World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

This kit is offered free of charge by Citoyens pour le Climat - Little Citizens for Climate - Teachers in transition - ELYX Foundation

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Foreword

What happens on March 15th?

By signing the Paris Agreements, France undertook to allow learning: according to Article 12 of the Paris Agreement: "States shall cooperate by taking, as appropriate, measures to improve education, training, awareness raising, public participation and public access to information in the field of climate change, taking into account the importance of such measures for enhancing action under this Agreement". These agreements are not being respected.

The call for a strike is international, launched by Greta Thundberg through the Friday For Future movement and Youth For Climate.

It is successful in many countries, and is just beginning to emerge in France: <https://www.liberation.fr/planete/2019/01/31/qui-sont-les-jeunes-organisatrices-des-greves-pour-le-climat-dans-le-monde_1706079>

However, Citizens for Climate, Little Citizens for Climate and Teachers in Transition would like to suggest ways to mobilize other than a strike. This would be completely complementary and would allow those who do not recognize themselves in the fact of going on strike to mobilize through education, awareness of sustainable development, the fight against global warming and the protection of biodiversity.

You can freely draw inspiration from this kit and use its resources to create an educational action to raise awareness in your school.

Document plan :

1 Show your commitment to climate and biodiversity and show that global warming and biodiversity loss are causes that affect us all.

2 Organize workshops or awareness-raising activities and thus show that there are solutions to be implemented individually, collectively, at the level of the institution and more broadly.

3 Organize courses on climate and biodiversity and thus highlight the need for a climate curriculum that addresses four areas: climate change, biodiversity, energy and pollution.

4 Resources: Citizens for Climate France groups; "Little Citizens for Climate" association and all the information you need.

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

TABLE OF CONTENTS

D-Day: Poster and awareness actions (armband, orienteering race, "Cleanwalk") 4

D-Day: Actions and awareness Flash Mob and Good deeds 5

KINDERGARTEN workshops 6

ELEMENTARY / SECONDARY Workshop QUESTIONING THE WORLD / SCIENCES AND TECHNOLOGIES 7

ELEMENTARY / SECONDARY Workshop ARTISTIC EDUCATION 8

ELEMENTARY / SECONDARY Workshop MORAL AND CIVIC EDUCATION 9

Organize a course on Climate and Biodiversity 10-11

Resources for primary school and kindergarten 12

Resources for secondary school and more 13

4 "Welcome to Your World" boards Climate change 1/2, solutions, Ecology Challenge 14-17

Little Playlist for climate 18

Credits – Acknowledgements 19

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

D-Day

Organize workshops or awareness-raising activities in your classroom

Through these simple actions, you can develop your intervention in the classroom as you wish by preparing the topic beforehand (especially for armbands) and by using one or more of the proposals described here. You also have good ideas, don't hesitate to share them with us, as well as your students' reactions and suggestions!

Action

Organize an orientation race:

1. Over 10 steps, you display puzzles with three categories and difficulty levels (primary school, middle school, high school) 2. You form teams (in one or more institutions depending on the participants) 3. The first teams by arrival category receive a cup and put it back into play the following month. (in another establishment for example) 4. Communicate on the action. Make a video (with the parental authorizations we have at your disposal)

Fun and educational, this activity can be organized with parents, associations and why not the town hall to create a link.

Display

Signifying your commitment to climate and biodiversity with an armband

The idea is simply to display yourself by wearing an armband with the FridaysForClimate hashtag (#), take a picture of yourself and post it on the Friday For Climate France page! Link: <https://www.facebook.com/FridayForClimateFrance/>

This can be done by recycling clothing that is no longer in use. It is therefore possible to attract attention, to create conversation. It is a support to tell the second life of objects! (Tutorial to create your armband: click here). Link: https://www.facebook.com/FridayForClimateFrance/ videos/250442404624241025/

Action

Organize a "Plogging" or "CleanWalk" event

Photo credits: Théophile Trossat + Le Monde

Walking, running, while collecting waste, is an opportunity to combine the health issues and benefits of regular physical activity with the consideration of ecological issues. Why not organize a plogging as a PE course or launch such an action within the institution? It is extremely simple.

