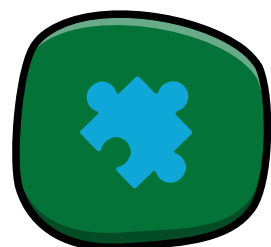


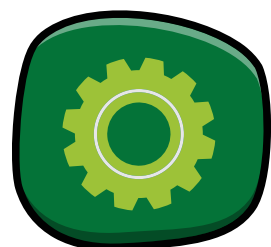


OBJETIVOS DE DESARROLLO SOSTENIBLE

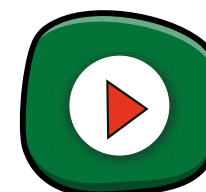
YOUTH



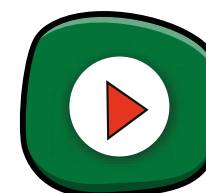
Kahoot



Activities

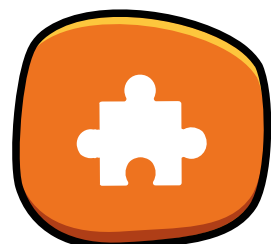


Ecosystems

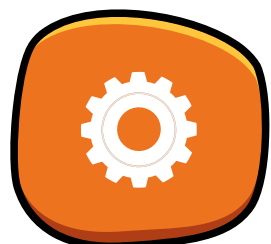


Desertification

CHILDREN



Kahoot



Activities



Ecosystems



Kimu




The earth is life, Do we take care of it?



