or the owl that roosts in its branches. Keep the string tight, but not too tight! Play continues until everyone is holding onto the string. Some plants or animals might have more connections, but everyone should be a part of the web.

14. Scouts Scotland

5. **Explore the connections**- Reflect with the young people. Which plant or animal has the most connections? Who depends on whom? What would happen if the string breaks? What would happen if the mushroom (or some other plant or animal) disappeared? Mushrooms aren't that important, are they? Try the game again with the mushroom gently tugging on the web. As each plant or animal in the circle feels the tug, he/she should call out the plant or animal he/she represents.
6. **Finish the game**- Ask some participants about the game. How did they feel about it? Can they provide some examples of other connections from their backyard?

20 – 30 minutes

13 years old and above

- Seek by iNaturalist
- Our Planet Lab toolkit
- Video Tutorials
- mobile device for the app

- Systems thinking
- Critical thinking

Discovering Nature with INaturalist - Next Level[15]

Summary:

The facilitator will introduce young people to INaturalist app and biodiversity, with the help of video tutorials, which will also help participants to use their own devices to access the app. This will be an introduction that will be followed by activities where they can use this app, e.g. hikes or other outdoor activities.

Activity development:

1. You can use some of the activities and guidance from Our Planet Lab toolkit
2. At the end of the activity, participants will be invited to use the app during other outdoor activities at the event/meeting to discover the natural environment around them.
3. You can continue your exploration journey with INaturalist by managing a project. You can visit this website to get more resources.

15. Seek by iNaturalist

Relevant information for facilitators:

- Get to know more about iNaturalist from here
- Participants should learn about at least three wildlife or plant species during the activity and on completing it, they will discuss what they have learned about these species.
- By the end of the activity, the participants should understand the importance of biodiversity and how young people' can take action to preserve it.
- A 'Citizen Science for Our Planet' toolkit is available for schools, colleges, universities, and youth groups.

Debriefing questions

- Do you think this app can be useful to develop activities in your local group?
- In which kind of activities can you use this app?
- How can this app help you to protect the biodiversity of the planet?

Open

11 and above

- Access to internet
- Screen/laptop/ mobile

- Systems thinking
- Reflect on norms and values

One Planet[16]

Summary:

The objective of this activity is to inspire the participants to understand our planet - and the challenges it faces and how they can save it and create a future where nature and people thrive.

Activity development:

1. The facilitator shows One Planet episodes to the participants. They can watch the intro video and other ones based on their area of interest.
2. The group goes through One Planet educational resources including various activities they can do.
3. Additional: They can connect live to experts and classrooms worldwide via Skype in the Classroom through Our Planet live on Skype in the classroom.
4. It's time to go for the extra milestone! Discover what you can do for the planet including pledging for Voice for the Planet and learning more through an interactive journey across a virtual astonishing planet!

Relevant information for facilitator:

Our Planet is a ground breaking, four-year collaboration between Netflix, Silverback Films, and WWF. It explores the rich natural wonders, iconic species, and wildlife spectacles that still remain, and reveals the key issues that urgently threaten their existence. Today, we have become the greatest threat to the health of our planet.

Additional resource: Our Planet Classroom resources - UK

16. Netflix, Silverback Films, and WWF

4 hours

11 - 14

No Material needed

- Systems thinking
- Critical thinking

Learning about Tree Planting

Summary:

To Understand the process of reforestation/revegetation: Know where trees and plants come from for reforestation and revegetation through a visit in a tree nursery/ greenhouse/ gardener.

Activity development:

1. **Prepare -** Reflect in the group on the forest/vegetation in your surroundings/area. Where do you see forests? Is there a lot of vegetation/ green areas? Perhaps you will find:
    a. Vegetation is cut back at one place
    b. Vegetation is regrown at another place
    c. Trees are cut and transported away
    d. Trees are not replanted where they were cut
    e. Trees are replanted where they were cut
    f. Trees are processed in a sawmill
    g. Different wood products in your daily life coming from trees.
    h. Someone you know is working in forestry/carpentry
    i. There are several reasons for cutting down trees: they are simply in the way, used for building material, used for fires.
2. **Visit a greenhouse/tree nursery** - The leader pre-arranges a visit to a tree nursery/greenhouse/gardener in your area. There participants learn about tree growing and tree planting and you can ask your questions.
3. **Reflect** - Discuss what you saw/experienced at the tree nursery/ greenhouse. Try to put in context the timescale a tree needs to re-grow. When do you think it is necessary to cut down trees? Are there alternative ways to avoid cutting down trees? What would you need to do to plant some trees on your own?

20 – 30 minutes

14 and above

- A set of three dices each in different colours and their meaning

- Collaboration

S.E.E the links[17]

Summary:

To explore the linkages between Society, Environment, and Economy (= S.E.E.) by looking at ecosystem function, components, and the possible impacts on an ecosystem.

Activity development:

1. Let the participants sit in small groups. One of the participants rolls the set of dice.
2. Three numbers are chosen one from each dice (red, green, and blue). Use the numbers to pick a topic from each category to create a story.
3. The group is given a few minutes to discuss, and then compose a short story. Terms may be used in any order. The group writes down the story. When one story is finished, roll the dice again to create a new story.
4. When all groups have completed at least one story, ask a few groups to share and then discuss the stories.
5. Variation: You can go further by adding an additional set of dice; personal dice. These dice will show emotions: joy, sadness, happiness, disappointment, satisfaction, and excitement.

