



SCHOOLS' ENVIRONMENTAL PROGRAMME LESSON GUIDE



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Introduction

The school's lessons guide seeks to provide a ready reference information and materials aimed at assisting both school club patrons and students to organize engagement sessions on different thematic areas related to environmental.

Objectives

- Designed lesson will help facilitate a comprehensive understanding of the environment and climate change
- Engage pupils to develop problem solving and skill set required to implement green solutions
- Help students with the necessary advocacy tools in creating awareness on various areas of the environment and the issues it faces

Competencies

At the end of the learning cycle, the student should have most or all of these skills and abilities:

- Environmental awareness, responsibility and stewardship
- Confidence building, critical thinking and analytic skills
- Skills for sustainable living
- Skills in advocacy and activism
- Digital organising and event planning
- Leadership and influencing skills
- Team work skills
- Relationship building and networking skills
- Creativity, innovation and problem-solving skills
- Communication and storytelling
- Writing and debating skills

Key thematic areas

- Sustainable development goals
- Climate mitigation and adaptation
- Biodiversity conservation
- Sustainable natural resource management
- Circular economy
- Environmental pollution (Air, Marine & Plastic pollution and Electronic Waste)

Targeted groups

Our program reaches out to Kindergarten, Basic, High schools (Junior and Senior) and Tertiary Institutions. We also adapt our programs to engage other youth groups and movements as needed.

- Younger refers to ages 4-10
- Middle refers to ages 10–13
- Older refers to ages 14– upwards

Duration of one meeting/session: 60 minutes' duration which comprises of;

- 15 minutes' introduction
- 45 minutes' activity, group work and feedback

Facilitators can target to treat this topic within a semester or within the school year, one sub topic can be covered within a session/class. Teachers and instructors can select topics or focus lessons on topics that address the issues in their context.

Each lesson comes with the 3Ws (What I know, What I want to know, What I've learned):

W- at the very beginning of the lesson assess students on their knowledge of the topic beforehand

W - after looking at either a presentation about the topic and discussing what they'd like to learn more about. (this is usually done under awareness)

W - at the end of the unit to assess what they learned (this is after the complete lesson)

Teaching materials

Teaching material are dependent on the activity. Each thematic area comes with selected learning aids. School teacher and patrons are encouraged to explore innovative materials for the activities. Students will be tasked to bring in some materials for certain activities, however, materials can be provided pertaining to a specific topic e.g. flash cards, audio and visual aids. Students and contact patron person will be given a week prior notice as to what is needed.

School premises having access to a projector/T. V, computers and internet does benefit but it is optional

Sustainable Development Goals (SDGs)

The 17 Sustainable Development Goals (SDGs) adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. These goals are an urgent call for action by all countries developed and developing in a global partnership. Ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. This theme aims to introduce students to the goals and to contribute towards the achievement of the SDGs within their schools and communities.

Awareness

Activities

- **Wants and needs:** Print out pictures that have various scenarios and descriptions (e.g. clean water, mobile phones, quality education, designer clothes) and have students in groups classify them under wants and needs, and which would be considered very important, quite important or least important and why they deem so. This helps students understand the importance and the reasons why the SDGs came about because of a person's right to basic needs and freedom to achieve their wants as well.
- **Introduction to the SDGs:** Show a prepared presentation (Global goals, what are they PowerPoint or The road to SDG video) on the SDGs and what they seek to achieve.
- **SDGs comic:** Share copies of the SDG comic that talks about the SDGs, the issues, and what youth can do.

Knowledge

Activities

- **SDG board game:** Have the students play the SDG board in groups to help to broaden their understanding of what the SDGs are and how they can be connected with various areas such as climate change.
- **SDG debate card game:** Students are divided into groups of 3 or 5, they are then asked questions of the cards and debate amongst themselves around each topic centering around each SDG.
- **Youths in SDG profile:** Students are given the assignment to prepare a profile on a youth from anywhere in the world who are making an impact on different selected SDGs areas. They can create a colorful presentation and present their work to the class.

