

SDG3 Eco-Agency: Supporting Youth-Led Climate Action



Standalone TY Unit

Lesson 12 Introduction to Youth Movement and the European Nature Restoration Law

Subject Areas:
Climate Action and
Sustainable Development,
CSPE, SPHE

10 REDUCED
INEQUALITIES



13 CLIMATE
ACTION



16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



17 PARTNERSHIPS
FOR THE GOALS



Lesson Title and Summary:

Introduction to Youth Movement and the European Nature Restoration Law

The influence young people have on impacting global change is significant. Their collective passion, purpose and resilience has resulted in notable change. In this lesson learners are introduced to the Youth Movement around the European Nature Restoration Law.

The European Nature Restoration Law marked a vital stride in promoting health and planetary conservation. Learners will delve into the law's details, its roles in health and conservation, and its connections to the UN Sustainable Development Goals and Earth Charter.

Vocabulary:

Influence, Law, Mind Map, Nature, Restoration, Youth Movement, Global Citizenship

In this lesson, the learner will:

- Be introduced to Youth Movement and the European Nature Restoration Law
- Explore the importance of nature restoration and how young can impact positive action
- Practice Mind mapping as a strategy for brainstorming

Materials

- Worksheet: Introduction to Youth movement for the European Nature Restoration Law, Mind Mapping
- Teacher's Notes: Meditation Script, Introduction to Youth movement for the European Nature Restoration Law, Discussion Cards
- A3 Paper per group
- Coloured Pens
- Bluetack

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L12 Youth Movement and the European Nature Restoration Law



ACTIVITY INSTRUCTIONS

Activity 1 Meditation (5 mins)

1. Lead a 3-minute guided breathing exercise to help students centre their focus. See Supporting Resource: Meditation Script 5
2. Ensure learners are in a comfortable position before starting and use a calm and soft voice.

Activity 2 Nature Restoration Discussion (30 mins)

1. Invite learners to form groups of 3 or 4.
2. Write 'Why are young people important?' on the board. Elicit ideas from the whole class and encourage them to take notes.
3. Distribute discussion cards or project them on a screen. Go through questions going over any new vocabulary and checking learner understanding.
4. Explain to learners that they are to discuss and note ideas in form of a mind map. Elicit learners' understanding of a mind map. (See Teacher's Notes for supporting information).
5. Ask learners to discuss questions in groups allowing time for each question to be discussed and ideas to be notes in a mind map.
5. Circulate to monitor progress.

Activity 3 Share and Compare (15 mins)

1. Ask groups to display their mind maps around the room.
2. Invite learners to circulate and review the maps of their peers.
3. Encourage and instruct them to note one thing similar and one thing different about the maps of other groups compared to their own groups display.

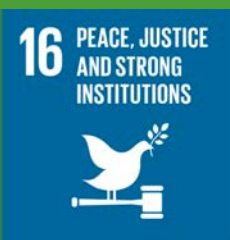
REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

You can use post-its or a mentimeter poll www.mentimeter.com to gather the reflections

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REDUCTION / EXTENSION ACTIVITIES

Reduction: For a shorter lesson, reduce the discussion on the Nature Restoration Law and leave Activity 3 for another class.

Extension: For a longer lesson, allow 40 minutes for discussion and 10 minutes for mind map reviews.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Factsheet Publication:

Directorate-General for Environment (European Commission) (1970) Nature restoration law, Publications Office of the EU. Available at: <https://op.europa.eu/en/publication-detail/-/publication/a0e3cfac-f600-11ec-b976-01aa75ed71a1/language-en>

Article:

Morton, A. (2021) Australian court finds government has duty to protect young people from climate crisis, The Guardian. Available at: <https://www.theguardian.com/australia-news/2021/may/27/australian-court-finds-government-has-duty-to-protect-young-people-from-climate-crisis>

Press Release:

Questions and Answers on Nature Restoration Law: restoring ecosystems for people, climate and planet' (2022a) European Commission [Preprint]. European Commission. Available at: https://ec.europa.eu/commission/presscorner/detail/en/qanda_22_3747

LOCAL TRIP / EXPERTISE / ADDITIONAL WORK AND ASSESSMENTS

Direct learners to read about the role of youth in influencing changes to legislation in Australia.

Ask them to then review the UN Sustainable Goals 3, 13, and the Earth Charter pillar 1.4.

Instruct them to summarise their understanding of the role of youth and their alignment with the goals and pillar and how this all relates to global citizenship.



Meditation Script 5

- Ensure learners are sitting somewhere comfortable.
- Use a calm and soothing voice as you read.

3-Minute Guided Meditation

This meditation is a simple yet effective practice that can be done in just a few minutes, making it easy to incorporate into your daily routine to promote well-being and mental clarity. The combination of physical movements, deep breathing, and positive affirmations help reduce stress and cultivate a positive mindset.

