

Sustainable Development Goals for Pupils

#15 LIFE ON LAND



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Sustainable Development Goals for Pupils



Activity 1: The relationship of biodiversity to human life

Objectives of the activity

To enable students to research and learn about the importance of forests, the concept of deforestation and its impact on our environment.

To enable students to explore these multifaceted global challenges facing forests and forest-dependent people.

To raise awareness and to find some necessary and sustainable solutions.

It will enable students to research and learn about the importance of forests, the concept of deforestation and its impact on our environment.

ANNA'S FOREST -- COMICS UNITING NATIONS' LATEST LINE ANNA'S FOREST,



This booklet explains how biodiversity relates to human life. -This comic is read to students in class with the children Published on World Environment Day, it explores the dire effects of pollution and deforestation, and the importance of protecting forests and biodiversity. - The comic is a partnership with Tinta Vital, UN Environment, Parks Canada, PCI Media Impact, UNICEF, The World's Biggest Lesson, and IUCN.

Details for the activity

- Duration – 90 minutes

- Number of students – 12-18

- Age group 11-12 years

<https://wildfor.life/annas-forest-the-latest-comic-from-comics-uniting-nations> <https://learningapps.org/display?v=ppbx6dhj323> **QUIZ**



Instructions for Teachers

The teacher asks the questions and tries to involve as many students as possible in the answer. Ask students to discuss their comments on the comic book they are reading

When the discussions are over, the teacher asks the students to prepare a one-page comic book-style poster and hang the posters they have prepared on the school walls.

The teacher has the role of helper, leader and guide when requested, and supports children's work with sample posters and pictures they have prepared.

Instructions for Student

After reading the comic, they participate in discussions with their comments

They work on the pictures and posters they have prepared in groups of 4-5 people.
Students present their work to the whole class and hang it on the school board.
Quiz answers at the end of the lesson

Activity 2: SEED BALL

Objectives of the activity

It is done to store flower and fruit seeds for a long time and to bring them together with the soil to add them to nature. Seed balls are ball-shaped mixtures that protect seeds from external factors by providing a suitable environment for their development. By using a seed ball, we do not have to deal with processes such as aerating the soil, digging a hole and planting the plants. For example, it should be used in areas where there is not enough trees or vegetation, such as roadsides. It is an ideal method for revitalizing environments such as burnt forest areas and wastelands with vegetation.

The seed ball method is an ancient technique used to keep seeds safe until conditions are suitable for germination.

-Learn what seed storage methods are.

They will realize what a seed ball is and what it is used for.

They will understand the importance of informing and encouraging every segment of the society on how to use seed balls in increasing the diversity of our country's vegetation, reproduction and afforestation.

Especially fruit and vegetable seeds will be prevented from being wasted as waste.

Thanks to these tiny balls thrown into the soil, it will be possible to improve plant formation, revitalize and aerate the soil. <https://youtu.be/CSb7XgO4-Ug> (how to make a seed ball)

<https://youtu.be/4lVQcP8YAN4> (a day in the life of bees and a honey)

Details for the activity

-waste paper

-This

-Seeds

-Cinnamon (to protect seeds from insects)

-Food coloring

-Stamp

Preparation of

Cut the paper into small pieces and put them in a bowl. Add enough water to cover them and let them sit overnight.

The next day, add cinnamon to the softened papers and crush them.

If we wish, we can add food coloring to color it at this stage.

Let's form the mixture that has the consistency of dough into small balls. Let's place the seeds in the balls we prepared, let them dry.

The dried seed balls are ready to be dropped into the soil.

Instructions for Teachers

What is a seed? How does it germinate? How does it turn into food? It is discussed on questions like this.

Children are asked why they love nature, what they should do to protect it, and their opinions are taken.

Our balls and fruit seeds containing the seeds of the flowering plants that bees love will be ready to be thrown into the empty spaces around us after they are dry.

Seed bomb making is a great activity to do with kids. They are asked to leave the seed balls you prepared together to nature when they go on a picnic or camping.

A video about the contribution of bees to our nature is watched. Then watch the video about making the seed ball.

At the end of the lesson, a small fun quiz is made and the evaluation of the day is completed.

Instructions for Student

-Students will have learned practically how to use seed balls in increasing the diversity of vegetation, reproduction and afforestation.

-Students will watch the videos before preparing the seed balls, so they will make their applications easier

- They learn that by scattering pollen to flowers, bees allow plants and trees to bear fruit and disperse their seeds. They learn that the bees maintain the oxygen cycle, which is vital for us, and that they should take care and be sensitive so that the terrestrial ecosystem, which is the habitat of the bees, is not deteriorated.

