

SDG3 Eco-Agency: Supporting Youth-Led Climate Action



Standalone TY Unit

Lesson 13 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:

The European Nature Restoration Law

The passing of the European Nature Restoration Law was a significant step towards supporting health and planetary conservation for future generations. In this lesson learners will learn more about the law, how it supports health and planetary conservation and explore its links to the UN Sustainable Development Goals and the Earth Charter.

Vocabulary:

Benefits, Biodiversity, Ecosystem, Food sovereignty, Law, Nature, Restoration, Sustainability,

In this lesson, the learner will:

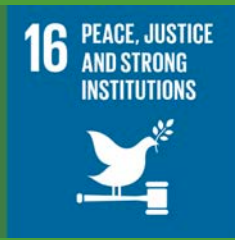
- Gain deeper understanding of what is the European Nature Restoration Law
- Explore how young people helped in passing the European Nature Restoration Law,
- Explore how it will support planetary conservation and health.
- Present Groups learning to another group

Materials

- Worksheet: Law for Nature Instructions including Goals and Pillars
- Teacher's notes The European Nature Restoration Law: Planetary conservation and health, Information Cards 1 & 2

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L13 The European Nature Restoration Law



ACTIVITY INSTRUCTIONS

Activity 1 The European Nature Restoration Law (10 mins)

1. Invite learners to sit comfortably and ask them to listen and follow the instructions. Play the Video: The 5-4-3-2-1 Method: A Grounding Exercise to Manage Anxiety (see Media Box) but audio only. Play from beginning to 2:51 mins.
2. Briefly review what they learned in Lesson 11. Allow learners to shout out responses. Write some on the board.
3. Project the "benefits" image in the Teacher's Notes and remind learners of the benefits of nature restoration.

Activity 2: Read all about it (20 mins)

1. Ask learners to form groups of 3 and to nominate a group leader, a speaker and a note taker. Explain the roles to the learners and advise that all group members are responsible for time keeping. See Teacher's Notes for role information.
2. Direct groups to their Worksheet: Law for Nature and go through the task instructions. Check understanding and clarify where needed.
3. Distribute reading materials: (ideally digitally via a shared drive or print out reading packs for each group) Reading pack includes: Goals and Pillars - 1 page, Project Cards 1 and 2 and distribute Factsheet - 2 pages (See Media box) 4.
4. Explain that learners need to collaborate to distribute reading materials equally and to take no longer than 10 minutes on reading their allocated information.

Activity 3 What have we learned? (20 mins)

1. After reading, learners must discuss learnings from the text they read and complete steps three and four of their worksheet.
2. Remind learners to manage their time and be respectful of others.

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

Use post-its or a mentimeter poll www.mentimeter.com to gather reflections

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REDUCTION / EXTENSION ACTIVITIES

Reduction: For a shorter class, do only activity 1 and 2

Extension: For a longer class, pair groups together to form larger groups and allow the speaker of each to present the group's findings to another group. While listening other group members prepare follow up questions to ask the presenting group as a whole.

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

Video: Nature Restoration Law, Climate activist Greta Thunberg protests with Fridays for future [1:06 min] <https://www.youtube.com/watch?v=wo--rt095DA>

Article: Six Portuguese youth take 32 nations to European court over climate change <https://www.aljazeera.com/features/2023/9/21/six-portuguese-youth-take-32-nations-to-european-court-over-climate-change>

Video: The 5-4-3-2-1 Method: A Grounding Exercise to Manage Anxiety (2021a) https://youtu.be/30VMIEmA114?si=Rs_STEayYI4yMK5h [4:28min]

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>

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

Have learners create their own social media video, individually or in pairs, promoting the European Nature Restoration Law. The video should:

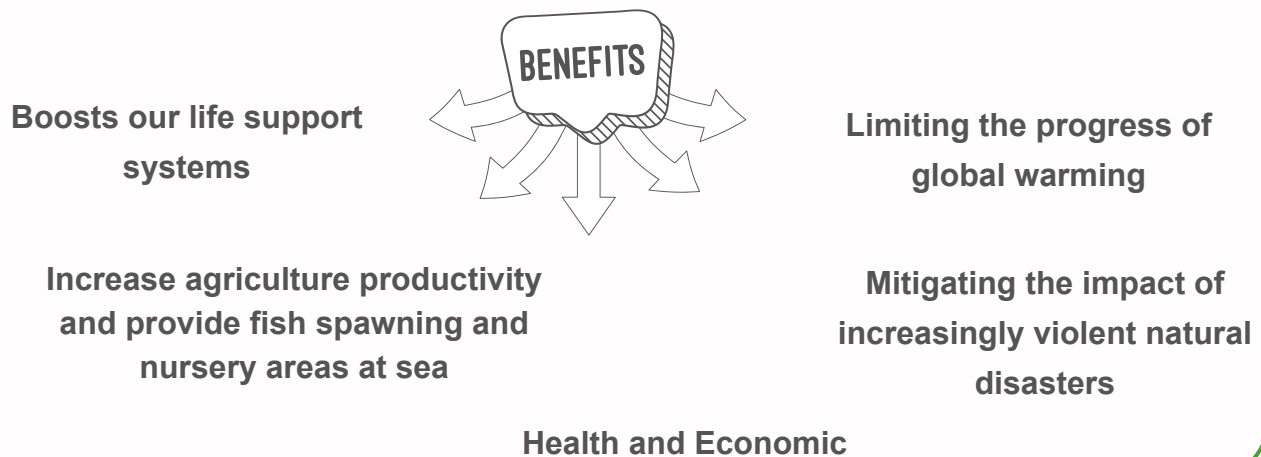
- summarise the benefits of such a law
- how this law aligns with the SDGs and The Earth Charter
- identify how they will take action to support efforts relating to the law