1. **Shoulder Rolls:** Begin with a few seconds of shoulder rolls, which helps open the heart chakra and release tension in the upper body. Roll your shoulders three times back and then reverse for three forward rolls.
2. **Close Your Eyes:** If your eyes weren't already closed, close them to create a serene and focused environment.
3. **Deep Breathing:** Inhale for three seconds, hold for three seconds, and exhale for three seconds. Pay close attention to the sensation of air entering through your nose and filling your lungs. This deep breathing promotes relaxation and mindfulness.
4. **Body Scan:** As you continue to breathe deeply, mentally scan your body from your toenails to the top of your head. If you encounter tension in any area, consciously release it. This helps you become more aware of your body and any stress it may be holding.
5. **Heart Chakra and Positive Energy:** Bring your palms together in front of your heart and continue to breathe deeply. Ask for positive energy to enter your heart chakra and feel the loving vibes surrounding you. This can help you feel more positive and connected.
6. **Affirmations:** Inhale while thinking "I am enough," and exhale while thinking "I am amazing." Repeat this affirmation several times. This reinforces positive self-belief and self-worth.
7. **Lower Your Hands:** After the affirmations, lower your hands into your lap.
8. **Closing:** Acknowledge that your three-minute meditation is almost over. Take one final deep inhale and exhale.
9. **Gratitude:** Give thanks to the Universe and your higher self for the positive energy and self-affirmation. Express gratitude for taking this time for your mental health.
10. **Open Your Eyes:** Finally, open your eyes and transition back to your day with a more relaxed and positive mindset.





Activity 2 Discussion Card Questions and Answers

Why are young people important?

- Answers will vary

What do you know about the European Nature Restoration Law?

- Answers will vary.

What is nature restoration and why do we need it?

- Restoration is a process to support the recovery of degraded, damaged or destroyed ecosystems and bring more nature and biodiversity back everywhere, from agricultural and forest land to marine environment and urban spaces.

How serious do you think the problem of ecosystem degradation is and why should we urgently act?

1. 81% of EU-protected habitats were in poor condition, with 36% deteriorating and only 9% improving;
2. All European ecosystems – from natural, semi-natural to heavily modified – are under increasing pressure and suffer from the exacerbating impacts of climate change and other threats such as nutrient pollution due to overuse of fertilizers and chemical inputs. Intensifying land use and conversion of land are causing the loss of ecosystems.
3. In the wider Western, Central and Eastern European region, wetlands have shrunk by 50% since 1970. 84% of peatlands – key for capturing and storing carbon and filtering water – are in unfavourable conservation status. In the past decade, 71% of fish and 60% of amphibian populations have suffered a decline;
4. The general condition of EU forests is classified as poor, and ecosystems with intensive agricultural activities are among the most threatened;
5. Marine ecosystems face acute challenges from the climate crisis, biodiversity depletion, overexploitation, pollution, and destruction by invasive species.
6. What might be the economic costs and benefits of the Nature Restoration law?
 - example, the benefits for health, economic resilience, recreation of restoring peatlands, marshlands, forests, heathland and scrub, grasslands, rivers, lakes and coastal wetlands are estimated to be more than €1 800 billion, with costs of around €150 billion.



Activity 2 Discussion Card Questions and Answers Continued

What role did young people play in the passing of the law?

1. Advocacy and Activism:
2. Social Media and Online Activism:
3. Youth Organizations:
4. Representation in Decision-Making Bodies:
5. Lobbying and Meeting with Lawmakers:
6. Art and Culture:
7. Education and Information Dissemination:
8. Voting and Political Engagement:

Litigation and Legal Action: Ecocide lawsuit Australia

How does it make you feel knowing that young people have the power to make such meaningful change?

- Answers will vary

How might this law align or link to the Sustainable Development Goals and the Earth Charter. Refer to Sustainable Development Goals(SGD) 10,13,16,17 and Earth Charter Principles 1, 2, 3, 4

- Answers will vary.
- See link in Media Box for Un Sustainable development Goals Website for further information
- See link in Media Box for Earth Charter for further information.

What else would you like to know about this and how might you find out?

- Answers will vary

DISCUSSION: ECO ANXIETY

3 GOOD HEALTH
AND WELL-BEING



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DISCUSSION: ECO ANXIETY

3 GOOD HEALTH
AND WELL-BEING



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Mind Map Information

1. Choose the topic of the mind map and place it in the middle of the drawing
2. Come up with three to five main ideas, then evenly space them in a circular formation around the mind map topic
3. Draw a line from the mind map topic to each main idea
4. Brainstorm supporting details such as ideas, tasks, and questions for each main idea
5. Draw lines connecting each main idea to its supporting details.

