FACT SHEET
RADIO PRODUCTION GUIDE
CLIMATE CHANGE AND OUR HOME, THE EARTH
INTRODUCTION

Today more than 7 billion people live on planet Earth. Each one of us needs clean air and water, food, clothing, shelter, means to travel, and other resources and material goods. The natural environment provides all of these things that sustain our lives and contribute to our wellbeing. The food we grow, the energy we use, the metals and minerals we dig from the ground, the things we manufacture and the pollution and waste we produce carry both environmental and social costs.

Humanity’s footprint on the Earth has expanded hugely over the past 60 years. We are now consuming resources and polluting the environment at such a rate that we would need the equivalent of 1.7 ‘planet Earths’ to sustain these activities in the long run (Ecological Footprint Network). But as the actor, Leonardo DiCaprio puts it, “We only have one planet.” (Global Citizen). Science tells us that we all must urgently rethink our behaviours and values, in order to reduce our Earth footprint and sustain human wellbeing into the future (Rockstrom et al. 2009).

DEFINITIONS

• **Climate Change** is what happens when global weather patterns shift in measurable and lasting ways. With climate change, the cooling or warming of the atmosphere can trigger complex and extreme changes, such as a rise in sea levels, droughts and flooding, which affect people, economies, societies and environments (NASA, WWF, National Geographic).

• **Global warming** is what happens when our planet heats up due to climate change. A mass majority of scientists agree that the Earth is now in a period of **global warming** caused by climate change resulting from human activity (Earth Hour).

• People contribute to climate change and global warming by burning **fossil fuels**, such as oil, gas and coal; cutting down forests; and other activities that release **greenhouse gases** into the atmosphere. Greenhouse gases (carbon dioxide, or CO2, is the main one) trap the Sun’s heat inside the Earth’s atmosphere, causing the planet to warm (World Resources Institute).

• **Ecosystems** are the webs of relationships among animals, insects, plants, soil bacteria, water, rocks, sunlight and air that sustain life on Earth. Energy, nutrients and wastes are continuously cycling among the different living and non-living parts of an ecosystem. The different kinds of ecosystems include forests, grasslands, deserts, rivers, and marine ecosystems. People’s livelihoods and wellbeing depend on the fertile soils, pollination of crops, fish, timber, clean air and water provided by these ecosystems (What is an Ecosystem? YouTube).

• **The Sustainable Development Goals (SDGs)** provide a roadmap for humanity to achieve health, prosperity and wellbeing in the face of huge global challenges, including climate change; poverty and inequality; and the breakdown of ecosystems. The SDGs are a set of 17 goals agreed to in 2015 by governments around the world, which are focused on halving poverty by 2030 without depleting the planet’s resources.

• **The Paris Agreement** on climate change is a historic pact between 195 countries to curb greenhouse gas emissions and invest in a low-carbon future, in order to avoid the worst impacts of climate change. The pact was signed in late 2015 and takes effect in 2020.

• **The Ecological Footprint** provides a way of measuring humanity’s impact on the Earth - how much nature we have and how much nature we use. You can use the tool to analyse and compare the lifestyles of
people around the world, and the ecological footprint of countries and even some cities. You can also calculate your own personal ecological footprint.

• **Limited and renewable (regenerative) resources** - Some of the materials and resources we use can be restored or regenerated, but others cannot.
  - Oil, gas, coal, groundwater, earth metals and minerals are all non-renewable or limited resources because they come from sources that will run out. They can only be replenished over thousands or even millions of years (National Geographic).
  - Other resources, including trees, plants, fish and animals, and soils, are considered renewable resources because they can be regenerated. Renewable resources can still be used unsustainably, however - for example by overfishing, or clearing forests and not replanting them.
  - One renewable resource that does not deplete, however, is the Sun’s energy, which can be harnessed directly from sunlight, wind or ocean tides and waves (Investopedia).
  - Human-made resources are natural resources that have been changed through certain processes. Examples of human-made resources are petrol, paper, plastic, cement, technology, etc.

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### GET THE FACTS! BUST THE MYTH!