02 | DESERTIFICATION



01 | PROTECTING FORESTS



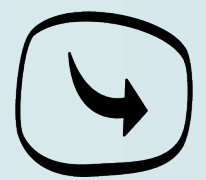
03 | LOSS OF BIODIVERSITY



04 | PEOPLE AND INITIATIVES IN DEFENSE OF THE LAND



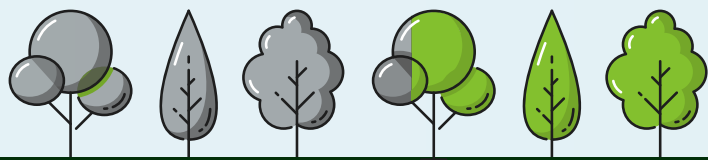
05 | MORE SUSTAINABLE LAND CONSERVATION INITIATIVES AROUND THE WORLD



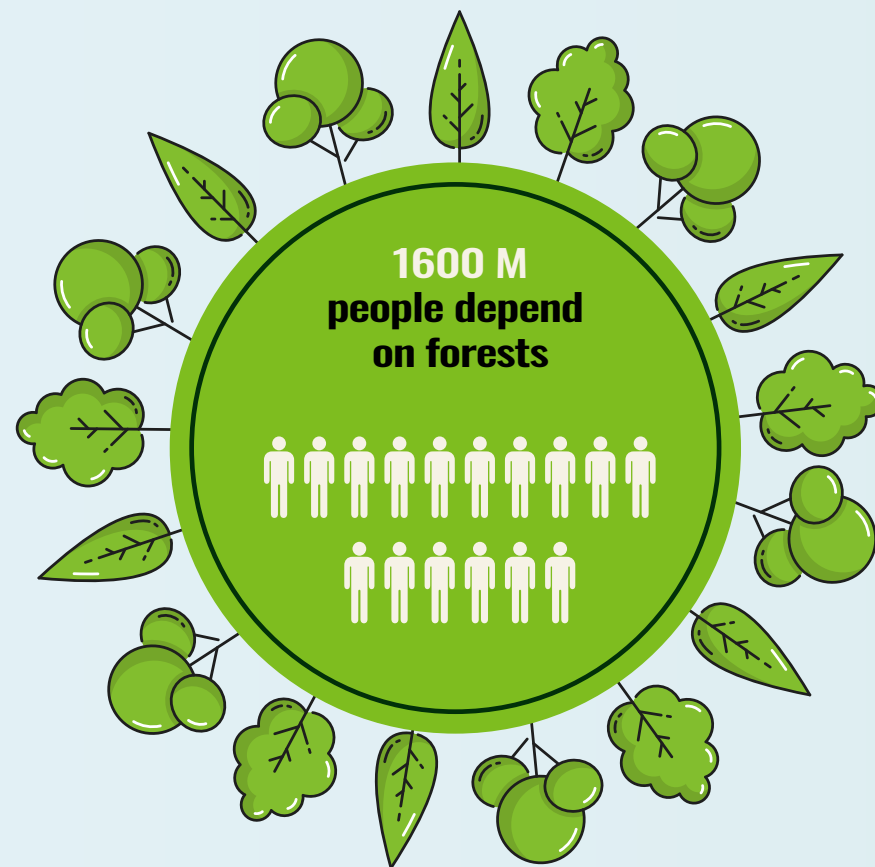


01 | PROTECT FORESTS

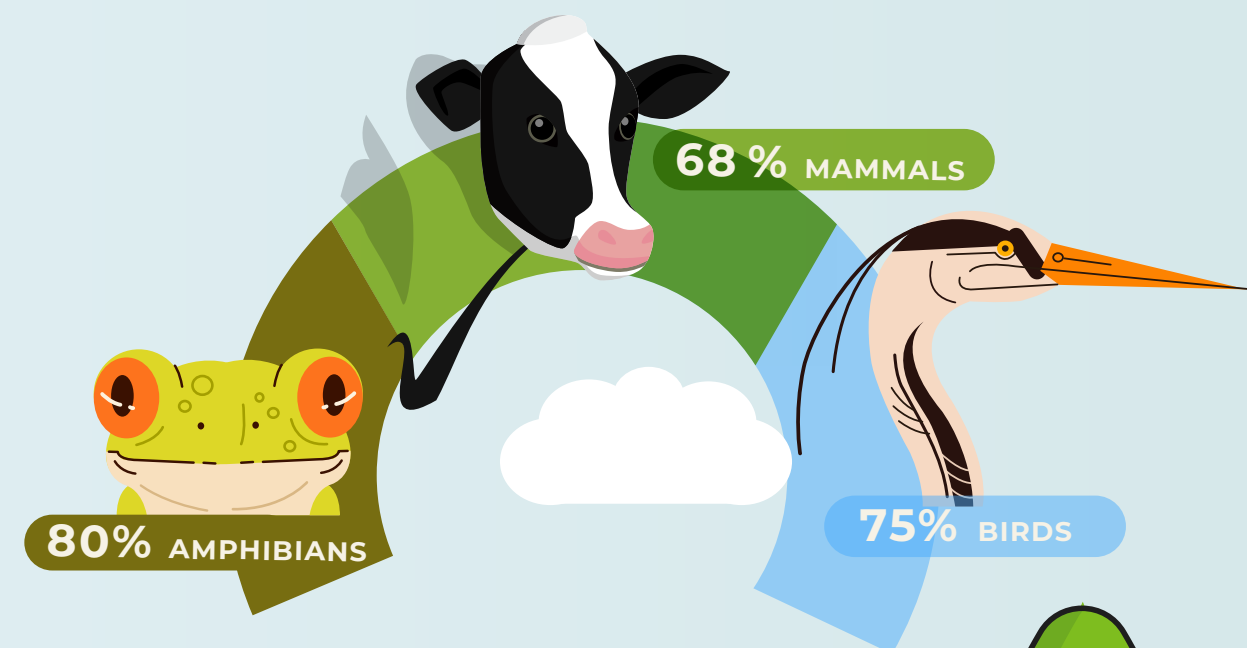
2010 - 2015



-3,3 M
Of hectares of forest




Forests are the habitat of the:



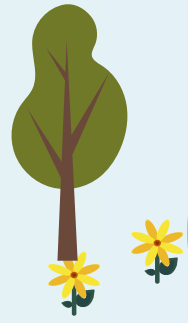
Women, especially those living in poverty and in rural areas, often depend on forests for fuel, fodder and food. For some people, deforestation means spending more hours a day traveling long distances to meet these needs.



Nearly 31% of the world's land area is covered by forests.

Forests in protected areas increased or remained stable.