Bring together all interested people, young people, teachers, staff and who may want to: wander, walk, run... and at the same time, make a gesture for the planet. Equip everyone with garbage bags so that they can pick up the waste.

Warm up and explain the postures to have, to avoid unnecessary injuries (Bend your knees to pick up waste...)

It is possible to organize an hour of pick-up. Take a picture of the collected waste, post it on social networks.

Make a video that we will broadcast on our channel Little Citizens for Climate (with the parental authorizations we have at your disposal)

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

D-DAY

Action

FLASHMOB

To be organised in the schoolyard (and why not a competition between several classes or schools). Filmed (would a dad have received a drone for Christmas?) (with the parental authorizations we have at your disposal) and broadcast on our channel Little Citizens for Climate

Example with "Beat It" Mickael Jackson :

Tuto: https://youtu.be/Z1oGv0pe4PE Result: <https://youtu.be/lVJVRywgmYM>

Sensitization

Spread the right things to do at home

Ecology, taking care of the planet, starts at home. It is often said that everyday actions will not be enough to save the planet, but they are absolutely necessary as the first tool to raise awareness of ecology and sustainable development.

The right things on a daily basis <https://www.energie-prime.fr/les-bons-gestes-au-quotidien/leau/>

The right things to do at home <https://www.futura-sciences.com/planete/dossiers/developpement-durable-bons-gestes-proteger-notre-planete-252/page/2/>

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

D-DAY

Workshops

The members of the Teachers in Transition group discussed together the actions they are considering in their respective institutions.

Beyond an exhaustive list, the exchanges made it possible to highlight that this trivialized day, organized in workshops, is also a privileged moment to weave a common social and civic project by creating links between cycles, between institutions, and also with the various partners of the educational community.

KINDERGARTEN

Mobilize language in all its dimensions (also implemented in most of the proposed activities)

Situations of exchange with different media (image comparisons, albums, etc.) Exploration of the environments represented, respect for places, life, knowledge of the impact of certain behaviours on the environment (also covers the field : Building the first tools to structure one's thinking).

Acting, expressing, understanding through physical activity

Act on objects (waste of different sizes, shapes, materials, colours) to be identified, differentiated and eventually sorted (categorize)

Photographic safari in a green space: adapt your movements to the environment, collaborate in identifying elements of the environment (trees, ripraps, groves, etc.) taken in pictures and check with a beacon.

Waste movers (each object in its bin)

Sung rounds / games to music related to biodiversity / natural spaces.

Build the first tools to structure your thinking

Rearrange images of a plant's growth cycle (in parallel Explore the world).

Reproduce a pot: Go from the flat representation (drawing or photo) to its construction in volume. Potted with one or more bulbs/pots of different colours and sizes. Children also explore the material by making their own pots (in parallel Explore the world)

Opening to the world: discovery of photos/videos from schools in other countries/cultures (in parallel Exploring the world and mobilizing language in all its dimensions)

Explore the world

Sensory boxes (perfumes, natural textures)

Barefoot sensory path (gravel, chips, grass, moss, sand, etc.)