<table>
<thead>
<tr>
<th>MYTH</th>
<th>FACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life will adapt to climate change</td>
<td>Yes, some life will adapt, but many species will not be able to survive sudden and dramatic changes to their environments. Entire ecosystems will change as certain plants and animals that are dependent on each other die (Science Alert).</td>
</tr>
<tr>
<td>Africa has contributed little to climate change, and there is little that Africans can do about the problem. Why should we be responsible for fixing a problem that the rest of the world has created?</td>
<td>Africa’s share of greenhouse gas emissions is tiny compared with most other parts of the world (Our World in Data). But climate change is everyone’s problem. Young people in Africa have a crucial role to play because African cities and populations will grow faster than anywhere else on Earth over the next few decades. The continent faces severe impacts of climate change (Africa Check).</td>
</tr>
<tr>
<td>Nothing can stop climate change</td>
<td>There are actionable steps people and institutions can take, such as protecting forests, not using fossil fuels, and using renewable energy and ecological farming methods, to slow climate change and protect the planet’s remaining natural ecosystems that are the life support for us all (Guardian).</td>
</tr>
<tr>
<td>Climate change is only about the environment</td>
<td>Climate change is having far-reaching impacts on societies, politics and economies across the world. Women, children and the poor are often the most vulnerable to disease and loss of livelihoods due to flooding, drought and other climate change-related impacts (BBC).</td>
</tr>
<tr>
<td>Climate change will only be a problem in the future</td>
<td>Climate change is already here, with devastating hurricanes, floods, droughts and forest fires around the world in 2018. Sea levels are rising and polar ice sheets and glaciers are melting across the world (NASA). Cities and countries are forced to spend more of their resources coping with floods and other natural disasters, instead of investing in areas that build society, such as healthcare and education.</td>
</tr>
</tbody>
</table>
**DID YOU KNOW? (GLOBAL)**

The United Nations’ Intergovernmental Panel on Climate Change (IPCC), a panel of the world’s leading climate scientists, reports that:

Humans have caused 1 degree Celsius of global warming, so far.

If we can limit global warming to 1.5 degrees Celsius instead of 2 degrees Celsius (the upper limit), hundreds of millions of people could avoid being plunged into climate-related extreme poverty.

Emissions must be reduced to zero (meaning we do not release more CO₂ into the atmosphere than nature can absorb) by 2050 in order to ‘stabilise’ warming at 1.5 degrees Celsius.

70% of the world’s carbon dioxide emissions come from just 10 of the world’s countries.

**THE EFFECTS OF CLIMATE CHANGE:**

One in six species is at risk of extinction.

Climate change is contributing to more extreme droughts, floods and storms around the world, with global economic losses of $300 billion arising from natural disasters.

Hunger is rising for the first time in a decade, with 815 million hungry people in 2016, up from 777 million the previous year.

Climate change threatens agriculture and food security across much of sub-Saharan Africa. Rapidly expanding populations (for example, 80% of people in Tanzania) rely heavily on agriculture and natural resources for their livelihoods.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Hungry People</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>815 million</td>
</tr>
<tr>
<td>2015</td>
<td>777 million</td>
</tr>
</tbody>
</table>

(UN SDG Report 2018)
DID YOU KNOW? (ZAMBIA)

In Zambia, climate change has already had serious impacts on agriculture, food security, wildlife, forestry, water, energy and human health, making it the 34th most vulnerable country to climate change.

(Climate Change Zambia & Irish Aid)

Zambia has ratified the Paris climate agreement and adopted a national adaptation programme, which aims to protect the most vulnerable groups, households and livelihoods from climate shocks and stresses.

(UNDP)

Droughts, floods and changing rainfall patterns due to climate change have taken a toll on Zambia’s staple crop, maize.

(YPARD)

One unexpected effect of warmer weather, in combination with environmental degradation, was a sudden invasion of fall armyworms, which destroyed a million hectares of maize in the 2016/17 crop season.

(YPARD)

Natural resources, including agriculture, mining and tourism provide 27% of Zambia’s national wealth.