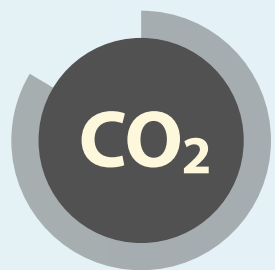




WHY ARE FORESTS IMPORTANT?



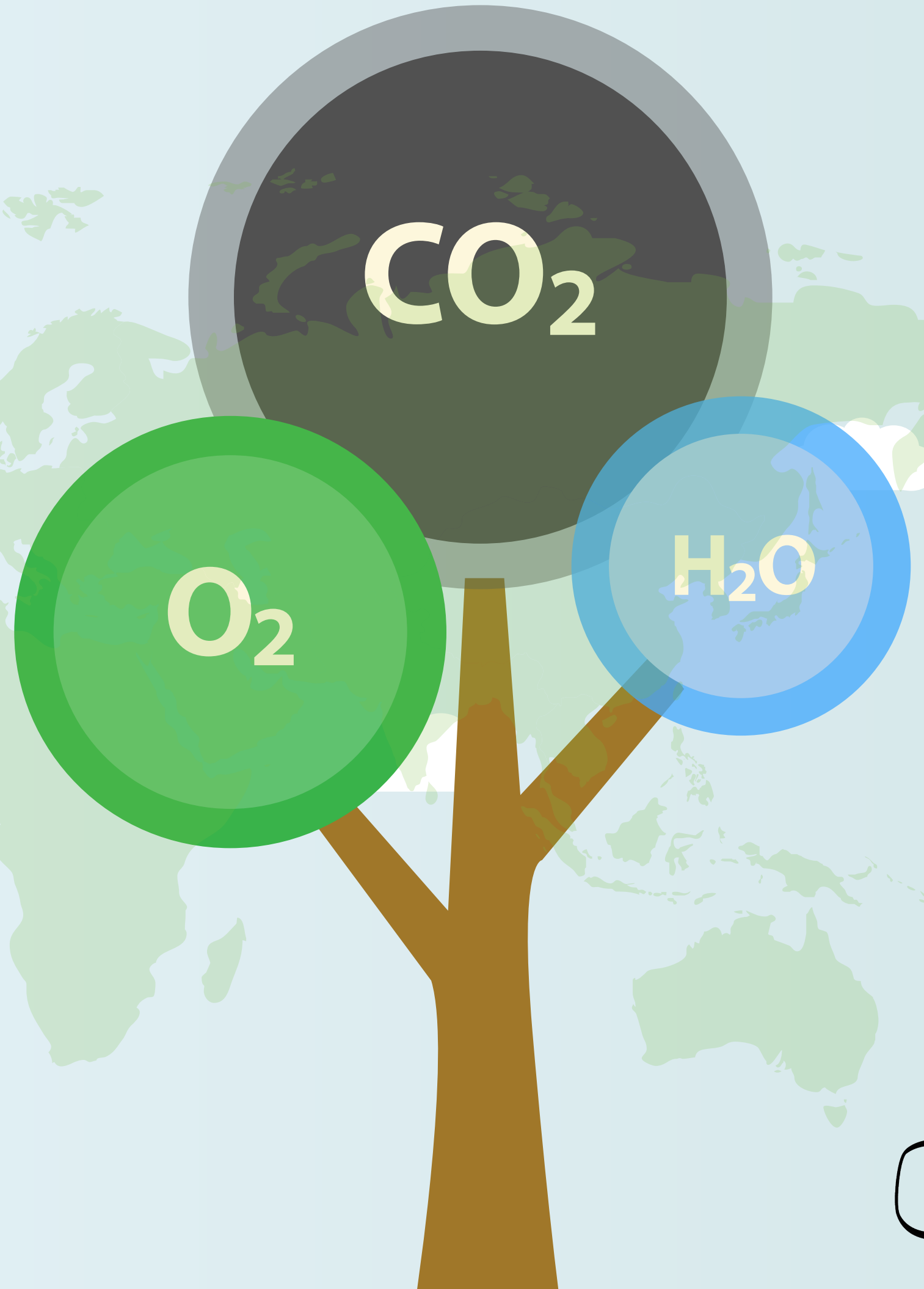
A forest generates two to three times more oxygen than any other type of crop on the same area.

