

section D Our World

DO THE FIRST ACTIVITY IN THIS SECTION AND ONE OTHER ACTIVITY OF YOUR CHOICE. AFTER COMPLETING OUR **WORLD** ACTIVITIES YOU WILL BE ABLE TO:

- >> **DESCRIBE** the three components of biodiversity - genes, species and ecosystems
- >> **LIST** some threats to biodiversity
- >> **TAKE** action to protect biodiversity and share your efforts with other people

LEVEL 1 2 3

ACTIVITY
D.01

Make a collage, poster or video clip showing examples of all three components of biodiversity - genes, species and ecosystems. Present your collage to your class or group and answer the following questions. How do the different parts interact with each other? Why is each component important? What are some of the threats to biodiversity around the world?

GROUP ACTIVITY

Our Air



Our Water



Our Land



Our World



Justino Hernandez Gonzalez, aged 20, Mexico



Discover!

LEVEL 1

ACTIVITY D.02

Choose a threatened species in your area. Where does it live? What does it eat? What animals eat it? What are its habits? Why is it threatened with extinction? Who is responsible for that? Write a story or present a skit about what the environment would be like if that species goes extinct.



LEVEL 1 2

ACTIVITY D.03

Listen to podcasts about interesting species with your group. Submit answers to the challenges including recording what you think a sea cucumber sounds like when it squirts!

www.education.eol.org/podcast

LEVEL 1 2




ACTIVITY D.04

Explore a biodiversity website such as www.biodiversity911.org or www.eol.org. Play two online games. For example, learn how species are named by playing a species matching game at www.eol.org/games/identify_the_image. Visit one interactive map. Take one online quiz.




LEVEL 1 2 3

ACTIVITY D.05




Pick three countries that you would like to visit some day. What types of ecosystems are found in each of these countries? What is the national tree, flower, bird and animal of each country? What are the major threats to biodiversity in each country? Try to find some pictures showing nature in these countries.

LEVEL    Learn about endangered species and how consumer choices affect them directly and indirectly. For example, eating shark fin soup directly affects sharks because they are hunted for their fins. Eating lots of meat can indirectly affect endangered species living in rainforests because their habitats are destroyed to create pastures for grazing cattle. Prepare a poster portraying the most endangered species in your country, region or continent and the challenges they face.




ACTIVITY
D.06

LEVEL    Learn how indigenous people use biodiversity for their survival and in their cultures. (Indigenous people are also called First Nations, Aboriginal and Native people in different parts of the world.) If possible, invite an indigenous person to talk about biodiversity with your group. Identify one example per continent of how these communities use biodiversity. Share your findings with your group.




ACTIVITY
D.07

LEVEL    Different groups of people use and conserve biodiversity in different ways. Find three examples of how biodiversity is used differently by men and women, or by people living in the cities and people living in the countryside.

ACTIVITY
D.08



LEVEL    Pick a room. Identify the objects in it that originate from biodiversity, for example a wooden table was once an oak tree. Make a collage showing the links between the objects in the room and their biodiversity origins.

ACTIVITY
D.09



LEVEL    Interview a scientist about a biodiversity issue. Record it, then share it with your group.

ACTIVITY
D.10





LEVEL   What is a biodiversity hotspot? Why do you think they exist? Where are biodiversity hotspots found around the world? Take the Biodiversity Hotspots Quiz on planetgreen.discovery.com/games-quizzes/biodiversity-hotspots-quiz.



ACTIVITY
D.11

LEVEL   Invent a way of explaining biodiversity and its three components using at least two senses. For example, make a video with pictures and sound, or create a game where players learn about biodiversity through taste and touch. Explain biodiversity to your teacher, leader or group and answer the following questions. How do the different parts interact with each other? Why is each component important? What are some of the threats to biodiversity around the world?

ACTIVITY
D.12



LEVEL   Learn about *in-situ* and *ex-situ* conservation. What are the goals and challenges of each type? When would you use each type of conservation? Find some examples of each type in your area and/or country. Present your findings to your group.