WAYS TO TALK ABOUT CLIMATE CHANGE

Consider the following questions, and talk to different people in your community (a teacher, a student, a farmer, a nurse, a local government official, etc.) to get different perspectives on climate change:

▷ What do people in my community understand of climate change?
▷ How do people experience climate change in my community?
▷ Does climate change affect different groups of people in different ways (i.e. men and women, young and old, urban and rural)?
▷ In what ways is climate change affecting my community? How do you tell if climate change is having an impact on other areas of life, such as the economy and people’s health?
▷ How is my community vulnerable to climate change?
▷ What strengths can my community draw upon to protect itself from the worst effects of climate change?
▷ What is my community doing to stop climate change?
<table>
<thead>
<tr>
<th>DID YOU KNOW? (ZAMBIA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zambia’s population</strong> has grown from 3.1 million in 1961 to <strong>17.8 million in 2018.</strong></td>
</tr>
<tr>
<td>(Worldometers)</td>
</tr>
<tr>
<td><strong>Zambia loses between 250,000 and 300,000 hectares of forest per year due to charcoal burning.</strong></td>
</tr>
<tr>
<td>(Irish Aid)</td>
</tr>
<tr>
<td><strong>One study showed that Zambia’s economy lost $5 billion between 1990 and 2011 due to climate affects.</strong></td>
</tr>
<tr>
<td>(Irish Aid)</td>
</tr>
<tr>
<td><strong>40% of Zambians live in urban areas.</strong> (REF)</td>
</tr>
<tr>
<td><strong>Urbanisation is driving up demand for charcoal, which 2 out of 3 urban residents rely on for cooking.</strong></td>
</tr>
<tr>
<td>(Irish Aid)</td>
</tr>
</tbody>
</table>
CLIMATE CHANGE AND OUR HOME, THE EARTH

FACT SHEET

We have already spoken about the natural resources that we need to survive. Let’s take a closer look at just two examples of things we use every day to see how important natural and human-made resources are in the webs of life.

**Key**
- Natural
- Human made

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### Food

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>Land</td>
</tr>
<tr>
<td>Soil</td>
<td>Animals</td>
</tr>
<tr>
<td>Sunlight</td>
<td>Water</td>
</tr>
<tr>
<td>Water</td>
<td>Sunlight</td>
</tr>
<tr>
<td>Insects</td>
<td>Animal feed</td>
</tr>
<tr>
<td>Bacteria</td>
<td>Medicine</td>
</tr>
<tr>
<td>Fertilizer/compost</td>
<td>Vet</td>
</tr>
<tr>
<td>Farmers</td>
<td>Shelter</td>
</tr>
<tr>
<td>Labour (workers)</td>
<td>Labour (workers)</td>
</tr>
</tbody>
</table>

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### Paper

<table>
<thead>
<tr>
<th>Machines</th>
<th>Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemicals</td>
<td>Soil</td>
</tr>
<tr>
<td>Energy (electricity)</td>
<td>Water</td>
</tr>
<tr>
<td>Labour (workers)</td>
<td>Plants</td>
</tr>
<tr>
<td>Engineers</td>
<td>Sunlight</td>
</tr>
<tr>
<td>Factory building</td>
<td>Insects</td>
</tr>
<tr>
<td>Bacteria</td>
<td>Shelter</td>
</tr>
</tbody>
</table>

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### Ways to Talk About Natural Resources

- What are the natural resources that your community depends on? How are these resources managed? In what ways are these resources vulnerable?
- What enables or prevents people from taking care of these resources or using them sustainably?
- How do these resources contribute to people’s livelihoods? How would life change without access to these resources?

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### Earth, Our Home

Humans are part of an extended family of living beings, and planet Earth provides a magnificent home for us all. Our relationship with the Earth is about far more than just consuming its resources. We find beauty, joy, meaning and a sense of wellbeing in nature. We also find a deep sense of love, connection and respect for the living world that sustains us.

Cultures across Africa and around the world have developed diverse ways of expressing their love and respect of the living natural world and developing ecological knowledge to live sustainably in their environments. This ecological knowledge is preserved in stories, myths and cultural practices (Kanene 2016).

In traditional stories, animals and plants are often revered as cherished family members and wise teachers (Behrens 2013). Did you know that:

- A butterfly can taste with its feet
- Trees communicate with each other using chemical signals sent through underground networks of mushrooms
• Humpback whales communicate through long, complex songs that travel across the oceans

• Watch astronomer Carl Sagan’s poetic meditation on Earth as a ‘pale blue dot’ in outer space (YouTube)

MORE VIDEOS TO HELP YOU REFLECT ON THE EARTH:

› Home (YouTube)
› Prince Ea’s Man vs. Earth (YouTube)
› Morgan Freeman on Climate Change Solutions (Facebook)
› “I will be a hummingbird” - Wangari Mathai (Youtube)

WAYS TO TALK ABOUT EARTH, OUR HOME

Some questions to think about and discuss:

› Are there places you visit or experiences you have that make you feel close to nature? How do these places and/or experiences contribute to your quality of life?