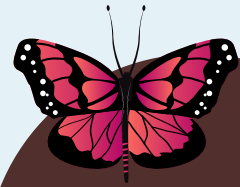


They are climate regulators, trees reduce carbon in the atmosphere.



Forests supply drinking water to more than 33% of the world's largest cities.



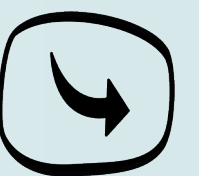
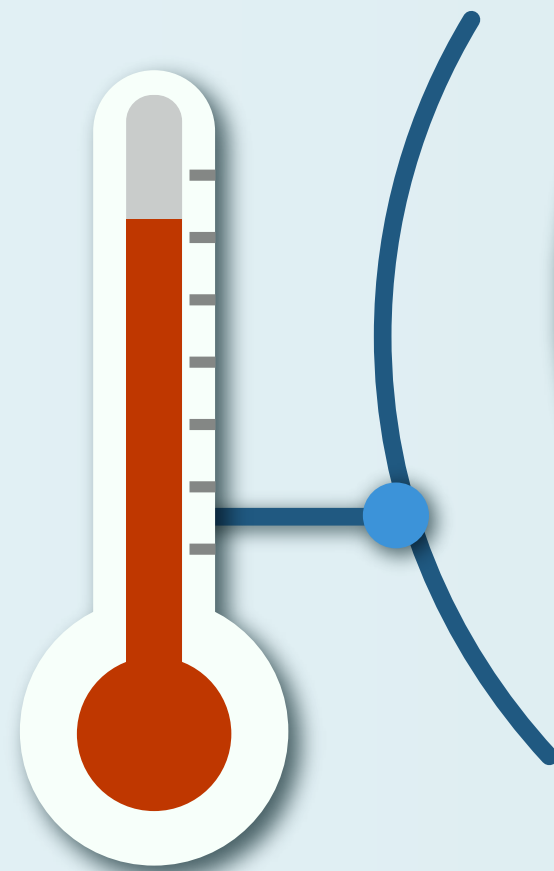


02 |

DEFORESTATION What is it?



Deforestation is the destruction or depletion of the forest area. It is almost always caused by human action, because it occurs when there is massive or uncontrolled logging.



02 |

CONSEQUENCES

The impact is disastrous, threatens biodiversity and endangers human populations. Desertification degrades our living conditions.

About **20%** of degraded soils are croplands.

Deforestation

High temperatures

Degradation

Loss of animal species

Floods can cause serious problems in desertified areas because soils without vegetation absorb less water than areas with trees.

Water production would also be affected since one of the functions of plants is to retain water so that it can evaporate again to form clouds.

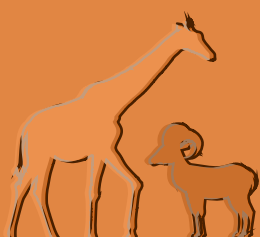
Animal and plant species can be threatened by damage to fertile soils and ecosystems.

Deforestation can intensify the consequences of climate change, such as increasing the possibility of extreme weather events.

By degrading living conditions, deforestation can increase poverty and negatively impact sustainable development.

By degrading some areas and leaving others unaffected, people have unequal access to natural resources.

Deforestation causes an increased risk of zoonotic disease.





DESERTIFICATION

52% of the land used for agriculture is moderately or severely affected by soil degradation.



Due to drought and desertification, 12 million hectares of land are lost every year. In one year, 20 million tons of grain could have been grown.