Activity 3: Word Hunt

Objectives of the activity

With this game, which is prepared to reinforce what is learned about the sustainable concept of terrestrial ecosystems, children reinforce their newly learned vocabulary concepts.

- FOREST
- ECOSYSTEM
- DESERTIFICATION
- DROUGHT
- TREE
- LAND
- BIODIVERSITY
- LAND DESTROYMENT
- NATURAL RESOURCES
- STRUGGLE

Materials

Number of students – 12-18 Age group 11-12 years

Material – <https://wordwall.net/tr/resource/55872978>



Details for the activity

- waste paper
- This
- Seeds
- Cinnamon (to protect seeds from insects)
- Food coloring
- Stamp

Preparation of

Cut the paper into small pieces and put them in a bowl. Add enough water to cover them and let them sit overnight.

The next day, add cinnamon to the softened papers and crush them.

If we wish, we can add food coloring to color it at this stage.

Let's form the mixture that has the consistency of dough into small balls. Let's place the seeds in the balls we prepared, let them dry.

The dried seed balls are ready to be dropped into the soil.

Instructions for Teachers

The teacher asks the questions and tries to involve as many students as possible in the answer. After the students try out the posters prepared with visual materials in groups, they play a game asking the answers in the study materials they have produced.

-When the group games are over, they hang the posters they prepared on the school walls to ensure their protection.

The teacher has the role of helper, leader and guide when asked from his observations.

-Helps children find visual materials, supports their work with sample posters and pictures.

Instructions for Student

- In order to reinforce what they have learned, they first play the game prepared on wordwall individually, then the teacher opens it in the classroom on the big screen, plays it again and compares their answers.

QUIZ

At the end of the lesson, the teacher can share it as a link or give the children an exam as a test.
<https://learningapps.org/watch?v=ppbx6dhj323>

What is an ecosystem, biome, or variety of life forms found all over the world called?

- A) BIODIVERSITY
- B) CLIMATE
- C) TERRESTRIAL ECOSYSTEM
- D) NATURE

It is the destruction of forests or planted areas into fields, farms or urban areas.

- A) Deforestation
- B) DROUGHT
- C) DESERT
- D) CLIMATE CHANGE

It is the environment in which the plant naturally grows.

- A) HABITAT
- B) EKOSİSTEM
- C) DESERTIFICATION
- D) LANDSLIDE

It is a community or group of living organisms that live in a particular environment and interact with each other.

- A) ECOSYSTEM
- B) LAND DESTROYMENT
- C) LANDSLIDE
- D) ILLEGAL STRUCTURES

What is land degradation caused by climate change and human activities in arid, semi -arid and semi-humid regions called?

- A) DESERTIFICATION
- B) HABITAT
- C) TERRESTRIAL ECOSYSTEM
- D) NATURE

Resources

[https://www.google.com/url?sa=i&url=https%3A%2F%2Fen.unesco.org%2Fsites%](https://www.google.com/url?sa=i&url=https%3A%2F%2Fen.unesco.org%2Fsites%2Fdefault%2Ffiles%2Fselected-resources-sdg15.pdf&psig=AOvVaw3AtFne9UBf16-jW_sRLyd-f&ust=1692250363472000&source=images&cd=vfe&opi=89978449&ved=0CBIQjhxqFwoTCPCul4O64IADFQAAAAAdAAAAABAO)

[2Fdefault%2Ffiles%2Fselected-resources-sdg15.pdf&psig=AOvVaw3AtFne9UBf16-jW_sRLyd-f&ust=1692250363472000&source=images&cd=vfe&opi=89978449&ved=0CBIQjhxqFwoTCPCul4O64IADFQAAAAAdAAAAABAO](https://www.google.com/url?sa=i&url=https%3A%2F%2Fen.unesco.org%2Fsites%2Fdefault%2Ffiles%2Fselected-resources-sdg15.pdf&psig=AOvVaw3AtFne9UBf16-jW_sRLyd-f&ust=1692250363472000&source=images&cd=vfe&opi=89978449&ved=0CBIQjhxqFwoTCPCul4O64IADFQAAAAAdAAAAABAO)

https://globalprojects.beaconhouse.net/?page_id=27601

<https://aswarsaw.libguides.com/c.php?g=667651&p=4735282>

<https://en.unesco.org/sites/default/files/selected-resources-sdg15.pdf>

<https://www.futurelearn.com/info/courses/tackling-environmental-challenges/0/steps/151452>