Attitude

Activities

- **Sign up for SDGs:** Display a printed-out poster of the 17 SDGs and let students sign as a way for them to commit to take action on the SDGs in their examples separating trash in their classroom in the right container, carrying a water bottle, etc. and display in their classroom or on a public school board.
- **SDG diary:** Have students keep a SDG diary where they can write down their behavior changes or attitude they would like to change within their schools, homes and communities under each SDG.

Skill

Activities

- **A vision of sustainable places:** After showing a picture or video of a sustainable city, put students into 3 groups (school, home, community) ask them to draw out how these places would be more sustainable and what goals could be achieved. Let them do this thorough write-up, sketch work, or even a model.
- **School SDG audit:** Conduct an SDG audit in your school under a lesson topic (Biology: Write down or capture the various insect found on the campus)
- **Identify SDGs in future works:** From awareness and knowledge have students identify the SDGs with future assignments and tasks. This would help them to see how their work links or how their school work has relevance to the SDGs.

Practice

Activities

- **My sustainable weekend:** This is a short history of all activities they have done within the weekend. They can either write, sketch or use any other creative means. After the exercise, encourage them to share their weekend activity recall with the class, and allow students to identify simple ways they could make or have made their time eco-friendly and more sustainable. e.g., saving water while brushing teeth, switching off lights to save energy, putting trash in the right container, carrying a reusable water bottle, etc.
- **Promote your SDG week:** Allow students to share practical ideas of what they can do to advocate, promote and act on the SDGs in their school through awareness and advocacy. Students were asked to create posters that highlight at most 3 SDGs. Each poster should have information that students can follow and would like to promote within their school and use the week to raise awareness around each SDG within the school.

- **Class for SDGS:** Each group can be assigned an SDG that they could tackle for the school year. This can be done through education and actions



Climate Adaptation and Mitigation

Climate change is one of the most complex issues facing us today due to an increase in global warming, how our emissions continue to be caused and exactly how our climate responds to those emissions. With developing countries like Ghana at severe risk of suffering from the effects of climate change like erratic rainfall, warmer temperatures, health issues etc. there must be a response to climate change involving a two-pronged approach: Reducing emissions of and stabilizing the levels of heat-trapping greenhouse gases in the atmosphere (“mitigation”) and Adapting to the climate change already in the pipeline (“adaptation”). Students will be taken through the introduction to climate change, the issues it poses, and adaptation and mitigation ideas that they can learn.

Awareness

Activities

- **Climate change presentation:** Students are shown a short movie taken through a crash course into the introduction of climate change, (greenhouse gases, global warming, and distinguish between weather and climate, the Paris agreement and red alert report on climate) through a presentation.
- **Climate movie:** Play a movie around climate change for students. Ask them what they assumed before and what they understood and realized when watching the movie.
- **Climate issues around you:** Have a discussion and show students pictures about climate issues in Ghana. Have students then highlight other issues they have experienced personally
- **Climate change mitigation and adaptation:** Have student understand the difference between mitigation and adaptation through printouts and posters.

Knowledge

Activities

- **Global warming balloon experiment:** Conduct the experiment with the students that describes what global warming is and its relation to climate change.
- **Renewable energy:** Students are introduced to different renewable energy that can be used as an alternative to fossil fuel
- **Youth for climate:** Students are introduced to youths such as Greta Thunberg and Yoro Sarr in their roles as youths in the climate strike phenomenon
- **Trees for climate:** Have students to outside to experience aspects of nature. Have stand under the sun for 5 minutes and record what they feel and observe, have them also do the same under a tree. After have them compare each observation (temperature, breeze, comfort etc.). this allows them to understand the importance trees play to maintain a nice climate for living things.

- **Climate and the necessities of life:** Students are taught how climate plays an important role in the areas of food, water and shelter.
- **Climate solutions excursions:** Students are introduced to local persons doing their bit to help to promote climate solutions and sustainability.