'Specific" game on animal biodiversity. Designate the animal that intersects several characteristics (food, number of legs, environment), (field in parallel Build the first tools to structure its thinking and mobilize language in all its dimensions)

"Nature Challenge" game diversity of an animal species

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

Workshops

All the workshops proposed contribute to developing all the different areas of the common core of skills, knowledge and culture.

elementary / secondary

QUESTIONING THE WORLD / SCIENCE AND TECHNOLOGY

Cycle 2

Know the characteristics of the living world, its interactions, its diversity - Recognize behaviours favourable to its health (Food categories, their origin) - Understand that a space is organized - Understand the function and functioning of manufactured objects

Cycle 3

Identify environmental issues at stake - Identify energy sources and forms - Become aware that human beings need energy to live, heat, move, light... - Identify some devices to save energy consumption - Unity, diversity of living organisms - Explain the origin of organic matter in living beings and its future - Describe the functioning of technical objects, their functions and constitutions

Go out and observe in the wild, look for animal tracks

Plant bulbs, plants and/or seeds

Gardening, creating or maintaining a vegetable garden, orchard

Use your senses: blindly taste aromas, smell natural smells, touch materials (barefoot paths)

Reuse bread to make French toast, make cereal bars

Create "bee-wraps": reusable beeswax fabric packaging

Set up workshops to introduce sorting, composting and zero waste practices

In connection with PE/MCE: clean up your school, village, district and then sort/weigh the collected waste

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March 15th 2019

Climate Education Kit

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elementary/secondary

ARTISTIC TEACHINGS

Cycle 2

The representation of the world - Narrative and witness through images - Exchanging, sharing - Listening – Singing

Cycle 3

Visual narrative - Invention, fabrication, diversion, staging of objects - Three-dimensional space - Singing and interpreting - Listening and commenting

Create slogans, posters

Divert waste to produce a monster in volume "The waste monster"

Reuse fabrics: weaving tawashi sponges, knitting, making a costume of superheroes of the environment...

Building an insect hotel (Questioning the world: understanding the function and functioning of manufactured objects)

Sewing of reusable bags

Build pencil pots with recycled cardboard

Create or sing / recite songs / poems based on sustainable development

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

Workshops

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elementary/secondary

MORAL AND CIVIC EDUCATION

Cycle 2

Feeling part of a community - Valuing oneself and being able to listen and empathize - Developing skills, critical thinking - Differentiating one's particular interest from the general interest. - Cooperate towards a common goal - Carry out a collective project - Take responsibility in the classroom and in the school

Cycle 3

Take part in a discussion, debate or dialogue: speak to others, listen to others, formulate and learn to justify a point of view - Distinguish personal interest from collective interest - Engage and assume responsibility in school and in the establishment - Take charge of aspects of community life and the environment and develop a civic, social and ecological awareness.

Create joint actions with other schoolchildren, high school students and/or students in one's sector as well as associations and local authorities

Organize debates around major environmental themes: waste, pollution, energy, resources, biodiversity, food, agriculture and fisheries, vegetable gardening, the impact of the digital sphere, ethical consumption, migrations, inequalities and solidarities...

Electing eco-representatives

In connection with writing, oral and digital language: determine teams of ReporTerre students responsible for investigating the school's environmental practices and then define an action programme to improve the situations encountered

Communicate around existing or planned projects

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

Organize courses on climate and biodiversity ½

1. INTRO

1.1 Dictionary of Ecology

Ecology

The term ecology comes from the ancient Greek οἶκος oikos (house, habitat) and λόγος lógos (speech) this term was coined in 1866 by Ernst Haeckel, a German Darwinist biologist who therefore defines ecology as: habitat science (see definition of habitat).

Now ecology is more broadly defined as the science that studies the interactions of living beings with their environment and between them within that environment.

The basic unit of the field of scientific ecology is the ecosystem (see Ecosystem definition.)

Habitat

An identifiable and distinct association of physical characteristics and an associated species assemblage used by an organism or community

Ecosystem

The term ecosystem was coined in 1935 by the British botanist Arthur George Tansley (1871-1955) as a contraction of the English term ecological system

The ecosystem is defined as a physically defined environment, consisting of its two inseparable components and constantly interacting with each other:

Biocenosis: a living (or biotic) component of the ecosystem, i.e. together living beings interact with each other and with this environment

Biotope: non-living (or abiotic) component of the ecosystem, i.e. all its physico-chemical and climatic conditions

Examples of marine ecosystems (three examples with images: coral reef system, herbarium, marsh?)