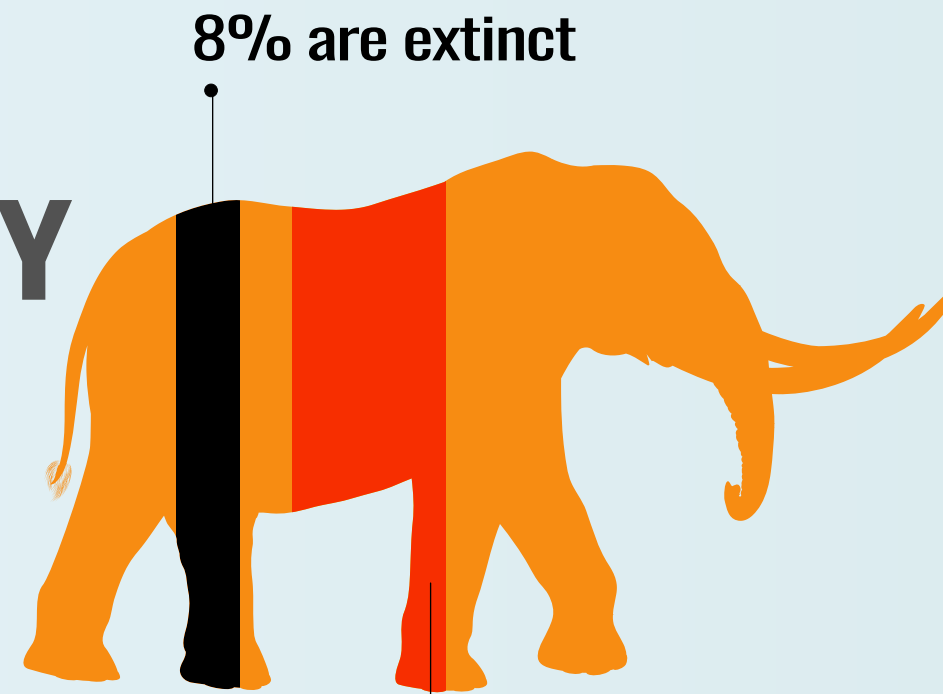
2600 M people depend directly on agriculture for their livelihoods.

74% of impoverished people are directly affected by land degradation globally

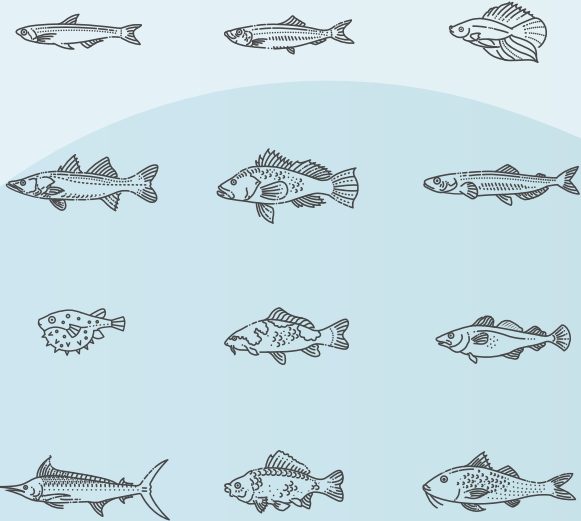




03 | LOSS OF BIODIVERSITY



Out of the 8,300 known animal breeds



Fish provide 20% of animal protein for about 3 billion people.

Rice, corn and wheat account for 60% of the world's energy intake.



Approximately 80% of people living in rural areas of developing countries rely on traditional plant-based medicines for basic health care.



Approximately 80% of people living in rural areas of developing countries rely on traditional plant-based medicines for basic health care.



What is BIODIVERSITY?

The loss of biodiversity means the decrease or disappearance of biological diversity, that is, of the variety of living beings that inhabit our planet.

Consequences:

Species extinction,

When biodiversity is diminished, the food supply of an ecosystem may also be reduced, including foods used by humans.

Pest proliferation: Imbalances in ecosystems can increase the number of pests affecting people and damaging crops.

Our best vaccine for the future is to protect nature and maintain high biodiversity. One of the best life insurance measures for the planet is to decrease CO2 emissions, and maintain healthy forests and oceans which help us to take CO2 from the atmosphere.



What can we do?

Knowing biodiversity is the first step in caring for it. Increased biodiversity in natural ecosystems helps to make these areas resilient, strong, and productive.

Avoid overexploitation of natural resources: implement wastewater treatment programs, make plantations less water-intensive, prefer non-CO2 emitting energies, avoid aerosols that damage the ozone layer, etc.

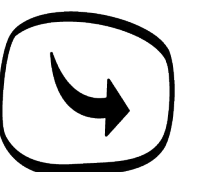
Reduce pollution: using catalytic converters in cars, using public transport regularly, not abusing fertilizers and pesticides, constructing more energy efficient buildings, etc.