Attitude

Activities

- **Climate debate:** Organized student groups partake in a climate-themed debate around various topics under climate change that assesses their understanding of the topic discussed.
- **Climate trivia:** Conduct a climate change trivia with our students to assess their understanding and feelings towards the concept of climate change and youth in climate strike action

Skill

Activities

- **Climate citizen comparative test:** This experiment aids students in understanding and compare how the effects of global warming from greenhouse gases on Earth's atmosphere
- **Climate action brainstorming:** Guide groups of students to discuss and present to their peers at least 3 simple and practical actions they can undertake in their school to either mitigate or adapt to climate change. They should explain the reason behind their actions (e.g., switching off light bulbs will save energy and reduce greenhouse gases)
- **Write a school news article:** Write an article about the impact of global warming. Have students use information learnt and their research to inform and educate their readers.
- **Dendrochronology (tree ring dating):** Have students conduct a citizen science experiment in a forest area or a place with lots of trees through dendrochronology. Students study about climatic trends, based on the analysis of tree rings.
- **Renewable energy experiment:** Learn how to create experiments that teaches on how to use other renewable sources like the sun or wind
- **Social media for climate:** Let students name the kind of social media platforms they belong to. Break students into groups, naming the groups after the social media platforms they identified (e.g., Instagram group, Twitter group etc.) Ask them to identify the activities or actions they can take on these platforms to educate their friends about the environment and climate change, or invite them to an event.
- **Learn to host an event:** Have students prepare and host a climate themed event. Break students into groups and task each group to work together to identify very important issue they want to advocate for, or create awareness about in their school. Select the most popular or common issue selected by the group as advocacy project. Assist students to plan the event and invite young people from other schools to attend.
 - a. Note: Assist them to discuss the following elements of the event planning stage:
 - b. Aims and objectives of the event

- c. The audience being targeted
- d. The event details: date, venue, time
- e. Participants to invite
- f. Resource persons required
- g. Event planning team, their roles and responsibilities
- h. Budgeting and fundraising
- i. Refreshment
- j. Programmed line up
- k. Environmental impact of event (event should be eco-friendly)

Practice

Activities

- **Climate stewardship award:** Students who show initiatives, have a category during prize or award day that honor students that display initiatives towards climate actions and issues.
- **Awareness flyers/posters:** Have students print out or draw about climate change issues (what causes climate change, what we can do about climate change, how to adapt etc.). Have them display this at a vantage point in their school to spread the awareness.
- **Have a climate themed fair:** Students together with the help of school authorities can host an event around various climate topics and themes. These events can be used to educate the attendees/public and other students on climate issues
- **Climate actions:** Students focus on a climate issue in your school or around their neighborhood and set about to create and put out actions to solve them



Biodiversity Conservation

Biodiversity plays a fundamental role in maintaining the aesthetic value of the environment, the integrity of the natural environment, and promotes the overall well-being of all plant and animal life. As Biodiversity loss becomes one of the world most urgent environmental issue with most of the world biodiversity on the verge of extinction, students understand about the precursor to such losses and need for biodiversity conservation for the survival of all living things and their natural habitat.

Awareness

Activities

- **What is Biodiversity and why is it important:** This being area would focus on the importance of biodiversity as well as the report of the sixth extinction. Use the presentation to discuss different biomes found on Earth, and have students provide examples of biodiversity (animals, plants etc.) If time allows, you can direct students to use e.g., the internet (optional), books or video to research this information.
- **Ecosystems:** Use the presentation to discuss different classifications of ecosystem, relationships in ecosystems. Have students provide examples of ecosystem (forest, marine etc.). If time allows, you can direct students to use e.g., the internet (optional) or video to research this information.
- **Ecosystem services:** This area would focus on the important services provided by ecosystems. Students are taught about and have a discussion about threats to ecosystem, including which threats are internal and external, why they are threatened and what we can do about this problem.
- **Endangered species and ecosystems:** Students are taught about and have a discussion about endangered animals and ecosystems, especially within Ghana, why they are endangered and what we can do about this problem.
- **Biodiversity and culture:** Students are taught about the various indigenous and traditional ideas in conservation in Ghana and across the world from various indigenous groups.

