



WORKING TOGETHER
TO INSPIRE YOUTH
ACTION FOR THE SDGS
AND OUR PLANET



Total time

45 mins

Age range

8-14
years old



Make Space for Nature: Why Biodiversity is Key to Achieving the Global Goals



Learning Outcomes

- To understand why biodiversity is key to achieving the Global Goals
- To understand the threats posed by biodiversity loss to people and planet
- To understand how to take action to halt biodiversity loss

How to Use this Resource

Within this pack is an introductory lesson plan looking at how the planet's biodiversity impacts the achievement of the Global Goals. There are also 5 follow up action activities to extend student learning that all look at the question; ***How can we create a future in which both people and nature can thrive?***

Further Resources

For a detailed exploration of each of the earth's biomes, explore Our Planet's Biome Tours:
<https://www.ourplanet.com/en/schools-and-youth/>

Step 1: Understanding the Importance of the Natural World

5
mins

Explain to students that in this lesson we will be thinking about the question:
How can we create a future in which both people and planet can thrive?

Next ask students – *what do all people need to survive?* Differentiate between needs and wants of humans. *E.g a mobile phone is not a need.* Suggested ideas could include clean water, food & medicine.

Next ask students – *where do we get these resources from?* Answer: The natural world.
What are the threats currently facing the natural world? Students discuss and brainstorm different ideas.

Step 2: Introducing Biodiversity

10
mins

Share the fact that in the past 50 years 60% of all wildlife has been lost.
Ask students: *Why might this have happened? What might this statistic mean for people and planet?*

Introduce the term biodiversity by watching this video:
<https://www.ourplanet.com/en/video/what-is-biodiversity>

Stop the video at 1:40min when David Attenborough says *“Our planet’s biodiversity provides all the things we need for free. But it will only do so if there are lots of it, and at the moment it is under attack”*.

Discuss this quotation from David Attenborough. Ask students to think about what he might mean when he says that “biodiversity is under attack”. *What human behaviours and activities are students already aware of that are increasing biodiversity loss?*

Finish the rest of the video. *Were there any facts shown that students found surprising?*

Step 3: Linking to the Global Goals

Once students have discussed the human behaviours impacting biodiversity loss, explain that we are going to look at why this is such a problem for people, planet and the achievement of the Global Goals. First, ask students to identify which Global Goals biodiversity is included in using

Appendix 1 Global Goals Grid (Answer: Global Goals 14 and 15).

Next look at **Appendix 2** and choose a Global Goal and discuss how biodiversity affects it. For example, Global Goal 2 Zero Hunger. How might Goal 2 be impacted if we have a healthy and diverse natural world?

Possible answers; *we will have lots of food, we will have lots of different types of food, ' we depend on nature for our food.*

Next, write the impact in the segment of the circle that relates to the Goal. Then ask students to come up with their own responses and ideas for the remaining Global Goals.

Once completed, bring the class back together. Ask some students to share their thoughts on how each of the Global Goals are impacted by biodiversity. Did doing this activity surprise students? *Did it make them think differently about how important biodiversity is for the health of people and planet?*

Step 4: Action! What Can We Do to Bend the Curve?

Now that students have an understanding of the importance of the natural world on the Goals, ask students to look at **Appendix 3** and discuss what might happen if each of the three lines on the curve become a reality. *What impact might this have the Global Goals?*

What actions can we take to bend the curve? Allow for student discussion.

Finish by watching World's Largest Lesson Animation Part 3 for ideas and inspiration on how to get started with taking action for the Global Goals!

