

THE ENVIRONMENT

Supplement



Acknowledgements

History of the Curriculum

The present publication represents a series of additional resources that can be used as complementary to the other Aflatoun International materials. This resource has been built based on a consultation with partners.

All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

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THE ENVIRONMENT SUPPLEMENT

Welcome!

This supplement was created in response to the overwhelming need for material that educates young people on environmental issues. The aim of this supplement is for participants to reflect on how their habits and actions affect the environment around them, and to positively influence their abilities to take action against the growing environmental challenges related to pollution and waste. This programme thus encourages participants to critically think of the ways to reduce, reuse and recycle waste in their local communities.

You the facilitator

Your familiarity with the reality of the learners' lives is one of your greatest assets. By the time you come to use this supplement, you should have completed an intensive Training of Trainers (ToT). On that course, you will have become familiarized with many of the methods employed in this manual, and with the overall structure of the programme. However, even the best ToT can only achieve so much. A good facilitator needs to bring a wide range of skills, knowledge and attitude on their own. You should;

- Enjoy working and engaging with others.
- Have excellent communication and group facilitation skills.
- Be ready to learn and revise your own opinions.
- Be confident and willing to use a range of group facilitation techniques.
- Foster an environment of respect where young people feel comfortable to voice their views and concerns. Let the participants make mistakes and feel free to talk!
- Be enthusiastic about the programme and content.
- Be non-judgemental, impartial and value diversity.
- Accept feedback from the participants as a gift.
- Have a sense of humour!

While the above is not a comprehensive list, it is a great starting point.

What is your role as facilitator?

A facilitator is different from a teacher. Traditionally, a teacher talks and participants listen. For you, the opposite will be more normal; i.e. the participants will be talking and engaging, and you will be listening. Traditionally, a teacher gives participants answers. Your job is more about asking questions. A teacher wants participants to memorise. You want to help them think. In a classroom, the teacher is the centre of attention. The only time the participants talk is to answer a question the teacher has put forward. In a workshop, the participants are the centre of attention and it is they who do most of the talking. The facilitator's job is to listen and help guide their thinking by asking questions. A classroom is often a silent place. A workshop is often a noisy place. In a classroom, a teacher stresses that there is only one correct answer to a problem. In a workshop, the facilitator helps participants realise that there can be many different ways of looking at an issue. In a classroom, participants only talk to the teacher. In a workshop, they constantly talk and listen to one another.

While a teacher focuses on delivering content to an audience, a facilitator focuses on helping the group teach itself. A facilitator helps bring out and make clear what a group already knows. A facilitator is rather like a guide, helping the group to focus on the task so as to arrive at a shared learning. A facilitator focuses on processes in the group as much as on content. Content is the 'what' of the session. Process is the 'how'.

Processes are patterns of communication or of decision-making within the group. Who talks how much to whom? Who is typically silent? Who do you maybe need to encourage to participate more? These are important points for you to notice and focus on. Sometimes the facilitator just notices these patterns of interaction and uses them to do things differently. For example, if the facilitator notices that some people are always talking while others are usually silent, one method would be to invite the silent members to share their views. The other option available to the facilitator is to make an observation about a process in the group – perhaps saying something like 'only a few people seem to be talking; the rest are silent'. When a facilitator makes a process observation like this, they are holding up a mirror for them to see themselves in. Hopefully this will help the group to work more efficiently.

Keep it local!

- Use simple language as much as possible, this includes using local languages when required.
- Encourage participants to answer questions and summarise their points during the sessions, using their own dialect and terms.
- Use real-life examples and local case studies to help make your points.

Create a good environment

- Make sure the training environment is one of mutual respect, trust and enjoyment.
- Learn the participant's names as soon as possible! It will be easier to command both individual and group attention in the classroom.
- Be patient! Repeat any information if the participants do not understand, and be prepared to change your training approaches if what you are doing is not working.

Session structure

The sessions, lasting between 45-60 minutes, will consist of you taking the participants through a variety of tasks that generally involve them in discussions or activities. There is no place in this programme for lecturing. Sessions will involve interactive learning methods and will require the participants to engage in an inclusive manner. At the end of each session, participants will reflect on the key messages of that day's learnings and/or prepare for the week ahead, building up on the topics of each session.