Knowledge

Activities

- **Conservation excursion:** Students visit a conservation area within your community or at a designated national site and will engage in a particular activity. Students should work in groups to report back to the class their findings after their trip and activity conducted.

- **Animals, plants, ecosystems and their local importance:** Have student groups research on a local animal, plants, ecosystems and find out information about that (e.g. the local names, folklore, locations, status etc.) and give a class/ assembly presentation
- **A career in nature:** Agree to talks from persons who have made a career in nature protection to the school e.g., ecologist, wildlife photographer, nature advocate etc.
- **The connection between us:** Students will learn about the interdependence between species and their habitats, and about the current threats facing our planet's biodiversity, by participating in a role-playing activity that demonstrates how we're all connected.

Attitude

Activities

- **What would you do and why:** Ask students what they would do under certain circumstances with certain animals and why. Assess their answer and try to educate on what they should do. E.g. (what would you do if you see a bee in your house?)
- **Case study:** Student are given different case studies of the thought of urban persons, indigenous people living in or around biodiversity areas and government on the topic issues surrounding biodiversity hotspots. Have students discuss what they feel if they were to be in the shoes of these persons and what they think a compromise should be

Skill

Activities

- **Community mapping:** Guide students to create a community map that shows all the external physical boundaries of a community and location of homes, trees, waterbodies, school, parks, etc this helps them understand how to indicate examples of the natural and built environment their community and if it is considered sustainable.
- **Wild art wall:** Student can create art pieces that shows drawings or writings on biodiversity and conservation e.g., animal conservation, plant conservation. This can be done on a wall on a school or posters.
- **Create a 3D biome:** Help students with making biomes that they would like to create that show before and after issues of human and climate activities which they can showcase to the school
- **Traditional storytelling on conservation:** Assist students to discuss traditional ideas found in traditional religious and cultural beliefs that portray biodiversity conservation e.g. (not fishing on Tuesdays) Assist them to illustrate this with examples which can be seen from African traditional beliefs, folklores, stories, cultural practices, songs, proverbs, artifacts, arts and crafts, etc.
- **What is your totem:** Have students look into which animal totem represents their tribe, clan or even county etc.? Have students find out the significance of why the animal was chosen and have them give a presentation using collages, essay or drawings.

- **Biodiversity audit:** Get your students to find out about the biodiversity around their school, home or community with a biodiversity audit worksheet. All sections of this audit template have been designed to help children systematically investigate, analyses, and evaluate the biodiversity around them and if any changes occur due to issues like cutting of trees

Practice

Activities

- **Pollinator nursery /garden:** Students are taken to a nursery. Led by a resource person who will guide students to create a pollinator nursery or garden. Schools may decide if they want to create a nursery to plant trees or grow seedlings for the school garden/home to promote pollinators and native wild plant spaces.
- **Adopt an endangered species:** Students can decide on a threatened species (animal, plant etc.) in Ghana from the IUCN threatened species list they would like to ‘adopt’. They can partner with a local environmental organization and together raise awareness through partnership campaigns.
- **Environmental commemorative day activity:** Have students partake in activities around themes on biodiversity-centered days such as International Day of Forests
- **Tree planting:** Led by a resource person, students are taken through a tree planting exercise as well as after care exercise.
- **Storytelling:** Students can put together a show through drama /dance/music talking about the importance of environmental conservation such as sacred groves.



Sustainable Natural Resources Management

Natural resources are resources on the planet independent of human actions. These are the resources that are found in the environment and are developed without the intervention of humans. Common examples of natural resources include air, sunlight, water, soil, stone, plants, animals and fossil fuels. However, with rapid depletion of non-renewable natural resources like fossil fuel which also contributes to increased global warming, sustainable use of renewable resources like solar are in high demand. Students are introduced to natural resources, the various classification, and strategies to ensure the sustainable management of the resources.