Biodiversity

The term "biological diversity" is coined by Thomas Lovejoy, an American biologist. This expression was contracted as "biodiversity" by Walter Rosen in 1986.

Diversity of living organisms at any scale of living organisms - Diversity of living environments at all scales - Diversity of species - Diversity of individuals within each species

<https://www.youtube.com/watch?v=Pw6I9yAO3Rc#action=share>

Food webs

A set of trophic chains, i. e. a feeder-eater relationship, that connect the organisms of a biocenosis (see definition of biocenosis) by allowing the circulation of matter and energy in an ecosystem.

Ecosystem services

The tangible or intangible benefit that humans derive from ecosystems.

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

Organize courses on climate and biodiversity 2/2

2. THREAT TO BIODIVERSITY

2.1 Climate change

By the term climate change we mean all the variations in climatic characteristics (temperature, humidity, atmospheric pressure, precipitation, wind, cloud cover, etc.) in a given place over time. When we talk about climate change, we are talking about the evolution of all these parameters and not only the average temperature, so talking only about global warming is reducing.

To better understand:

What is climate change (causes and consequences) <https://www.youtube.com/watch?v=aBpRlcc7v54>

Effects of climate change on biodiversity: <https://www.youtube.com/watch?v=cP5VoBuEL18>

2.2 Habitat Occupancy/Modification

The loss of natural habitats (see Habitat definition) of species, due in particular to human activities (e.g. deforestation), is one of the main threats to biodiversity. Habitats can also be fragmented, i.e. divided into smaller areas, for example via transport infrastructure (roads, dams).

2.3 Invasive Species

An exogenous species, i.e. one that is alien to the ecosystem, introduced, by mistake or intentionally, into the ecosystem and that can cause environmental, economic or human health problems.

2.4 Overexploitation of resources

Overexploitation (e.g. overfishing) occurs when the harvesting of a resource (i.e. species) exceeds its ability to recover naturally. That is, reproduction will not compensate for losses.

2.5 Pollution

Pollution refers to the presence, or introduction into the environment, of a substance or energy that has adverse effects on the environment.

3. TO GO FURTHER...

Advice on reading, documentaries, films...

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

resources for PRIMARY SCHOOL

One day a question (kindergarten and primary school)

"1 day, 1 question" answers a child's question related to the news every day, in one minute and thirty seconds. The explanatory commentary is always funny, the drawing is light and mischievous. The intention is to help the child build his or her own reasoning and obtain the keys to form his or her own opinion.

Ecology playlist

<https://www.youtube.com/playlist?list=PL7h1upgZ_vhJDhxriAgdbALF8pXCi6aGu>

Climate Change

1/ https://www.youtube.com/watch?v=vp2YGRwPC08 2/ <https://www.youtube.com/watch?v=Fo3wz2K5k4Y>

Biodiversity

<https://youtu.be/tTOIxbmxwd8>

<https://youtu.be/9oxr0yhC7cE>

Science balls (kindergarten and primary school)

Approach a scientific subject through original and stimulating experiments, arm yourself with a few scientific balls on this theme and then directly access activities for the class? It's the principle of "Science Balls"! Designed by the "La main à la pâte" Foundation and a team of videographers in science popularization, this channel is dedicated to primary and secondary school teachers... but also to all those curious about science

Episode 2: Water and Plants

<https://youtu.be/DtXHZ1BWtNg>

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

resources for SECONDARY SCHOOL AND +

Coping with Climate Change

Guide on climate action for UNESCO schools [https://unesdoc.unesco.org/ark:/48223/pf0000247820](https://unesdoc.unesco.org/ark%3A/48223/pf0000247820)

“L’esprit Sorcier” Wizard spirit (secondary school and +)

Atmosphere <https://www.youtube.com/watch?v=ErKJv0FmgG4&index=1&list=PLYMlM3ymkDJGKFbSLA1pQLUACrCwsauWo>