For easy use, in both formal and non-formal education settings, each topic contains activities for different age ranges. Throughout this supplement the facilitator will find the stage number clearly marked at the beginning of the session.

stage **1** 6-9 years old

stage **2** 9-12 years old

stage **3** 12-13 to 14-15 years old

stage **4** 15 years old and above

stage **123&4** all stages

2. NEEDS, WANTS AND NATURAL RESOURCES



Connecting our Consumption Choices to the Environment

Learning Competencies

- **To know:** Reading skills, Problem-solving
- **To do:** Critical thinking, Creativity
- **To be:** Social skills, Self-Awareness, Self-Reflection
- **To live together:** Teamwork and interconnectedness, Communication



OVERALL OUTCOME

Participants become aware that what we buy and use affects the environment. They learn to differentiate needs from wants with specific regard to natural resources and reflect on their consumption choices by evaluating their environmental impact.



SESSION OBJECTIVES

By the end of the session, participants will be able to:

1. Distinguish between their needs and wants.
2. Name their personal needs and wants in terms of natural resources.
3. Explore ways of reducing consumption based on needs in the interests of protecting the environment.



MATERIALS

- Flipchart and markers
- Paper and pens/pencils
- Two signs; one with 'Needs' and one with 'Wants' written on it.
- A set of the Memory Cards for every five participants
- A sheet of A4, a ruler and a pair of scissors for every five participants (for optional exercise only)



METHODOLOGY

- **Start:** Group activity and discussion
- **Learn:** Memory cards, small group work, discussion
- **Reflect:** Open questions discussion



FORMATIVE ASSESSMENT

Open questions



DURATION

stage

1&2

45 minutes

stage

3&4

60 minutes



KEY WORDS

- Wants
- Needs
- Natural resources



INFORMATION FOR THE FACILITATOR

- Prior to the session you will need to create two signs, one that has 'Needs' and one that has 'Wants' written on it. Put the two signs up on the wall on opposite sides of the classroom before the start of the session.
- Adapt the statements of the Start Activity to make them more relevant to your community if need be.



START: Needs, Wants and Natural Resources

stage **1&2**  15 m

1. To reinforce the concept of the scarcity of natural resources, put an unequal number of small items (pieces of paper, lids, etc.) in front of each participant. For example, some participants will receive 3 but some will receive 6 or 4 or 2.
2. Before explaining what the small items represent, ask participants what they remember from their Nature Walks and discussions of the previous session on the environment.
 - Where did they go on their Nature Walks? What did they see?
 - What is the environment? What elements from the environment do we think are beautiful?
 - What are natural resources? (Natural resources are the materials from nature. Air, water, plants, and animals are all examples of natural resources).
 - What were some ideas of how we can protect the natural resources of our environment?
3. Then ask participants to look at the items on their table and ask how they feel about having more or less than their neighbour. Now tell them that these small items represent the amount of water they can use for the day. Now ask again:
 - How do they feel about having more or less water to use than their classmate?
 - In their community, do all people have the same access to natural resources like water?
4. Explain to the participants that we can't make natural resources ourselves. Only the environment, the nature around us, can do that for us. But we can control how they are used. We want to regulate our natural resources like water, so that we don't use them up too fast and so that other people, animals and plants can use and live off these resources such as clean water as well.

stage **3&4**  30 m

1. Review what participants remember learning during the previous session about the environment and its natural resources. Ask:
 - What are natural resources? (Natural resources are the materials from the environment, such as air, water, plants, and animals, things in nature and oil. No human created them).
2. Do a quick recap by asking the participants what they know or remember about the difference between their needs and wants. Can they give you examples of 'needs' and examples of 'wants'? If necessary, review that needs are things that we must have in order to survive and have a healthy, successful life (e.g. food, water, shelter and education), whereas wants are the things that we would like to have, but that we can live without (e.g. sweets and television).
3. To quickly assess whether participants understand the concepts of 'needs' and 'wants', point out the two signs that you put up on opposite walls of the room. Explain and demonstrate the following instructions:
 - I will read some items or acts, and you will need to decide whether it is a 'want' or a 'need' by walking to either of the two signs.
 - There are no right or wrong answers, and it is okay to disagree with your friends.
4. Read aloud the following two statements one-by-one and give participants 10 seconds to run to the signs that they feel is most appropriate.
 - Food for your family and yourself.
 - Money for soda or a snack.