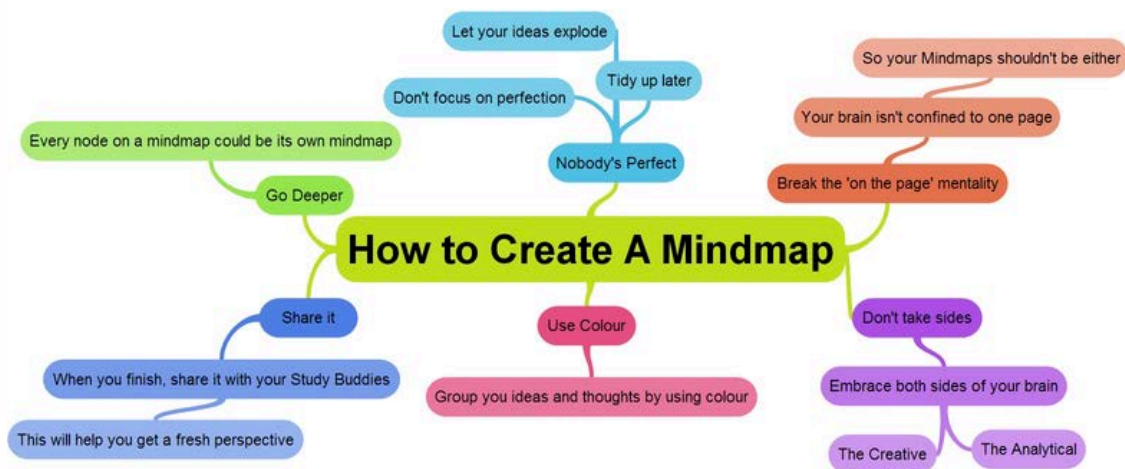


Image Credit : <https://www.software4students.co.uk/goconqr/mind-maps/>

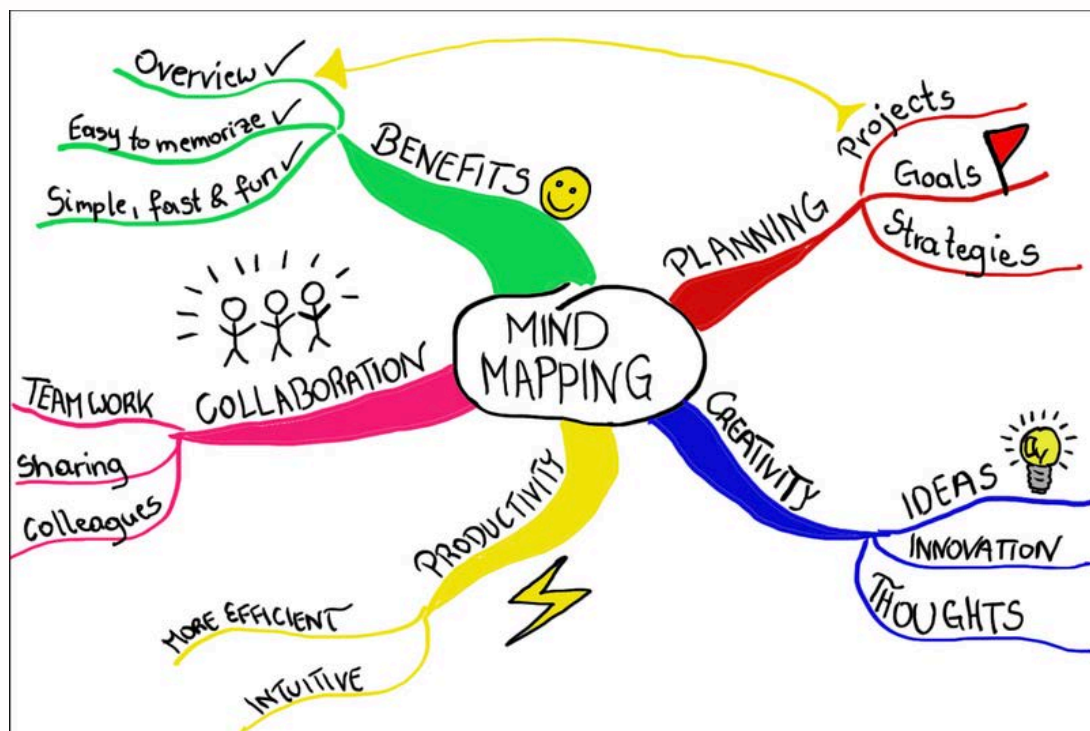


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