Climate history <https://www.youtube.com/watch?v=JO4MB44qVY4&index=2&list=PLYMlM3ymkDJGKFbSLA1pQLUACrCwsauWo>

Oceans & Climate

<https://www.youtube.com/watch?v=1XXdyWK7Z-s&index=3&list=PLYMlMlM3ymkDJGKFbSLA1pQLUACrCwsauWo>

It's heating up for the planet <https://www.youtube.com/watch?v=_35XTjATsZs&index=5&list=PLYMlM3ymkDJGKFbSLA1pQLUACrCwsauWo>

Soil and climate <https://www.youtube.com/watch?v=pZyhIFabQTQ&index=6&list=PLYMlMlM3ymkDJGKFbSLA1pQLUACrCwsauWo>

"C'est pas sorcier" It's not rocket science (secondary school and +)

Climate History

<https://www.youtube.com/watch?v=-LObjnPMdgA>

Greenhouse effect

<https://www.youtube.com/watch?v=KZbcAyIQzkI>

Carbon

<https://www.youtube.com/watch?v=OxLZ-LVJ02Y>

Serious game: Nowaterra (secondary school and +)

Nowaterra (Online or downloadable game) http://www.nowatera.be/ The serious game Nowatera is designed as a course material. This game proposes several scenarios of causes and consequences in cascade that lead to ecological problems on an imaginary planet: Nowatera. In each part of the game, the student will be led to make choices to stop the environmental problem that is submitted to him/her.

Teaching file:

<http://www.nowatera.be/site/wpcontent/uploads/2016/05/Dossier-p%C3%A9dagogic-Nowatera.pdf>

Terrabilis (10 years and over)

<http://www.jeu-terrabilis.com/terrabilis/>

Terrabilis approaches Sustainable Development in a global way by linking the notions of economy, ecological footprint, quality of life, energy, individual and collective responsibility... - Terrabilis helps to better understand the notion of interdependence: the links between human societies, the need to adopt behaviours that take into account ecological balances, and the importance of solidarity on a global scale.

Fresco climate (8 years old and over)

<http://www.la-fresque-du-climat.com/>

Climate Future (secondary and +) In 2017, "Avenir Climatiqe", in partnership with the "Bilan Carbone" Association, developed a project of online and video courses (MOOC) on energy and climate. The purpose of this MOOC is to give everyone the opportunity to take up these issues and talk about them around you. 5 videos of about 15 minutes each allow you to decipher these topics by starting from the basics and taking action. Where does climate change come from? What is the purpose of energy? How to act on a daily basis?

MOOC Energy and Climate

https://www.youtube.com/watch?v=3eXVnmI7\_ oE&list=PLdH9a0PxXSymOTW06TK1Cb-48Pz3SNbJo

Welcome to your world

Global warming

Look Elyx, this is the greenhouse effect: the sun's rays are reflected by the earth's surface and remain on earth thanks to the gases present in the atmosphere

But since 1850 and human emissions of these gases, heat escapes less and the temperature increases, and it is expected to rise by +2°C by the end of the century. The consequences of global warming are multiple: extreme weather, melting ice and thus sea level rise, climate migration. It is a new world to which we will have to adapt. CO² is the main greenhouse gas. Inactive farming produces methane, the effect of which is even more devastating than CO².

Sheet taken from the book "Welcome to your world" with ELYX by Yacine AIT KACI at Nathan Editions. Made available as part of this operation. For any other use, please contact Nathan Publishing.

Welcome to your world

Here are the different scenarios that await your world. The one at the bottom is the most optimistic, but for that you have to change everything!!!!!

What do you think of that? Should we stay below 2°C?

You're on!

Sheet taken from the book "Welcome to your world" with ELYX by Yacine AIT KACI at Nathan Editions. Made available as part of this operation. For any other use, please contact Nathan Publishing.