Use Media Communications MC`1 - Video Module to support learners with this project.



Lead in. This can be written up on the board or projected.

What is nature restoration and why do we need it?



Activity 2 Group Roles:

- A Leader - responsible for organising the group and the distribution of tasks, which is to include themselves, completion of allocated reading and discussion tasks and responsible for the final review of all tasks.
- A Speaker / Summariser- responsible for completing allocated reading and discussion tasks and presenting the group's work to others.
- A Note Taker - responsible for completing allocated reading and discussion tasks and noting key information from the group's discussion and collaboration in order to prepare the talking points for the speaker.

Card 1

What is The 2030 EU Biodiversity Strategy?

"The 2030 EU Biodiversity Strategy is a far-reaching plan aimed at safeguarding nature and counteracting the decline of ecosystems in Europe. This strategy strives to restore the continent's biodiversity by 2030 through targeted measures and commitments. Notably, it constitutes the EU's proposal for the global post-2020 biodiversity framework negotiations and is intricately linked to the European Green Deal. Furthermore, it serves as a means to promote environmental recuperation after the Covid-19 pandemic. In connection to the EU Nature Restoration Law, this strategy aligns with the law's objectives by outlining specific actions to revitalise nature and halt its degradation."

Source: European Commission

How might this strategy and the Nature Restoration Law support health and planetary conservation?



European Nature Restoration Law Information Card 2

Restore Ecosystems:

It establishes a framework for reviving degraded ecosystems (wetlands, forests, grasslands), vital for biodiversity, climate regulation, water filtration, and species support.

Enhance Biodiversity:

This law safeguards and rejuvenates habitats crucial for various species, ensuring ecosystem stability and species survival.

Combat Climate Change:

Restored ecosystems act as carbon sinks, reducing greenhouse gases, amplifying global efforts against climate change.

Manage Water:

Revived wetlands and forests regulate water cycles, prevent flooding, and purify water sources, improving water quality and management.

Promote Health:

Healthy ecosystems boost human well-being via green spaces, clean air, and water, supporting mental and physical health.

Planetary Conservation:

The Earth is a complex interconnected system where all life forms are interdependent. Protecting and restoring nature is crucial not only for individual species but also for the overall health of the planet. A law focused on nature restoration aligns with broader conservation efforts to preserve Earth's ecosystems for future generations.



Goals and Pillars



Pillar 1.4

Respect and Care for the Community of Life: Secure Earth's bounty and beauty for present and future generations.



Pillar 2.6

Ecological Integrity: Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.



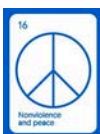
Pillar 4.13 Democracy, Non - violence and Peace

Transparency and Participation: Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.



Pillar 4.14 Democracy, Non - violence and Peace

Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.



Pillar 4.16 Democracy, Non - violence and Peace

Promote a culture of tolerance, nonviolence, and peace



Activity 2 Law for Nature: Instructions

Step 1: Form groups of 3.



1. A Leader - responsible for organising the group and the distribution of tasks include self and final review of all tasks.
2. A Speaker/ Summariser - responsible for completing allocated tasks and summarising the group's work.
3. A Note Taker - responsible for noting key information from the group's collaboration and preparing them for the speaker.

Step 2: Distribute the information for reading so each member has something to read but is not the same for all. Reading materials include:

1. Factsheet page 1 & 2 digital or handout
2. Information card 1 & 2 handout
3. Goals & Pillars handout

Example:

- one person read Factsheet page 1
- another reads page 2
- the third reads the information cards



Step 3: After reading, share what you understood from your text with each other and take notes from each sharing. Use the note page to collate the groups notes and link what you have learned to how this law aligns with the Un Sustainable Development Goals and the Earth Charter Pillars.

Step 4 Together create construct a concise summary for the speaker to share with the class and share your summary with the class as directed.

Extension Class only:

Step 5: Join another group and take turns to share your groups summary. Listeners to ask at least one follow up question.



Planetary conservation and health

Goals and Pillars



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