

Our World

DO ONE OF THE PROJECTS IN THIS SECTION WITH YOUR CLASS OR GROUP. PRESENT THE RESULTS TO YOUR SCHOOL, YOUTH GROUP, FRIENDS AND NEIGHBOURS.

Discover!

- LEVEL 1 2 ▲ *Investigate* with your teacher or leader what your town or city is doing to protect the environment and prevent climate change. *Join* some of their activities.
- LEVEL 1 2 ▲ With your leader or teacher *plan a trip* to the local market or store to learn about local and imported products and textiles made from local natural fibers.
- LEVEL 1 2 ▲ Find out about renewable energy and *build a demonstration model* of a renewable energy source.
- LEVEL 1 2 ▲ With the help of your leader or teacher *organize a trip* to a recycling centre or a renewable energy plant, for example, a wind turbine.
- LEVEL 1 2 ▲ Ask your school or youth group to *organize a trip* to a farm and farmers market so you can learn about the crops (cereals, vegetables and fruit) that are grown and the animals that are raised in your area. If possible, try to see both a traditional farm and an organic farm, which does not use pesticides and chemical fertilizers.



LEVEL **1** **2** ▲ Choose a country and learn as much as possible about the food and eating habits of the people in that country. *Make a presentation* at school, local library or youth camp.



LEVEL **1** **2** **3** ▲ *Find* out the possible impacts of climate change on your area, town or village. Share the results with your class or youth group. *Discuss* with them how you should prepare yourselves for the changes.

LEVEL ● **2** **3** ▲ *Learn* about renewable energy and *start a campaign* for a wider use of renewable energy sources in your area.

LEVEL ● **3** ▲ Find out more about climate change and the environment by getting in touch with those working on these issues in your country (scientists, meteorologists, environmental groups, UN offices, etc). Ask what they are doing and *get actively involved* in their activities.

LEVEL ● **3** ▲ *Design and carry out* your own group *research* to explore different aspects of climate change. For example, make your own weather measurements.

LEVEL ● **3** ▲ *Gather information* about weather-related disasters and *talk* with your friends, teachers and specialists about how to respond to them.

LEVEL ● **3** ▲ When planning your next trip with friends or for work, research ways to *travel* to an environmentally-friendly tourist destination. *Discover and share* with others how such tourism can contribute to the prevention of climate change.

Be creative!

- LEVEL 1 ▲ *Design and produce* “Switch-me-off” reminder notes and stick them on the light switches, electric appliances and water taps in your house and school.
- LEVEL 1 2 ▲ How would you persuade your friends to recycle their rubbish? Why is it better to recycle waste than bury it in landfill sites? *Perform a play* in your school showing ways to reduce landfill waste.
- LEVEL 1 2 ▲ *Make greeting cards*, birthday cards and Christmas cards with reused materials and *send* them to your family members or friends explaining the importance of recycling.
- LEVEL 1 2 ▲ *Invent a game* or *make a toy* out of natural and recycled materials. *Try* out your game or toy with your friends.
- LEVEL 1 2 3 *Learn* from a crafts person how to make natural soap. *Make and sell* soap during a campaign against pollution of a river or a pond in your area.
- LEVEL 1 2 3 *Perform a play or make a presentation* to your school about environmentally friendly ways to live your lives.

Reach out!

- LEVEL 1 2 3 Develop a *poster campaign* that encourages people to make small changes in their daily lives, such as switching off the lights, walking instead of driving, recycling, and *hang* them up at school, in your neighbourhood, your sports centre or meeting place.



LEVEL **1** **2** **3** *Make a presentation* to your school, university or youth group about environmentally friendly habits like: heating and airing classrooms, recycling of paper and other rubbish, using energy-efficient appliances and lights.

LEVEL **1** **2** **3** On *World Food Day* (16 October) *organize activities and celebrations* to raise people's awareness on the importance of balanced diets, healthy food and life-style choices: use posters, songs, poems, paintings, concerts, cooking competitions, drama, collages, quizzes, essays, videos, photos, slogans, greeting cards, newsletters, sports, fairs, conferences, round-tables and workshops. You can also join events held by other people in your country:
www.fao.org/getinvolved/worldfoodday/en

LEVEL **2** **3** *Start a campaign* for safe biking routes (lanes) in your neighbourhood.

LEVEL **2** **3** *Organize a trip* to your local landfill, analyse if it is sustainable and *speak* to the municipal authorities on what solutions are being proposed.

Take action!

LEVEL **1** **2** **3** *Make sure* you have separate containers for plastic materials, paper, cans, glass and biodegradable material at home and at school. *Draw* signs for each container.

LEVEL **1** **2** **3** *Choose a problem* that you find unacceptable in your community and *do* something to resolve it.

LEVEL **1** **2** **3** *Take part* in a *planting* project.



LEVEL **1** **2** **3** Start a community *garden*, a school garden or a rooftop garden or join others who are already doing that. *Make drawings or take photos* to monitor their growth.

LEVEL **1** **2** **3** *Organize a door-to-door collection* of old clothes, furniture, books, toys, canned-goods, etc. and *donate* them or sell them for charity.

LEVEL **1** **2** **3** *Organize a benefit race, a concert or a bazaar* to collect money to support climate-friendly projects in your school, association or another part of the world.

LEVEL **2** **3** Together with your teacher or leader, *plan and organize* an environmentally friendly *summer camp*: use local food, recycle your waste, clean a lake or a river. Raise awareness among local people about climate change and food security.

LEVEL **2** **3** *Investigate* if your school may join the network of schools with equipment on their roofs to *measure atmospheric CO₂* and weather variables (part of the Carboschools programme).

LEVEL **2** **3** Become a *Community Organizer*: *Organize an event* to raise public awareness about a specific local issue. Have a specific goal. Make a banner and posters to publicize the event. Contact your local media (TV, radio and newspapers) and try to get them to cover the story. Put it into action, and try to get as many people to come as possible. Whether you are a seasoned activist or a first-time organizer if you can, follow the 350 9-step plan (www.350.org/9steps)!

LEVEL **3** *Adopt a river* or a lake or other area. Clean it up and then monitor the progress of recovery.