Awareness

Activities

- **Natural resource presentation:** Students are shown a short video into the introduction of natural resources, (water resources, mineral resources, land resources, energy resources etc.) and the types (renewable, non-renewable) through a presentation.
- **Natural resources around you:** Have a discussion and show students pictures about natural resource in Ghana. Have students then highlight other resources they have experienced personally

Knowledge

Activities

- **Natural Resource – Climate change relation experiment:** Conduct the experiment with the students that describes what climate change is and its relation to natural resource.
- **Natural resources sorting sheet:** Have students sort picture items under the types of natural resources
- **How do we use resources:** Students fill out the diagram that questions how we use our natural resources?
- **Natural resources and the necessities of life:** Students are taught how natural resources play an important role in the areas of food, water and shelter.
- **Resource conservation excursions:** Students are introduced to local persons doing their bit to help to protect natural resources.

Attitude

Activities

- **Natural resource management debate:** Organize student groups to partake in a themed debate around various topics under sustainable natural resource management to their understanding of the topic discussed.

- **Natural resource quiz:** Conduct a Natural resource quiz with our students to assess their understanding and feelings towards the concept of natural resource exploitation and youth in advocacy against unsustainable resource exploitation.

Skill

Activities

- **Write a school news article:** Guide student to write an article about the impact of natural resource exploitation of global environmental challenges (e.g. Climate Change Ozone Depletion). Have students use information learnt and their research to inform and educate their readers.
- **Renewable energy experiments:** Have student conduct experiments that shows the issues presented by non-renewable energy and renewable energy that can shows how these resources can have used as an alternative to fossil fuel and other finite energy sources
- **Sustainable resource management brainstorming:** Guide groups of students to discuss and present to their peers at least 2 simple and practical actions they can undertake to ensure sustainable management of natural resource. They should explain the reason behind their actions (e.g., planting trees along rivers for the purpose of protection)

Practice

Activities

- **Awareness flyers/posters:** Have students draw or print out interesting visual information on the natural resource mismanagement issues (what causes deforestation, what we can do about illegal logging, etc.) Have them display this at a vantage point in their school to spread the awareness.
- **Student actions:** Students focus on a natural resource pressure in your school or around their neighborhood and set about to create and put out actions to solve them



Environmental Pollution

While modern societies face growing concern about global environmental issues, developing countries are experiencing complex, serious and fast-growing pollution problems of their own. With Ghana ranked among the top 15 most polluted countries on earth in 2021 in areas of air pollution by the University of Chicago's 2021 Air Quality Life Index, Environmental pollution such as air, marine, plastic and electronic are some of the greatest environmental issues facing the country. Students under this theme are taught to understand and contribute to the various environmental problems within their school and communities.

Awareness

Activities

- **Community exploration:** Have students use their communities/school as an awareness ground to understand the full scale of the impact of the types of pollution within their communities
- **Ghana's e-waste graveyard:** Have students watch a video report on E-Waste and its effects on the environment in areas like Agbogbloshie
- **Air pollution:** Have student listen to a presentation on air pollution causes and its effects
- **Water pollution:** Show a video on how various types of pollution such as Galamsey (illegal mining), plastics etc. are destroying our water ecosystem and their observation.
- **Life of a plastic bottle:** Show the video life of a plastic bottle to have students understand how plastics affects our environment

Knowledge

Activities

- **Know your pollution:** Students are tasked to select on a pollution topic. They must then find out how their actions might contribute to that type of pollution. Have them present their research to the class
- **Pollution journalists-** Have students visit departments or businesses that promote solving the problems towards pollution
- **7 Rs:** A critical session will be held on the solutions to the plastic problem. Students will then be educated on the 7 Rs for a product (Rethink-Refuse-Reduce-Reuse- Repair- Regift -Recycle).
- **Monitor your plastics:** Have students keep every single plastic (sachet water, biscuit wrappers etc.) used over a week. Let students bring these plastics to class then discuss to give them an idea of how plastic they used and in our everyday life. Ask them which they couldn't use without and which they could have replaced with something else e.g. plastic bags for cloth bags.