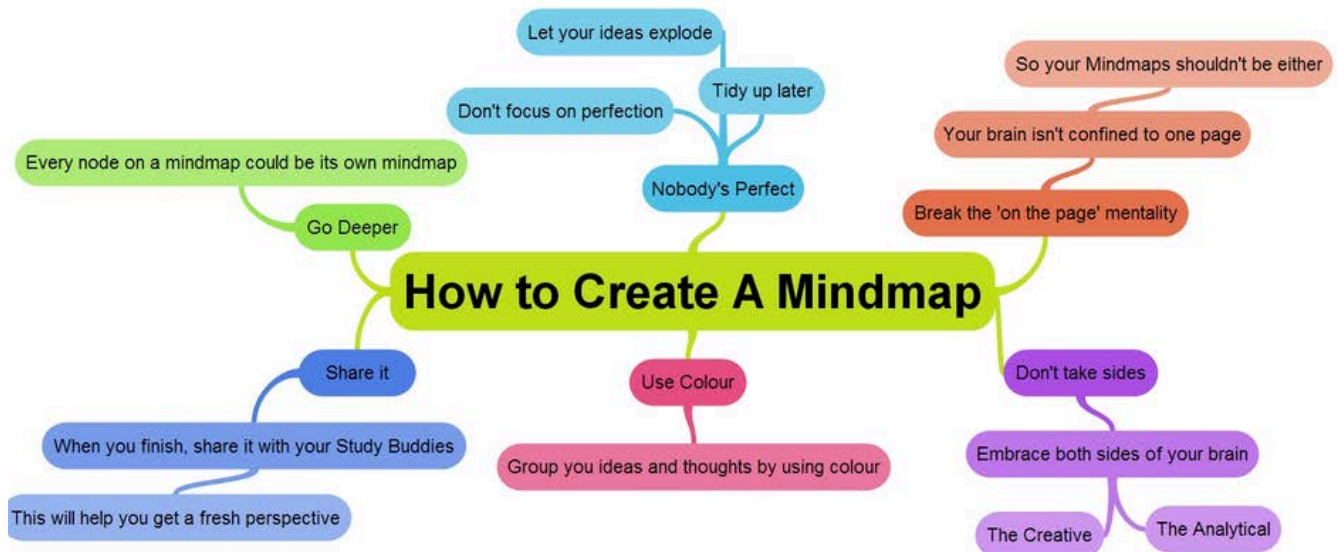


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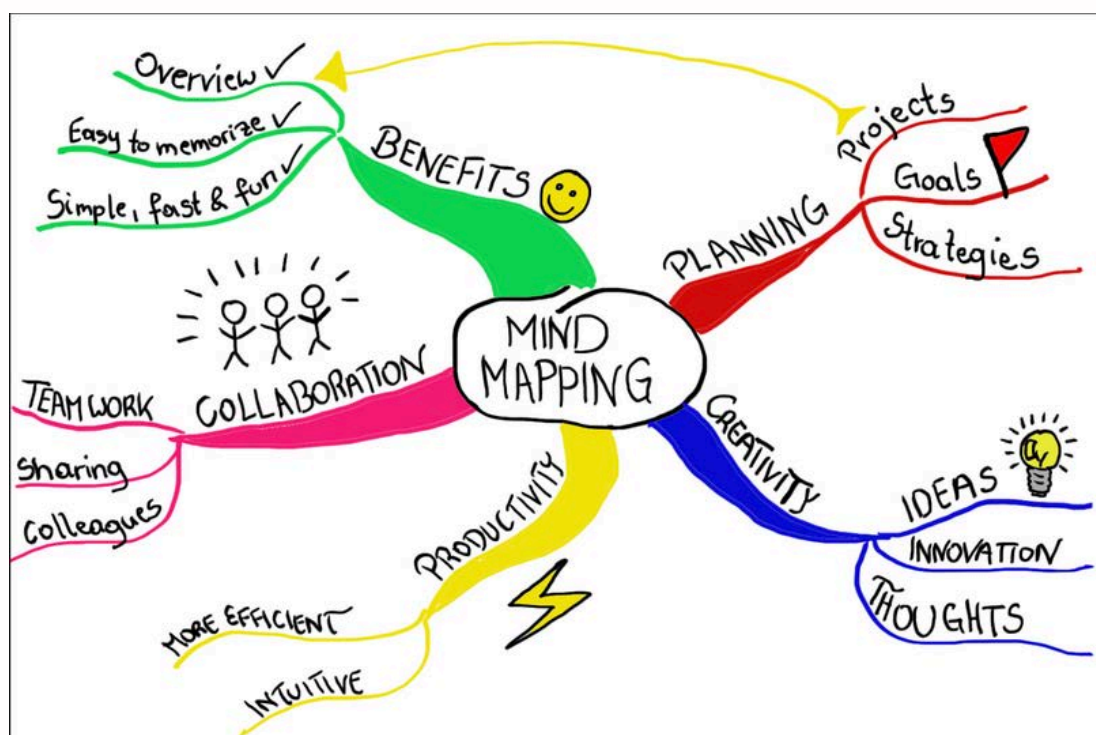


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