



GENERAL OBJECTIVE

Become aware of the **importance of individual actions** as a **motor of change** and for the **conservation of natural systems**.

SPECIFIC OBJECTIVES

- Emphasize **individual actions** as a tool for social change and for the **protection of Nature**.
- Become aware of the **diversity of opinions** that coexist when making decisions that affect the protection of Nature.
- Learn to **manage the diversity of personal opinions** to make them available to the group when needed.
- Emphasize **scientific criteria** when making proposals for the conservation and management of natural heritage.
- Involve the class in a **specific environmental awareness action**.

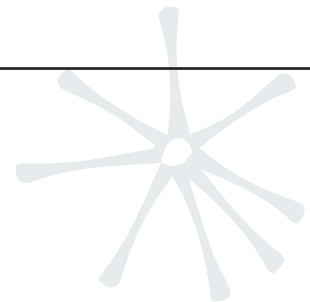
CONTENTS AND DEVELOPMENT

Bringing to light prior knowledge

Introduction: About 10 min.

Objective: to contextualize the subject and the methodology.

Leads and accompanies: the teacher.



The **Conservation of Nature** is the **set of regulations and actions** that we decide and carry out as human beings to protect it from harmful and/or dangerous actions.

Dynamics

We open a round to locate ourselves in a specific Conservation topic: the conservation of natural spaces.

- *What **protected natural areas** do you know? In our region? In Catalonia? In Spain? In some other country?*
- *And which **protected species** do you know? Animals? Plants? Do you know where they live or where they are from?*
- *Do you know what year the **first protected area in Catalonia** was declared? In 1983, the Aiguamolls de l'Empordà. And **in the world**? In 1872, Yellowstone National Park in the United States.*



- Do you know what it means to *protect a natural space*? You can make a list of them on the board if you want. What do you think?
 - *Limit access and/or pay admission.*
 - *Regulate its public uses and the extraction of resources* (eg Garrotxa Natural Park where you cannot take volcanic stones).
 - *Restrict walking or trespassing areas*
 - *If we were now offered to protect the forest/sea area that we have next to our town, and we were offered to participate in the decision-making process, what would you say?*
 - *Difficult, right? Well, to answer this question, let's do an activity...*

Incorporating knowledge

We are going to play (for about 25 minutes) the **Barometer** that helps us see how diverse the opinions are within this class group and how we could still have a dialogue.

We have to make room in the classroom or go to a diaphanous space like a playground or sports court.

- *We line up in front of the teacher.*
- *Now the wall on your right represents "I totally agree" and the wall on your left represents "I totally disagree".*
- *In the middle, where you are now, represents "I'm exactly the same for as against" (it's practically impossible, so make the effort to find your place for each question...).*
- *Now I'm going to ask you some questions and with your eyes closed you have to move to where you think you feel most comfortable:*

When I go to the forest, to the sea, to Nature, I never throw anything on the ground and I take all the rubbish with me...

- *Get moving*
- *Open your eyes*
- *Those of you at the extremes, why have you placed yourself there?*
- *Dialogue* (as the classmates are explaining, you can relocate).
- *Go back to the middle and close your eyes and let's start again* (some question ideas to choose from):

Even if there is adequate public transport, when I move around I always prefer to go by car.

Turning off the light every time we leave a room only makes sense if we can't pay the bill at the end of the month.

Governments are solely responsible for environmental conservation.



Consolidate learning

Energized/facilitated plenary by the teaching staff of about 15 min.

In a circle or sitting/from their usual places, we open a round of questions in relation to the game we just played:

- *What happened during the activity?*
- *Was it **easy** to have an opinion on the different questions?*
- *Was it easy to position yourself **without seeing what others were doing**?*
- *Have you **changed or qualified** your opinion?*
- *How many **people** participated?*
- *What do you think the people who participated have in **common**?*

This activity is focused on highlighting the group dynamics of **information management** and **opinion creation**.

You can reflect on people's **popularity** while having followers even though their opinions (or knowledge!) are quite limited.

The **strength of the group** often gets the best of us and we create collective opinions based on subjective perceptions of reality.

Science provides us with objective data with which to make better decisions, and especially in the field of conservation, this is very important.

Last thoughts and suggestions

One last thought: Do you know the story of **Greta Thunberg**? What do you think?

And one **last suggestion**:

- Go to the **fish market** or the **fruit store** (at the supermarket or the local market) and collect information on the origin of the product we buy (labels); then put it on a world map in class.
 - What do you think?
 - Did you know that we buy food from so **far away**?
 - Were you able to buy it in **bulk**, or did you have to buy it in **plastic packaging**?
 - What **conclusions** or reflections can we make?

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