› How do people in your community relate to nature? Do you think people value nature? How do they express this?

› Are there ways in which people in your community take care of nature? How do you think these traditions and/or this awareness developed? Have these practices changed over time?

› Are people concerned about the state of the environment in your community? If so, do they take action to protect it?

› Do you think it is important to sustain these practices of caring for nature in the modern world? Why or why not?
Climate change and looking after planet Earth are so important, that Children’s Radio Foundation is inviting you to talk about this topic in every radio show you do from now on. Don’t panic - we don’t expect you to do a whole show on climate change and its effects every week, but we are asking you to give some time to it at the end or beginning of each show. We’re thinking that a jingle, intro, some factual information, a format and outro would be just about right, and take you between 5 and 10 minutes.

As young reporters we all know that the more we bring a topic to the listeners’ attention, the more they will notice, the more they will learn and the bigger the chance that they will do something differently!

We will share with you some of the best ways to dedicate a few minutes to “Earth, Our Home” during every show you take to air.

FORMATS

We can use a radio format to create the “Earth, Our Home” slot. We suggest formats that encourage the voices of others and that get the listeners participating in the show. Vox Pops, Audio Commentary, Audio Profiles, and Quizzes are great ways to get listeners involved.

VOX POP

Vox pop aim
To get many opinions on one topic.

Who do you talk to?
Anybody in the community.

Question
What is climate change?
OR
What are the effects of climate change in your life and community?
OR
What are you doing to stop climate change?

AUDIO COMMENTARY

Audio commentary aim
To get people’s opinion about a topic that they care deeply about.

Who do you talk to?
Youth and adults in your community who can talk about their beliefs and experiences of climate change.
**AUDIO PROFILE**

**Audio profile aim**
For listeners to hear an inspiring story with a message of encouragement linked to the show topic.

**Who do you talk to?**
Youth and adults in your community who are tackling climate change in their lives.

**CALL-IN OR WHATSAPP QUIZ**

**The aim of a Call-in or Whatsapp Quiz**
To invite listeners to participate in a fun learning opportunity. You could offer a shout out or a visit to the station as a prize.

**Who do you talk to?**
Youth and adults in your community who are tackling climate change in their lives.

**Voice 1:** Hey listeners, think you know all there is to know about climate change? Let’s put your knowledge to the test with a quiz! Call the station at [STATION PHONE NUMBER] or Whatsapp your answer to [WHATSAPP NUMBER].

**Voice 2:** Listen carefully. Which of the following statements about Earth, our home, is FALSE?

A. The earth is becoming cooler because of climate change.
B. Many species are becoming extinct because of climate change and human activity.
C. Everything we need to survive comes from the earth.

**Voice 1:** Call in at [STATION PHONE NUMBER] or Whatsapp your answer to [WHATSAPP NUMBER] and tell us which of the following is FALSE. We want to hear from you!

**WHATSAPP VOICE NOTES**

You can invite listeners at the beginning of your show or your “Earth, Our Home” segment to send in a Whatsapp voice note. Remember it must be no longer than 1 minute, and stick to the topic.

In this case, the topic can be an experience of climate change, what they are doing to stop climate change, or what they think the biggest environmental challenge in your community is.

Remember to play the voice note with a good intro and outro and the name of the person who sent it.
**Suggested Script**

[Intro:]

**Host 1:** It’s just gone [TIME] and we’re going to do something new on [NAME OF SHOW] today and every other show. [RADIO STATION] and [NAME OF YOUTH REPORTER GROUP] is passionate about our home, this planet, our environment. Earth is the only home we’ve got and by the looks of things, we aren’t looking after it.

**Host 2:** That’s right [NAME], so we have decided to do something about it on every show we broadcast, because we care about our environment and because we want generations ahead of us to enjoy the same beautiful planet. So welcome to the “Earth, Our Home” slot for the next [10 / 5] minutes or so.