Attitude

Activities

- **Attitude to pollution:** Ask students what their general feelings and attitude about pollution and if they contribute to it. Do they do anything and what can be done about it?
- **Street interview:** Have students also conduct street interviews with people in the community on the issues pollution plays.
- **Environmental debate:** Have them also partake in seminars or talks that highlight issues on environmental pollution.
- **Hold a contest:** Have student organized a contest that show how student groups would combat selected pollution topics
- **Step up to save pledge:** Have student fill the pledge activity that encourages students to commit to stepping up to have a campaign that raises awareness on the issues of pollution either in their school or communities for the environment.

Skill

Activities

- **Water filtration test:** Conduct a test that shows how water can become polluted and how to make a simple filtration system
- **Air filter-** Students use simple tools to create an air filter and monitor selected areas to find the level of pollution particles. Let them present their findings and solutions to the problem
- **Upcycling:** Led by a resource person who will take students through waste upcycling activities and guide them to create various items that can be done to generate awareness.
- **Learn your plastics:** Students learn about the different types of plastics and how to sort into those that are considered for recycling.
- **Plastic-free week:** Have a plastic-free week to encourage the school or students to go a week without or reduce the use of single-use plastics, after the week have them discuss how the experiment was and what they intend to continue doing
- **A letter to my MP:** Encourage students to write about the issues pollution is having on their environment and write a letter to their MP on the matter explaining 1) why they are passionate about the issue 2) the impact it has on their health, well-being of society and nature 3) what they suggest can be done to address the matter.
- **Theatre on pollution:** Have students organize a play to highlight issues of pollution
- **What is your solution?** Have student groups research into innovate ideas the can put in reality or as a concept to how they could combat environmental pollution

Practice

Activities

- **Create a plastic recovery collector:** Have students create their own collectors from plastic materials to be used as collection points. Plastic collected can be exchanged with a verified plastic collector for recycled plastic products.
- **Find the source:** Have students organize a cleanup and identify the companies who are the are biggest contributors with the most trash. Have them then meet with these companies to raise awareness on the issues their products have on the environment.
- **Clean up activities:** Students can conduct a cleanup activity at certain on some ravaged areas e.g. near their school, communities.
- **Education outreach:** Students can hold a camping awareness in communities that have issues with pollution recovery bin through posters and a talk at assembly.
- **Upcycle fair:** Host a fair that shows of your upcycled creations from waste.
- **Lifestyle changes:** Have student conduct contest that helps minimize pollution and raise awareness within their school e.g., a class should show initiative to reduce plastics within their school compound.



Circular Economy

One of the major issues facing our environment is product waste e.g. clothing which mostly tend to end up at landfill sites and oceans damaging ecosystems across the country. More innovative products are needed to prevent wastage and prolong shelf life. The circular economy is an economic system in which raw materials, components and products lose their value as little as possible. It favors activities that preserve value in the form of energy, labor, and materials. This means designing for durability, reuse, remanufacturing, and recycling to keep products, components, and materials that find their way into the system. This introduces pupils to the concept of a circular economy and how the life cycle of products is extended instead of it being discarded at the early stages of its life.

Awareness

Activities

- **Presentation:** Pupils are taught through activity on how the planet's resources are finite, how our current linear system produces too many waste products, and the need to promote the circular economy.
- **Video on circular economy:** The video Gobble the goblin helps so children can understand why it is important to recycle and why the circular economy is crucial in helping preserve our natural capital.

Knowledge

Activities

- **Pushing the circular economy:** - Pupils will learn an effective way of extending the product life by visiting a business that promotes the circular economy.
- **Do you know logos?** Students are taught how to identify things like logos on products that promote sustainability

Attitude

Activities

- **Purchasing change:** Students are taught how to look can encourage their families to purchase from circular economy businesses
- **Be attentive:** Support businesses who repurpose items e.g., people who sell in reusable glass jars

Skill

Activities

- **Support sustainable businesses:** Being able to identify and support businesses that promote the circular economy
- **Second life cycle:** Repurpose items into useful items e.g., using old cups to nurse seeds
- **Create a circular economy efficient product:** Have students in designated groups come up with a product and possible prototype that follows the circular economy system. Have them then have a presentation at their school assembly?