- Consume sustainable products.

- Act responsibly in nature.

- Denounce activities that threaten biodiversity.

- Support protectionist organizations and campaigns in favor of nature.





04 | PEOPLE AND INITIATIVES IN DEFENSE OF THE LAND



Constantino Auca Chutas
(Cusco, Peru)

A biologist, he has dedicated the last 30 years to the defense of nature.

"The land doesn't need more meetings, workshops or research, but more action."

Purnima Devi Barman
(Assam, India)

With a biological doctorate, she has dedicated much of her career to saving the endangered great helper stork.

"Ecological restoration is so important to save our biodiversity and to save ourselves. Every person, every species, we are all interconnected with a single thread of life."



Sheila Watt-Cloutier
(Kuuujuaq, Canada)

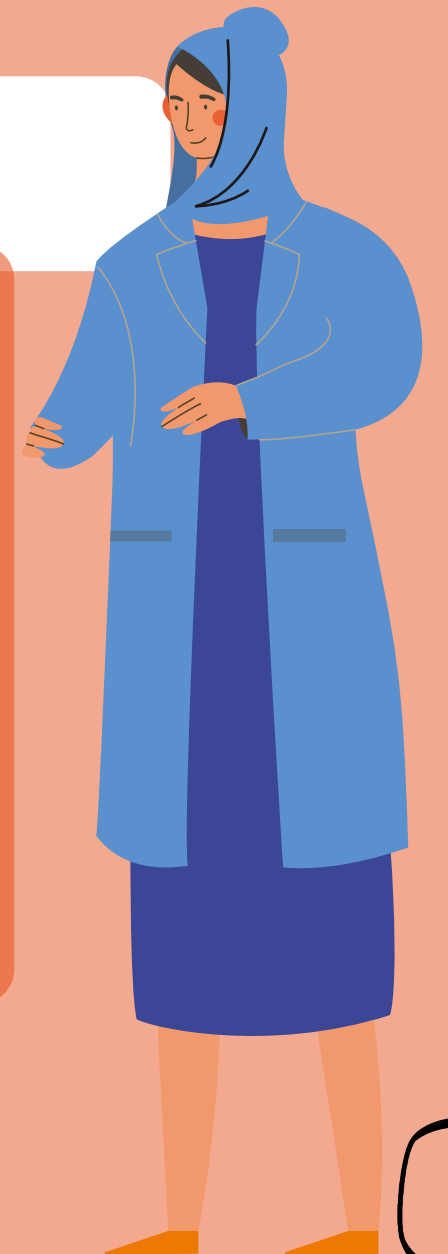
She is a respected Inuit leader and advocate for the environment, climate change and human rights. In 2007 she was nominated for the Nobel Peace Prize.

"For the first time in history, my community has used air conditioners. Imagine, air conditioning in the Arctic."

Souhad Azennoud
(Kissane, Morocco)

Biologist, expert farmer and beekeeper. Founder of the agricultural cooperative Ariaf Kissane and recognized pioneer of agroecology.

"In the mountain village where we live, we see the effects of climate change. People notice it and say: before the ears of wheat were more canned and this crop did not require spraying."



05

THREE SUSTAINABLE LAND CONSERVATION INITIATIVES WORLDWIDE



UNCDD Land Heroes, a campaign that helped shed light on many projects against climate change through land conservation and restoration.



Arenciel

Lebanon's pioneering non-profit environmental group, a volunteer-run organization that has launched programs since its founding in 1985 to recycle everything from medical rights to clothing.

Indigenous women of Laramate

Indigenous women in Peru combat climate change and boost their economy by recovering ancestral farming techniques with support from UN Women's Fund for Gender Equality.



Peru

Lebanon

Mali

Rural women in Mali

Climate-smart agriculture improves the livelihoods of rural women in Mali.