Welcome to your world

Solutions for the climate

How are we going to keep our world in the most optimistic scenario?

The solutions already exist, there are three major projects.

Worksite n°1 Energy

Worksite n°2 Transport

Worksite n°3 Agriculture

Why don't we put this in the museum?

What a great idea!

The bubble is right. There is no doubt about it. By changing our behaviour, we can then avoid the worst, and even foster the emergence of a better world. To achieve this, we must renounce fossil fuels, gas, oil, coal, by promoting renewable energies, reduce the consumption of meat, of which industry is one of the most polluting, and rethink the economic system so that it is more sustainable.

Sheet taken from the book "Welcome to your world" with ELYX by Yacine AIT KACI at Nathan Editions. Made available as part of this operation. For any other use, please contact Nathan Publishing.

Welcome to your world

Elyx's challenges

1 > ecology

Together we will reduce our carbon footprint!

Each of us can limit our impact on the environment! Will you be able to meet these challenges?

1- Try to limit your consumption of red meat and not eat it at all one week a month.

2- Turn off the lights you don't use and ask your parents to unplug the devices in standby, such as consoles, TV, hifi systems...

3- Avoid plastic bags and systematically ask for paper bags.

4- Pay attention to your water consumption.

5- Ask to use public transport instead of the car.

6- Ask your parents if the energy in the house comes from renewable sources, and together find the best supplier of clean energy.

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World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

LITTLE PLAYLIST FOR CLIMATE

Kindergarten / Primary

Les ogres de barback - A vous la terre

Les ogres de barback - Ces petits riens

Les enfants de la terre - aux arbres citoyens

Boris Vian - la complainte du progrès

Dominique Dimey - Touche pas ma planète

Dominique Dimey - La chanson du défi pour la terre

Anne Sylvestre - Le bonhomme bleu marine

Secondary and +

Boris Vian - la complainte du progrès

Chanson citoyenne - Sing for the Climate

https://youtu.be/XGgBtHoIO4g

Les cowboys fringants - Plus Rien

HK et les saltimbanques - Citoyens du monde

HK et les saltimbanques -

sans haine sans arme et sans violence

HK et les saltimbanques - Niquons la planète

As de trèfle - Pauvre planète

Ridan - L’agriculteur

Ridan - objectif terre

Zoufris maracas - La fée électricité

Lili Baba - Beurk : https://youtu.be/2LUvjmtvAr0

Charles Aznavour - «La terre meurt»

Tryo - l’hymne de nos campagnes

Yannick Noah - aux arbres citoyens

Mickey 3D - Respire

Dub Inc - Décor

Dub inc. - Révolution

Benabar - l’effet papillon

Kenny Arkana - Terre mère n’est pas à vendre

Frédéric Fromet - Quand la terre sera mourue

World Youth Mobilization Day on Climate Emergency

March 15th 2019

Climate Education Kit

Credits

Citizens for Climate's website https://citoyenspourleclimat.org/ Facebook group https://www.facebook.com/groups/1630479090389945/ Facebook page https://www.facebook.com/citoyenspourleclimat/ Twitter https://twitter.com/CPLCFrance Instagram https://www.instagram.com/citizens.for.climate.official/ Linkedin <https://www.linkedin.com/company/collectif-citoyens-pour-le-climat/>

Little Citizens for Climate's website https://www.littlecitizensforclimate.org/ Facebook Page https://www.facebook.com/Little-Citizens-For-Climate-302976257095857/ Twitter https://twitter.com/ClimateLittle Instagram https://www.instagram.com/little.citizens.for.climate/ YouTube <https://www.youtube.com/channel/UCf9Cvl3fXAkbzPI4hU2pEeQ>

Teachers in transition profsentransition@gmail.com Facebook group <https://www.facebook.com/groups/550497372039619/>

ELYX foundation's website www.elyx.net Twitter Facebook Instagram @elyxyak