5. Inform the participants that they will now be thinking about their needs and wants in relation to natural resources.
6. Again read out the following statements from the table below. Once participants have lined up in front of their sign, ask a few volunteers to explain their reason for choosing that sign. After hearing from a few participants, ask if there is anyone who would like to change their positions. If necessary, provide the participants with an explanation on the statement in the second column of the table.
7. Continue like this through the list below.

Action	Alternative
1. Accepting new plastic bags each time you visit the shop or market.	This is a want. We don't need new plastic bags every time. They are extremely harmful to the land and to animals. Reuse plastic bags by taking them to the market with you. Better still, stick to using cloth bags.
2. Having air-conditioning or fan on all night.	A/C is a want. A/C releases poisonous gases affecting the environment. Fans are much cheaper and more environmentally friendly. All of us should take care to use them only when we really need to.
3. Taking the bus to school.	Depending on the distance to school this will be a need for some participants and a want for others. Like cars, buses release poisonous gases affecting the environment. Alternatives are walking/cycling.
4. Buying plastic bottles of water when you are thirsty.	Water is a need. But the plastic bottle is a want. Plastic bottles cause huge damage to the land. Try drinking from taps and fountains instead if they contain clean drinking water, or just constantly refill the same plastic bottle.
5. Leaving television on in another room so you can hear when your favorite programme comes on.	Want. Never leave any electrical appliance on if you are not using it. The sources that generate electricity harm almost always harm the environment.
6. A new sheet of paper for each lesson.	Want. Reuse old paper, write on both side of paper, use whatever paper you can. This will help reduce waste and the cutting down of trees in the environment.
7. A long bath or shower.	Want. The less water you use, the better for the environment. Take quick baths or showers, or wash from a bucket.



LEARN: Choosing for the Environment

stage **1&2**  20 m

1. Explain to the participants that they are going to start thinking about different things in their lives.
2. Ask the participants to call out their favourite things, regardless of whether they own them or not. Write down their responses on the board as they do so. Give them three minutes to do this.
3. Next, ask the participants:
 - What do you notice about this list? Does anything surprise you?
 - Which items on this list are 'needs' and which one are 'wants'.
 - Name three things on the list that you could not do without. Why?
4. If necessary, review that needs are things that we must have in order to survive and have a healthy, successful life (e.g. food, water, shelter and education), whereas wants are the things that we would like to have, but that we can live without (e.g. sweets and television).
5. Inform the participants that they will be thinking about their needs and wants in relation to natural resources, the elements of the environment they've observed during their Nature Walk.
6. Point out the two pre-prepared signs 'Needs' and 'Wants' to the participants and explain and demonstrate the following instructions:
 - I will read some items or acts, and you will need to decide whether it is a 'want' or a 'need' by walking to either of the two signs.
 - There are no right or wrong answers, and it is okay to disagree with your friends.
7. Read out the following statements, one-by-one. Once participants have lined up in front of their sign, ask a few volunteers to explain their reason for choosing that sign. After hearing a few participants, ask if there are any children who would like to change their positions. If necessary, provide the participants with an explanation on the statement in the second column of the table above.
8. Continue like this through the list below.
 - Accepting new plastic bags each time you visit the shop/market.
 - Having the air-conditioning/fan on all night.
 - Taking the bus to school.
 - Buying plastic bottles of water when you are thirsty.
 - Leaving television on in another room so you can hear when your favourite programme comes on.
 - A new sheet of paper for each lesson.
 - A long bath/shower.
9. Ask for seven volunteers to help you out. Ask each one of them to write one of the above-mentioned seven items/acts on a sheet of flipchart and put these up on the walls. Give participants 5 minutes to walk around and write down one idea for how to make the items or ideas more environmentally friendly. They should try to hurry and get one idea on each paper.