Example: Red dice 1 for Regulate, Water cycle, green dice 3 for Soil, blue dice 2 for Energy generation

And the story: A town on the banks of a river in need of more electricity due to the rising population and industry in the area. A nearby river is large enough to provide all the energy needed, once it is dammed into a reservoir. The dammed river breaks the natural cycle of different discharge through the river and reduces the average water in the River. Fish can no longer migrate up the river for procreation.

17. Adapted from "Methodologies for the future" by WWF

All the nutrient-rich sediment which previously was transported through the river and deposited on the river banks in high water season now is trapped behind the dam. The natural regulation of the water cycle is broken through the dam, and the downstream ecosystem is changed due to missing nutrient-rich soil.

Red Dice - Ecosystem Function	**Green Dice - Ecosystem component**	**Blue Dice - Impact/ Use**
1. Regulate the water cycle	1. Water	1. Intensive Food production
2. Shelter (for animals)	2. Air	2. Energy generation
3. Food (for humans)	3. Soil	3. Drinking water
4. Regulate climate	4. Nutrients	4. Mining
5. Filter water and air	5. Wildlife	5. Intense tourism
6. Biodiversity for resilience	6. Vegetation	6. Urbanization

1.5 hours

15 and above

- paper and pen

- Collaboration

Storytelling – the Pixar pitch[18]

Summary:

Advocacy, offers young people the opportunity to express their views and their proposals for creating a better world. Youth advocacy encompasses the use of education, communication, leadership skills, and evidence to make a compelling case for change. Storytelling is a powerful tool to make your case in an attractive, creative, and compelling way. Let's advocate for biodiversity using the Pixar pitch

Activity development:

1. Participants decide on an issue you want to advocate for: biodiversity loss, a particular threat to a species, wildfires destroying the habitat for example.
2. Introduce the Pixar story model.
3. Now, let's bring this to the Wildfire example where you are seeking to eliminate human-caused fires in the forest.
4. Give participants time to create their pitches by:
    a. Fill in the blanks using Pixar's story
    b. Once completed, allow them to rewrite and expand your story.
    c. Last, if you have time, rewrite and expand it again.
5. ASl some of them to share their stories with you.

18. The Pixar - To Sell Is Human. By Daniel Pink

Relevant information for facilitators:

- Reference for Facilitators
- Pixar film uses the same narrative structure with six sequential sentences:
    1. Once upon a time, there was …
    2. Every day …
    3. One day …
    4. Because of that …
    5. Because of that …
    6. Until finally …
- This six-sentence template is both appealing and supple. For it allows pitchers to take advantage of the well-documented persuasive force of stories but within a framework that forces conciseness and discipline.

Finding Nemo	Biodiversity issues
1. Once upon a time, there was … a widowed fish, named Marlin, who was extremely protective of his only son, Nemo. 2. Every day … Marlin warned Nemo of the ocean's dangers and implored him not to swim far away. 3. One day … in an act of defiance, Nemo ignores his father's warnings and swims into the open water. 4. Because of that … he is captured by a diver and ends up in the fish tank of a dentist in Sydney. 5. Because of that … Marlin sets off on a journey to recover Nemo, enlisting the help of other sea creatures along the way. 6. Until finally … Marlin and Nemo find each other, reunite and learn that love depends on trust.	1. Once upon a time, there was … a beautiful forest that provided food, clean air, and water for all the plants and animals that lived in it. 2. Every day … Humans used the resources the forest provided and were able to feed themselves and their families, and they thrived happily for many years. 3. One day … things changed: humans now used fire to burn the forest to grow their food and then the climate changed, the hot season became hotter and the rainy season was not that rainy anymore. 4. Because of that … wildfires increased and destroyed many hectares of the forest. Plants and animals now don't have a place to live and humans are affected as well. 5. Because of that … humans changed their ways, now they use sensible agricultural practices that don't use fire and they educated themselves to use the forest resources more rationally 6. Until finally … the forest grew back! And now the plants and animals (including humans) will have food, clean air, and water forever.

This six-sentence template is both appealing and supple. For it allows pitchers to take advantage of the well-documented persuasive force of stories but within a framework that forces conciseness and discipline.

Now you have an advocacy pitch, Pixar style

3 Plan your Next Move

Once you are informed about the plastic issue and how it affects your community and ecosystems, then it's a good time to plan your community service project to Cooperate and Act. You can use our Community service project guidelines to have a better understanding of how to plan, execute, and evaluate your project.

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What are the needs or issues affecting the community inspiring you to take action?

Project planning, monitoring and evaluation

What is the new reality you and community members want to see?

Breaking down the action plan

What steps do I need to take to solve the identified needs or issues?	What are the expected results of each of these steps?	What will be the benefits for the community from these results?

During the project

Monitor your plans	Evaluate the results and experience
Are we on track? • Have we completed all our planned activities? • Have our activities had the results (outputs) we expected? • Have we faced any obstacles? How do we overcome them?	Have we addressed the need or issue? • Have our activities produced the expected benefits (outcomes) for the community? • Should we have done something differently? - What have we learned from this project?

One example

Identify the sources of waste in the community and how it is disposed of.	Map of waste hot-spots and waste management centres or areas by type in the community?	Citizens learn where and how can they correctly dispose and manage the household waste to avoid pollution.

NOTES

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