**Host 1:** Yebo, we’re bringing the conversation about climate change and our environment right to you - because if we mess this up - life as we know it will never be the same - and NOT in a good way. For example, climate change is contributing to more extreme droughts, floods and storms around the world, putting our food security at great risk. Hunger is rising for the first time in a decade!

**Host 2:** So we’re getting to it and getting you involved in looking after our planet better. To kick off “Earth, Our Home” this week, we’ll dive right into a quiz to see just how much you know about climate change.

**Host 1:** Call the station at [STATION PHONE NUMBER] or Whatsapp your answer to [WHATSAPP NUMBER] or drop your answer on Facebook.

Listen carefully. Which of the following statements about Earth, our home, is FALSE?

A. The earth is becoming cooler because of climate change.
B. Many species are becoming extinct because of climate change and human activity.
C. Everything we need to survive comes from the Earth.

**Host 2:** Call in at [STATION PHONE NUMBER] or Whatsapp your answer to [WHATSAPP NUMBER] and tell us which of those statements is FALSE. We want to hear from you!

[Hosts announce quiz result and celebrate the winner.]

[Outro:]

**Host 1:** And that brings us to end of our show. Thank you for tuning in, for listening, calling, whatsapping - but most of all for making a difference yourselves!

**Host 2:** Catch [NAME OF SHOW] next week when we’ll be discussing another hot topic and stay tuned for “Earth, Our Home” too. Take care good people, of yourselves and our environment too, right here, right now. Peace.
What makes Earth home for you? Is Earth your home because it is where all your memories began and will end? Is Earth your home because of your community, family and friends? Is it because Earth is your source of life? As you think about the meaning and importance of Earth, our home, there are also many things that threaten it. Climate change is one of the biggest threats.

Children’s Radio Foundation is inviting you to **host monthly outreaches that focus on climate change**. These outreaches can vary in scale, from small monthly activities to larger campaigns leading up to global calendar days.

**Schools are perfect locations to host activities and discussions about climate change** because it affects the future of young people. If your peers can learn skills and tools to help them understand climate change, and if they are able to make lifestyle changes now, they will be prepared to live more sustainable lives and protect the future of generations to come.

We will share with you some of the **simple ways to host an outreach** about “Earth, Our Home”.

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### DIFFERENT WAYS TO TALK ABOUT CLIMATE CHANGE IN YOUR HOUR-LONG OUTREACH

- How do people experience climate change in your community and what are the changes you can make in your school to stop climate change?
- How do people in your community relate to nature? Do you think people value nature?
- In what ways is climate change affecting your community? How do you tell if climate change is having an impact on other areas of life, such as the economy and people’s health?

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### OUTREACH PLAN

An outreach plan helps you stay on track during your event. It is a list of the activities and the order in which they will happen in the outreach activity. Allocate a time to each item so that you keep to the time allocation of the outreach activity.
Below is an example of an outreach plan:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DURATION</th>
<th>LEARNING OUTCOME/MESSAGE TAKEAWAY</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The blanket activity: how global warming actually happens</td>
<td>45 min</td>
<td>It’s the “everyday” daily activities that contribute to climate change.</td>
<td>Photos</td>
</tr>
<tr>
<td>What do you think are the most important climate change effects in your community?</td>
<td>No duration here</td>
<td>The environmental issues we experience in our community are getting worse as a result of climate change.</td>
<td>You can record these as vox pops for your show!</td>
</tr>
<tr>
<td>Not MY home but OUR home (poetry)</td>
<td>No duration here</td>
<td>This home is not ours alone, we share it with animals and plants.</td>
<td>Record the poems to play on your show or post to social media.</td>
</tr>
<tr>
<td>Host a quiz from some of the learnings from the session</td>
<td>No duration here</td>
<td>This is an opportunity for you to see how much the classroom has learnt and where there are still knowledge gaps.</td>
<td>Photos</td>
</tr>
</tbody>
</table>

**THE BLANKET ACTIVITY - HOW GLOBAL WARMING ACTUALLY HAPPENS**

(For this activity you need 8 medium - large sized blankets and scenario cards explained below)

1. Break the class up into 8 groups (there should be 5 people per group).

2. Write down on cards 8 everyday activities that we practice that are very bad for the environment and contribute to climate change. They may seem insignificant, but added together, all of us on the planet, they matter A LOT!