stage **3&4**  20 m

1. Explain that a lot of our actions have an impact on the environment. Place participants in 7 small groups. Assign each group one of the items or acts from the previous activity, ask the groups to consider what might be an alternative course of action that would save the most natural resources (see suggestions below). Allow them time to present back to the group.
2. Put participants into groups of four or five and give each a set of cards. Explain that the set is made up of pairs. Half of the cards are 'Problems' to do with over-using natural resources and half are 'Solutions' cards. For each 'Problem' card there is a matching 'Solution' card. Ask them to shuffle these and spread them out on the table/floor, face down.
3. The first player turns up a card. She does not move it. She reads it aloud. She then turns a second card. She does not move it. She reads that aloud as well. If the two make a matching pair she takes them off the table/floor and keeps them. Then she takes another turn. If the two cards do not make a pair, she must turn them back face down, and leave them where she found them.
4. It is now the turn of the second player. He too turns over two cards, taking care not to move them, and reads them aloud. If they make a pair he can keep them. If they don't make a pair he must turn them over face down again, and leave them where he found them.
5. Players can tell if they have a matching pair by checking the printed letters at the top of each card. So Problem Card (A) will match with Solution Card (A). The game requires each player to try and remember the position of each card. It ends when all the cards have been removed. The winner is the person with the most cards.
6. **Optional:** If there is time, give each small group a sheet of A4 paper, a ruler and a pair of scissors. Ask participants to make their own set of memory cards on the theme of saving natural resources



REFLECT: What did you learn?

stage **1&2**  10 m

1. Gather the participants around. Explain that you are going to show several images. They should decide whether the images are natural resources or not. If they think it's a natural resource, they should stand up. If they think it is not a natural resource, they can remain seated.
2. Show the images below one-by one and ask the participants whether they think it's a natural resource or not. (Tip: All the images in the left column of the table are natural resources). You may choose to prepare and use some of your own images or examples as well. You might have to explain that, although the images in the right column are made of natural resources (e.g. book/paper is made of wood) books don't grow on trees, they don't grow in the environment and therefore isn't considered a natural resource.
3. Ask the participants which of the images show natural resources that we use at school? (possible answers: wood, water, gas. etc.)
4. Ask participants to write down or draw one thing related to today's session that they can do to reduce their use of natural resources at school. If the participants need some inspiration, you can draw on the ideas written in the **Memory Cards** below.

1. Tell participants that you will start a sentence and they must finish it. Only one person at a time can finish the sentence, but there can be many ways to finish it. If they want to do it, they can raise their arm, and you will point at the person to take their turn.
 - Natural resources are... (potential answers: natural resources are environmental elements such as water)
 - An example of an environmental problem is... (possible answer: plastic waste)
 - To reduce my consumption of natural resources, I can... (possible answer: minimize my use of plastic materials)
2. After hearing their suggestions, do a short recap of what natural resources are, why they are so valuable to us, what threats or problems we currently face with natural resources and some of the ways we can help to solve these problems in our personal lives. The solution is about making an effort to reflect on our own lifestyle habits, and eliminating those that harm the natural resources of the environment.

Memory Cards

A PLASTIC BAGS	A Bring old plastic bags with you when you go shopping. Or better still, only use cloth bags. Plastic bags kill animals and poison the soil.
B AIR-CONDITIONING	B Always ask yourself, 'Do I really need the air condition turned on? Couldn't I just use a fan instead?'
C TAKING THE BUS	C Depending on the distance to school this will be a need for some people and a want for others. If it's not too far, try walking or cycling. It's a good way to stay fit.
D PLASTIC BOTTLES	D Water is a need. But the plastic bottle is a want. Plastic bottles cause huge damage to the land. Try drinking from taps and fountains instead, or just constantly refilling the same plastic bottle.
E LEAVING TELEVISION, RADIO OR COMPUTERS ON	E Never leave any electrical appliance on if you are not using it.
F USING NEW PAPER	F Try to use old paper, or write on both sides of paper, or reuse whatever paper you can.
G A LONG BATH OR SHOWER	G The less water you use, the better for the environment. Take quick baths or showers, or wash from a bucket.

IS THIS A NATURAL RESOURCE OR NOT?



A. Plastic



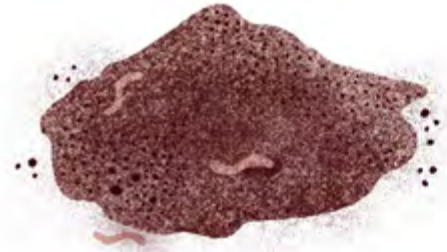
B. Water



C. Wood/Forest



D. Book



E. Soil



F. Glass