<https://www.youtube.com/watch?v=ZdOQf0nOB6A&t=26s>

THE GLOBAL GOALS

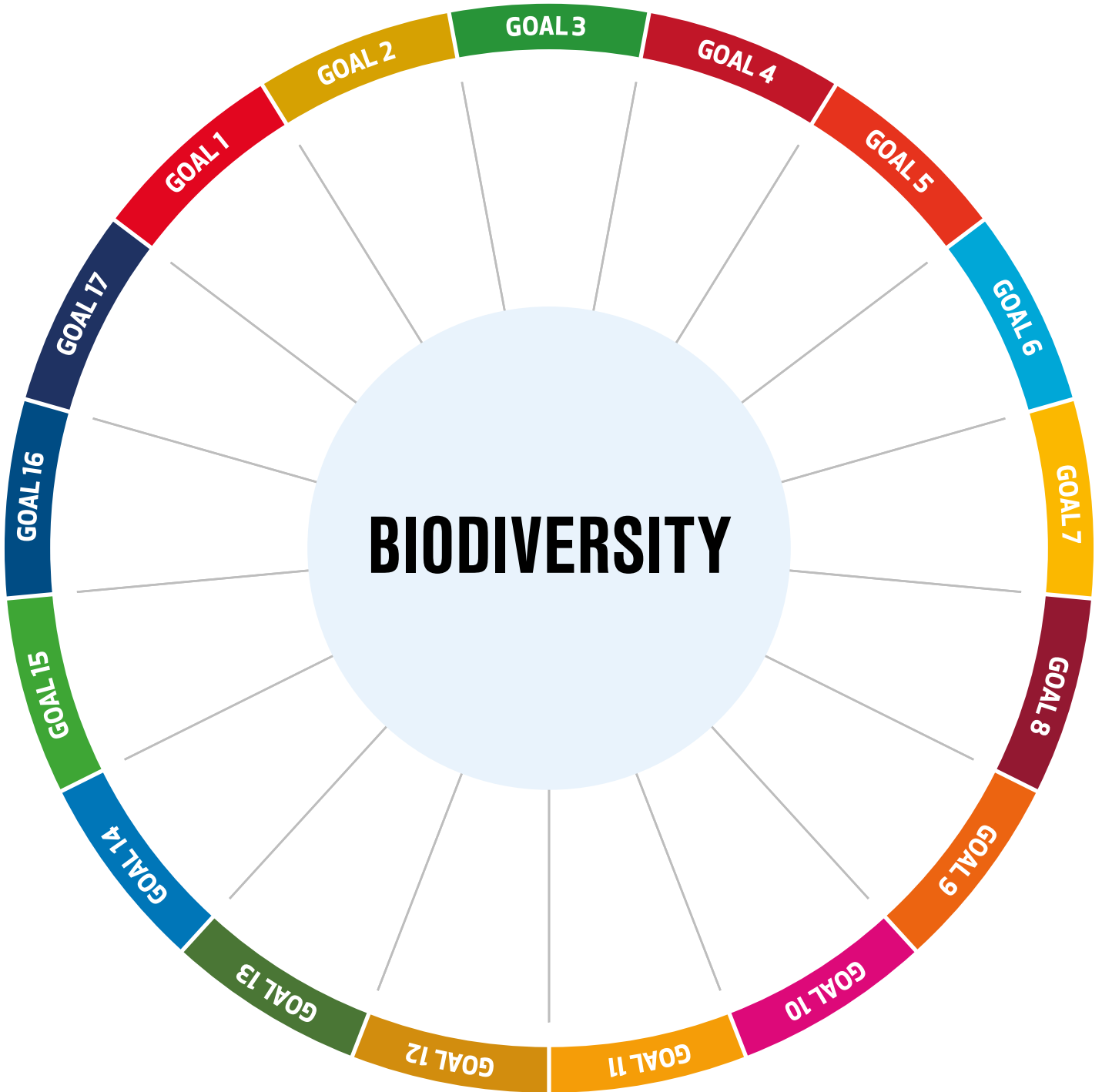
For Sustainable Development



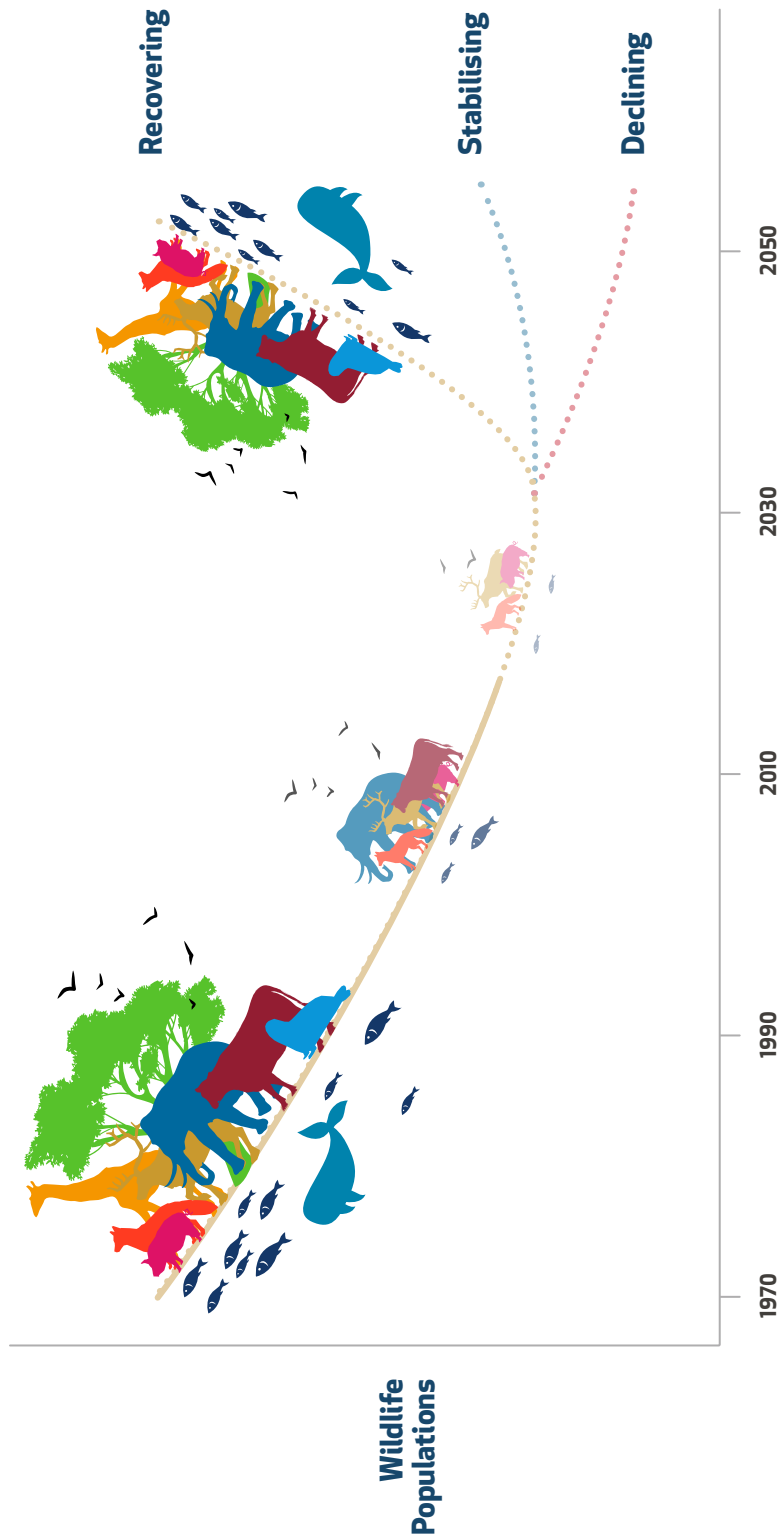
Appendix 2: Impact of Biodiversity on the Global Goals

Instructions:

Write the impacts of a healthy, biodiverse planet on each of the Global Goals.



Appendix 3: Bend the Curve on Nature Loss



Action Activity 1: Debate

When trying to answer the question **“What is the most impactful way the world can bend the curve on nature loss?”**- Students will have to think holistically about how their decisions will impact not only themselves but others too. By taking on the role of different characters, students will have to demonstrate empathy by thinking about an issue from a different perspective.

Begin by asking students to select an option from the suggested list below (you can offer all these ideas as solutions or just pick two or three for students to choose from).

What is the most impactful way the world can bend the curve on nature loss?

- **Idea 1:** Everyone should stop eating meat
- **Idea 2:** Increase the proportion of the planet that is designated as protected areas
- **Idea 3:** Stop using fossil fuels
- **Idea 4:** Install fishing quotas on all seas and oceans
- **Idea 5:** Make learning about the Global Goals mandatory in all classrooms
- **Idea 6:** All food products containing palm oil should be banned

Ask students to choose which idea they believe would most positively impact the planet and note down students' opinions.

Then, allocate different roles to students and allow time for them to research their proposal. Remind students that they need to be thinking from the perspective of their allocated role and not their own. Explain that they will have a 2-3 minute speech to argue why they think their proposal is the best way to bend the curve on nature loss. Encourage students to think about what other roles might be thinking – *can they think of opposing arguments?*

Suggested roles/characters:

- Scientist
- Local fisherman
- Supermarket owner
- CEO of an international business
- Politician
- School teacher
- Dairy farmer
- Local market-stall owner
- Parent
- Headteacher
- Forestry worker
- Wildlife reserve ranger
- Marine biologist
- Factory worker
- Fashion designer

Once all arguments have been heard, ask students to get out of character and repeat the activity from the beginning of the lesson. *Did having to argue from someone else's perspective and listen to others, change their opinion? How have their opinions changed?*

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Action Activity 2: Creating a Campaign Film

Ask students *what are some of the different ways you can take action for the Global Goals?*

Watch World's Largest Lesson Part 3 animation for inspiration:

<https://www.youtube.com/watch?v=ZdOQf0nOB6A&t=53s>

One way that students can take action for the Global Goals is starting a campaign. A campaign is often a piece of communication that has a compelling narrative or story.