Practice

Activities

- **Repurposing:** Students with the help of a resource person taught how to extend the life of their products (tin, paper, wood, cloth etc.) and even how to create new ones out of them.
- **Give away what you do not need:** Have students donate or regift their unneeded toys and clothes to a donation center. This will teach students that things that they do not need themselves are not automatically thrown into the trash and can be useful to someone else through recycling.



KEY GLOBAL ENVIRONMENTAL COMMEMORATIVE DAYS

NAME	DATE
FEBRUARY	
World Wetlands Day	February 2nd
World Pangolin Day	Third Saturday in February.
MARCH	
World Wildlife Day	March 3rd
International Women's Day	March 8th
Global Recycling Day	March 18th
International Day of Forests	March 21st
World Water Day	March 22nd
APRIL	
Earth Day	April 22nd
Save the Frogs Day	Late April annually
MAY	
Endangered Species Day	Third Friday of May
World Bee Day	May 20
International Day for Biological Diversity	May 22 nd
JUNE	
World Environment Day	June 5 th
World Oceans Day	June 8 th .
World Sea Turtle Day	June 16 th
World Day to Combat Desertification and Drought	June 17 th
JULY	
World Mangrove Day	July 26th
World Ranger Day	July 31st
AUGUST	
Int. Day of the World's Indigenous Peoples	August 9th
International Youth Day	August 12th.
World Elephant Day	August 12th
SEPTEMBER	
International Coastal Cleanup Day	Second or third Saturday of September
World Rivers Day	Last Sunday of September
OCTOBER	
World Habitat Day	First Monday of October
World Animal Day	October 4th
World Food Day	October 16th
International Day of Climate Action	October 24th
United Nations Day	October 24
World Cities Day	October 31

References

Sustainable Development Goals (SDGs)

17 Sustainable Development Goal

<https://youtu.be/e2S9wf5oVT4>

The global goals

https://youtu.be/Qx0AVjtdq_Q

What is sustainable development?

<https://youtu.be/7V8oFI4GYMY>

The SDGs

https://kids.kiddle.co/Sustainable_Development_Goals

SDG challenges and solutions poster

[SDG Cartoons: English – LeNS-South2South \(lens-south-to-south.org\)](https://lens-south-to-south.org/SDG_Cartoons:_English_-_LeNS-South2South)

Climate adaptation and mitigation

Mitigation and adaptation

[Adaptation and Mitigation | Climate Wisconsin - YouTube](#)

Global warming demonstration

<https://youtu.be/6Fthw65WUpU>

Climate change for kids

<https://youtu.be/WkvPdUtYhX8>

Impact of climate change in Ghana's upper west

https://youtu.be/fZ3IAe_qztQ

Biodiversity Conservation

What is Biodiversity?

<https://youtu.be/XTC4qiXd36Q>

Why biodiversity is important

https://youtu.be/GK_vRtHJZu4

Ecosystems and ecosystem services

[Ecosystem services : Biodiversity and nature provide countless benefits for humans - YouTube](#)

How to protect biodiversity

<https://youtu.be/kHhspf5IfdE>

Create your biome

<https://youtu.be/tkeJiUHTuRE>

Why cities need trees

<https://youtu.be/zarll9bx6FI>

Environmental Pollution

Plastic waste in Ghana

<https://youtu.be/OAgbISXqizo>

<https://youtu.be/ax2GMruzzzyQ>

Plastic bottle lifecycle

https://youtu.be/_6xINyWpPB8

Turning plastic into art in Ghana

<https://youtu.be/XvUNleWdJAQ>

Circular economy

What is a Circular economy?

https://youtu.be/_9mHi93n2AI

All about the circular economy

[All about the circular economy - National Geographic Kids](#)

Examples of circular economy

<https://youtu.be/ZIAYu-N98tI>

Circular economy in Ghana

<https://youtu.be/X9t0TI-XYGU>

Sustainable resource management

Natural resources

[natural resource - Kids | Britannica Kids | Homework Help](#)

<https://youtu.be/4qA3KBFrB2o>