ACTIVITY
D.13

LEVEL   Research how habitat fragmentation can affect genetic diversity within a species. Have a group debate on a relevant case study in your area. Assign roles to each person (such as town mayor, biologist, indigenous person, animal affected by habitat fragmentation, developer, etc.).

ACTIVITY
D.14

GROUP ACTIVITY

LEVEL   Research international treaties that aim to protect biodiversity, either in its entirety or a specific part of biodiversity. Share your findings with your group in the form of a play or poster.

ACTIVITY
D.15

GROUP ACTIVITY

Be creative!

LEVEL 1 2 3

ACTIVITY D.16

Invent a game that helps people learn about the importance of biodiversity. Play it with your group. Older participants can design and lead a game for younger children. An example of a biodiversity card game can be seen at:

www.bgci.org/education/article/443

GROUP ACTIVITY

Our Air

Our Water



Our Land



Our World



LEVEL 1 2 3

ACTIVITY D.17

Make an art object out of natural materials. Encourage other members of your group to also make objects. Host and display your creations in a natural art exhibition with stories about the materials and the message your art is sending.

LEVEL 1 2 3

ACTIVITY D.18

Biodiversity inspires fashion: designers create fabrics that looks like animal skins, jewellers make pieces using shells, bark and other natural material, and clothing companies use natural fibres such as cotton, hemp, wool and silk. Create an article of clothing or a piece of jewellery that uses or is inspired by biodiversity. Host a biodiversity fashion show with your group.



Dana Gabriela Bejmari, aged 12, Romania



Rainbow Tse Lok Ya Tse, aged 13, Hong Kong

LEVEL 1 2 3

ACTIVITY
D.19

Animals move in all sorts of different ways. Participate in an animal yoga class where all of the exercises mimic the movements of different animals found around the world. Take turns leading the movements. Older participants can design and lead a class for younger children.

GROUP ACTIVITY

LEVEL 2 3

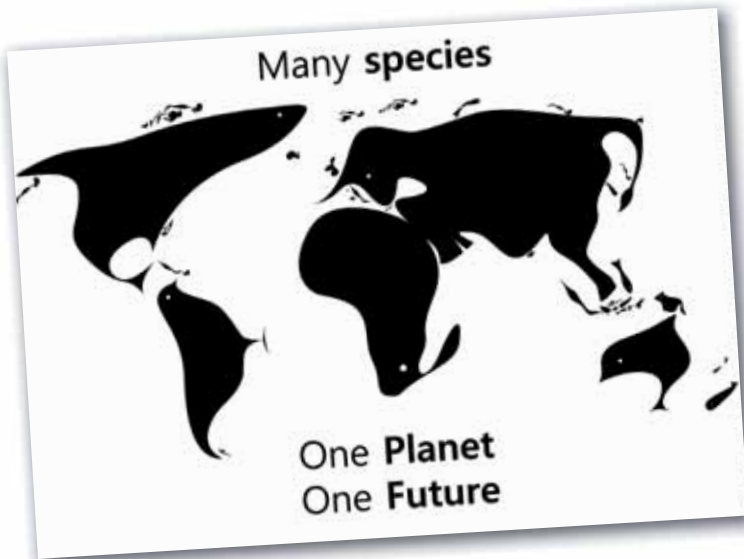
ACTIVITY
D.20

Write a radio script about a biodiversity issue that is important in your community. Encourage your local radio station to record and broadcast it. You could offer yourself and your friends to be the voice actors!

LEVEL 2 3

ACTIVITY
D.21

To make life easier and more enjoyable, people invented tools, appliances and new materials. Many of these things remind us of nature. What is nature's equivalent of: an excavator, parachute, flipper, sonar and paper? What are four other examples of human inventions that were inspired by nature?



Gwanghui Joo, aged 17, Republic of Korea

Reach out!

- LEVEL **1** **2** **3** **ACTIVITY D.22** Make a commercial about biodiversity. Record it and post it on YouTube. Monitor the number of hits (the number of people who watch your commercial) and the comments on the website for one month. Report back to your group. Make sure you have the permission of everyone in the video, and their parents, before you post it.