Ask students to brainstorm the different pieces of communication that there are in the world.

e.g TV adverts, billboards, Instagram stories, Facebook campaigns

Ask students to think about a piece of communication that really had an impact on them – *how did it make them feel and why?*

Next invite students to watch Project Everyone's World Ocean's Day Campaign Film:

<https://www.youtube.com/watch?v=cOY2PbkAaws>

Ask students to watch once and then replay the video asking students to think about the following:

- 1. Objective:** What is the video trying to achieve? What change is it trying to make?
- 2. Audience:** Who is the audience for this film? What do we know about them that could help us create an idea?
- 3. Single-minded proposition:** What is the one thing that the film wants to say? The ONE thing.
- 4. Truth: What makes this true?** What information or evidence do you have that justifies your proposition?
- 5. Tone of voice:** How is the message conveyed, what is the tone? *e.g hopeful/angry/defiant/sharp*

Ask students to think about the answers to each of the points above. Then ask students to think about how they could create a film about Global Goals 14 & 15 and one of the issues within it:
e.g habitat loss, deforestation and/or wildlife loss. What kind of campaign film could students create for this issue?

Give students the five headings listed above as a guide to help shape their ideas. Remind students to think about which Global Goals are impacted by this campaign and to include them on their communications piece. Share your students' campaigns with us on social media so we can amplify it!

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Action Activity 3: Envisage the Future



© Richard Barrett / WWF-UK

Show an image of a jaguar on the board. *Do students know what this animal is? Where do they think it lives? How many jaguars do you think there might be in the world?*

Explain that jaguars are categorised as Near Threatened. *What do students think might be the biggest threats to jaguar populations?*

Next watch this short animation that explains the story of many jaguars today.

<https://twitter.com/WWF/status/1068183862939975681>

Explain to students that they have an opportunity to create a new ending to the film. *What would they like to see happening to the jaguar populations in the future?*

Allow students time to discuss the different future scenarios they would like to see. Students can choose to either draw or write their chosen new ending for the film.

Students spend time creating and designing a new ending for the film. Then place all drawings on a class table and have a class discussion about what *we could all start doing now to make your future images a reality for today?*

Discuss different individual actions that students could take, as well as global decisions that need to be made to protect jaguars *e.g increasing protected wildlife areas.*

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Action Activity 4: Creating Your Own “We Live in A Strange World” Speech



© Joel Tucker / Fruit media / WWF-UK

Display an image of Greta Thunberg on the board. Ask students if they know who she is? Have a class discussion about Greta’s campaign #FridaysForFuture <https://www.fridaysforfuture.org/>
How does Greta’s campaigning link to the issue of biodiversity loss?

Next, gather students together to watch Greta Thunberg’s “We Live in A Strange World” speech: <https://www.youtube.com/watch?v=peCe2gFID4s>

Prompt questions to ask throughout the video:

- *Do you think this speech is powerful? Why, why not?*
- *Who do you think Greta is trying to persuade about taking action?*
- *What repetition does she use for effect?*
- *What does Greta do well in delivering her speech?*

After watching the speech, ask students to work in talk partners to come up with some of their own “We Live in a Strange World” sentences based on the topic of biodiversity and its impact on people and planet.

Then invite students to write their own “We Live in A Strange World” speeches. WWF’s Living Planet Report for Youth is a great resource to help students here: <https://www.wwf.org.uk/sites/default/files/2018-10/LPRYouthFINAL.pdf>

Students can then perform their speeches to one another. Record the videos of the speeches or send written copies of student poems to send to members of local government to call for action!

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Action Activity 5 for Students Aged 14+: The Wedding Cake Model

Explain to students that some scientists have come up with a model of presenting the Global Goals that differs from the usual grid structure. Tell students that they are going to spend some time discussing and thinking about this model and coming up with their own opinions on it.

Show a blank image of the Wedding Cake model to students **Appendix 1**. Allow time for students to think about which Global Goals might be at the first layer of the cake.

Prompt questions to guide student discussion:

- *Look at the number of slices of each layer of the cake, how might that help you decide which Global Goal should go on each layer?*
- *Think about the activity we did in Step 3. How could this activity help us decide which Global Goals should go where?*
- *Display the names of each layer of the cake **Biosphere, Economy, Society**. Does that help students to identify which Global Goals should go on each slice?*

Look at the first “layer” of the Wedding Cake. Why might Global Goals 6,13,14 & 15 be the base “layer” of our cake? How do they help to achieve the rest of the Goals?