UNIT 4: UNIT 4 ACTIVITIES - CHILDREN 4

UNIT 1 :

WHAT DOES CIMU MEAN?	
OBJECTIVES	
To make students aware of Cimú's story, so that they can understand the main message of the forest in our lives. And how the forest can be a necessary resource to me always.	
MAATERIALS	TIME
<ul style="list-style-type: none"> • Video of CIMU • Sheets of paper • Colours 	20 - 40 minutes
DESCRIPTION	
<ol style="list-style-type: none"> 1. Presentation of the video in the class room. 2. After the video there is a round of reflection with the students. They can be asked the following questions: <ul style="list-style-type: none"> • What has struck you most about the video? • Do you think Cimú's situation has been very difficult? • Who can be the one-legged animals? • Why do you think they kill the forest? 3. After the reflection, we encourage the students to draw a picture of Cimú's house or the place where he lives. 4. And finally, we get them to tell us about and share an exciting experience they have had in a forest, it could be an excursion with the school for the family, a walk in the forest where they spotted a animal or a day where they were involved in hunting, tell us what you felt, if you liked it, if you would do it again and which of the forests you have visited you liked the most. 	

Video 2:

GUESS WHO BRINGS TO CLASS?	
OBJECTIVES	
<p>The aim of this activity is for students to identify objects in nature, in order to encourage them to take care of ecosystems and our environment.</p>	
MATERIALS	TIME
<ul style="list-style-type: none"> • Card boards • Elements of nature and music 	15-20 minutes
DESCRIPTION	
<ol style="list-style-type: none"> 1. Before the lesson, students are told to bring things from home that they had come from nature and things that do not come from nature in order to classify them in class. 2. Video introduction. 3. After the video, the materials they have brought with them are displayed and, using a card board in the middle of the classroom as an accessible area, they are asked to classify the materials into things that come from nature and things that do not. These students should be put on the card board beforehand. 4. Finally they are asked: <ul style="list-style-type: none"> ✓ Why do you think these things come from nature? ✓ Why do you think these things do not come from nature? ✓ When you walk down the street or in the park do you see a lot of things in nature that are not from nature? 	

Young people: reflection activities

VIDEO 1

Let us restore ecosystems

The class is divided into five groups:

- 1) Enterprise and Market
- 2) Non-profit and human rights organisations
- 3) Environmental and animal protection organisations
- 4) Scientific and medical research for health
- 5) Citizen of your city

1) Each group will have to get into the mindset of the stakeholders they represent and, with this approach, the class (groups) watch the video "Let us restore ecosystems". 10 min:

2) After watching the video, each group will reflect with its members on the following questions:
How does the group we represent feel about biodiversity protection? Is it a priority for us?
What does our group think about deforestation? How does deforestation affect our activities? Or how have our activities caused deforestation?
From our group's point of view, what actions would we prefer to take or promote in the short term against deforestation? And in the long term?
20 min

Afterwards, the class returns to plenary and the groups discuss the individual points and share priorities and actions for each of them.
20 min

At the end of the discussion, the class is invited to reflect on whether there are local initiatives in their city or neighbourhood that address biodiversity and whether they are of interest to us.

VIDEO 2

Desertification

The groups are now interchanged: the former "Enterprise and Market" group will now represent the "Scientific and Medical Research for Health" group etc.

1) Each group will have to get into the mindset of the stakeholders they represent and, with this approach, the class (groups) watch the video "Desertification". 5 min.

2) After watching the video, each group will reflect with its members on the following questions:
What does our group think about desertification? How does desertification affect our activities? or how have our activities caused desertification?
From our group's point of view, what actions would we prefer to undertake or promote in the short term against desertification? And in the long term? 20 min

Afterwards, the class returns to plenary and the groups discuss the individual points and share priorities and actions for each of them. 20 min

At the end of the discussion, the class is invited to reflect on whether there are local initiatives in their city or neighbourhood that address biodiversity and whether they are of interest to us.

Common reflection

After the group immersion activities, the class returns to the plenary, each person again representing only him/herself.
The class is invited to share how they feel after doing this exercise.

What do you think of the videos you have watched? What did you already know?
What didn't you know?

What do you think of the reflections that emerged during the group discussion? What do you think of the actions to be taken? Are there any others that were not addressed?

What do you think you can do as an individual and as a class to address and respond to these questions?

Are there other stories or projects, besides the ones in the video, that inspire you?