- LEVEL **1** **2** **3** **ACTIVITY D.23** On the International Day for Biological Diversity (22 May) organize activities and celebrations to raise people's awareness on the importance of biodiversity. Use posters, songs, poetry, artwork, concerts, drama, sports, contests, photos, slogans, workshops, newsletters, e-cards, taste-testing, videos, etc. You can also join events held by other people in your country. Visit cbd.int/idb for ideas.

GROUP ACTIVITY

- LEVEL **1** **2** **3** **ACTIVITY D.24** Hold your own backyard species inventory called a BioBlitz using the activities found at www.education.eol.org/bioblitz/activities. Share photographs or drawings online at www.education.eol.org/bioblitz/gallery.

- LEVEL **2** **3** **ACTIVITY D.25** Organize and host an environment-themed workshop. Invite your family and friends to participate.

GROUP ACTIVITY

Our Air



Our Water





Our Land





Our World





- LEVEL   Visit three online platforms where young people share information and support each other's actions on biodiversity and environmental issues. Join and contribute to one of them. Some examples are:

ACTIVITY
D.26

www.tigweb.org, greenwave.cbd.int and uniteforclimate.org




- LEVEL   Start a biodiversity blog (an online journal where readers can comment on the journal entries) or diary. Record tips on what young people can do for biodiversity. If you prefer working offline, share your blog or diary in your school newspaper or on your school radio station.

ACTIVITY
D.27

- LEVEL   Get a newspaper and read all articles about biodiversity. Use one of the articles as a starting point for a letter to the editor. Submit your letter to the newspaper. If you don't have access to newspapers, you can modify this activity to respond to radio or other media stories.

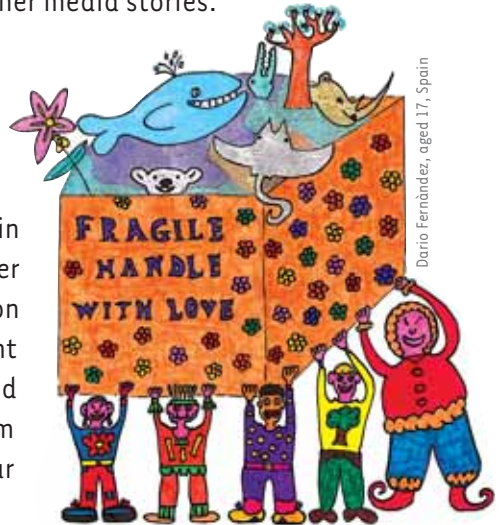
ACTIVITY
D.28

Take action!




- LEVEL    Conduct a waste audit in your house, school or other location. Create an action plan to reduce the amount of waste you produce and to divert waste away from landfill. Carry out your plan. For ideas, visit

ACTIVITY
D.29




www.globalfootprints.org/pdf/waste_num34.pdf






Dario Fernández, aged 17, Spain

LEVEL    Write to your government representative about a biodiversity issue that concerns you. Don't forget to offer some solutions.

ACTIVITY
D.30

LEVEL    Get involved with biodiversity conservation. Join a conservation organization. Visit a wild animal rescue centre and offer to help in the centre for a period of time. Report to your group on your activities, what interests you and how your efforts are helping biodiversity.

ACTIVITY
D.31

LEVEL    Encourage your friends and group to participate in *The Green Wave*. Find out more at greenwave.cbd.int.




ACTIVITY
D.32

GROUP ACTIVITY

LEVEL    Organize and host a fundraiser for a biodiversity cause.




ACTIVITY
D.33

GROUP ACTIVITY

LEVEL    Become a community organizer. Organize an event to raise public awareness about a specific local biodiversity issue. Have a specific goal. Make a banner and posters to publicise the event. Contact your local media (TV, radio and newspapers) and ask them to cover the story. Try and get as many people as possible to come out to your event.

ACTIVITY
D.34

GROUP ACTIVITY

LEVEL    Do any other activity approved by your teacher or leader.

Our Air



Our Water



Our Land



Our World