Allow time for students to discuss the next two layers of the Global Goals before displaying the final Wedding Cake – **Appendix 2**

Once students have completed the Wedding Cake activity, ask students to reflect on their work.

- Do you find the Wedding Cake useful in helping you to understand why biodiversity is important for our planet?
- Do they think that the Global Goals should always be shown as a Wedding Cake or as the Global Goals Grid?
- What might happen if the first layer of the Wedding Cake was removed. How might that impact the achievement of the rest of the Global Goals?

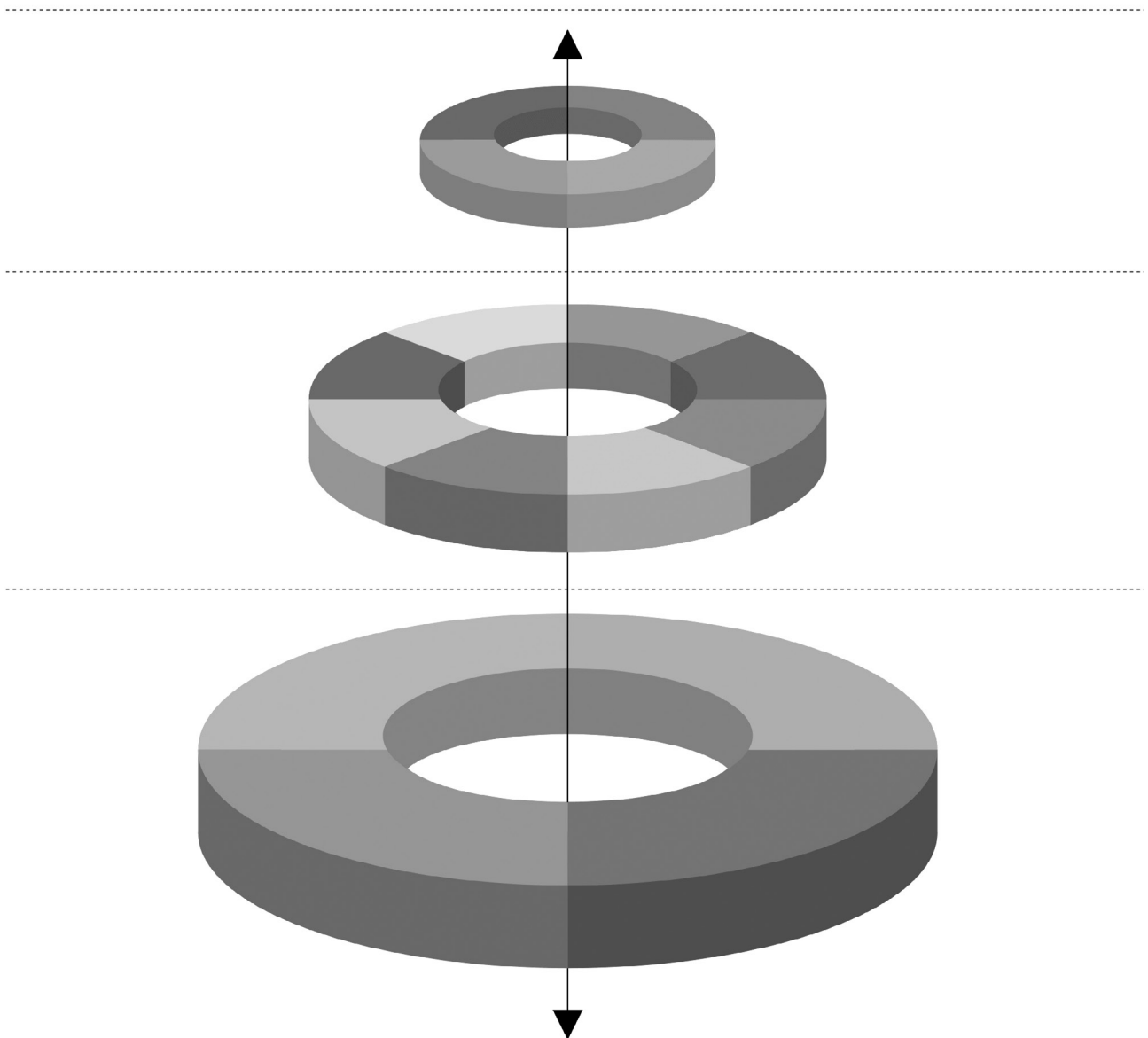
For more information on the Wedding Cake model, students can visit The Stockholm Resilience Centre and its research: <https://www.stockholmresilience.org/>

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Appendix 1: Blank Wedding Cake Model



Appendix 2: Completed Wedding Cake Model