**Examples of some daily activities in your community can be:**

- Every morning when the local school transport driver Uncle Mandla collects the children from their homes, **he leaves the car running for as long as each child takes to reach the taxi.**
- My grandmother struggling with
arthritis no longer has the strength to wash her curtains and blankets. When it comes to rinsing she finds the easiest way is *leave the tap running* over the blankets for half a day.

- When Teacher Ngwena is cold she *switches on the heater but leaves the windows in the classroom open*.

- Due to the water in my community being nonpotable, my mother buys bottled water for us to drink. Every month *she buys several packs of the 500 ml bottles instead of the large 5 l bottles*.

- *Every night we eat some form of meat* (fish, sheep, pig, chicken, goat, pig, ox) for dinner. This has been custom since birth.

- My sister is the first one to reach the house every evening. When she gets in the house she *switches on all the house lights*. After switching on the lights she shuts herself in her bedroom and hangs out on her phone.

- My mom won’t allow my brother and I to wear second hand clothes. I don’t know what the reason is, but since birth we have always bought our clothing.

- When I have extra money in my pocket, *I would rather treat myself to a McDonalds meal than chapati and beans from our local vendors*.

- The dumping site near my home has been overflowing for a while but I overheard my father propose to the neighbours that they *burn the waste*.

3. Place the cards in a hat and have a representative from each group pick one.

4. Each group should discuss for themselves.

- **Is the scenario a concern?**
- **Does it put air, water, food, local livelihoods and jobs under threat?**
- **If these things were under threat, how would it impact your community?**
- **Do these things contribute greenhouse gases?**
- **What could the person in the scenario do differently?**

5. Once the groups have discussed their scenarios, pick a student volunteer to play the “Earth.” Have the student sit in a chair at the front of the classroom. Explain that the “Earth” (student volunteer) has just the right amount of greenhouse gases in his/her atmosphere and is sitting there comfortably.

6. Ask each group representative to explain their scenario and share a summary of the group discussion. After each representative has spoken, add a blanket to the “Earth” (student volunteer) if everyone agrees this adds to global warming – explain to the class that each blanket represents new/additional layers of greenhouse gases from each scenario.

7. Periodically check in with the “Earth” to find out how warm he/she is feeling.

8. Have a discussion with the classroom on how everyday activities can add up to harm the Earth and what we can do to reduce and stop this harm.
LEARNING OUTCOME AND MESSAGE TAKEAWAY

It's the “everyday” daily activities that contribute to climate change.

WHAT DO YOU THINK ARE THE MOST IMPORTANT CLIMATE CHANGE EFFECTS IN YOUR COMMUNITY?

1. Now that the classroom has identified the daily activities contributing to climate change, encourage them to think about the effects of climate change in their communities and how it affects the environment. If the classroom struggles to think of environmental issues refer to your production guide “did you know” for local examples to share with them.

2. Facilitate a conversation about these issues and the causes. Write them down if possible, to identify the effects of climate change (drought, flooding, low crop yield, expensive fresh produce, overcrowding etc...).

LEARNING OUTCOME AND MESSAGE TAKEAWAY

The environmental issues we experience in our community are getting worse as a result of climate change.

NOT MY HOME BUT OUR HOME

1. The classroom should return to its groups of 5. They should go outside the class and find a source of nature e.g. a leaf, rock, stone, bark etc. Try not to pick anything living. If it is a plant or tree or flower or something growing they should stand or sit by it.

2. Look at your chosen source of nature. Appreciate it, feel it, smell it, examine it. Write a 5 line poem or a haiku inspired by the source of nature they have found on the school grounds.
LEARNING OUTCOME AND MESSAGE TAKEAWAY

This home is not ours alone, we share it with animals and plants.

HOST A QUIZZ FROM SOME OF THE LEARNINGS FROM THE SESSION

Remember, if any incorrect information comes up in any of your quizzes or discussions from the activities, you must correct it. Don’t let your audience leave with myths, so wrap it up with any facts necessary.

LEARNING OUTCOME AND MESSAGE TAKEAWAY

This is an opportunity for you to see how much the class has learnt and where there are still knowledge gaps.
<table>
<thead>
<tr>
<th>SOMETHING TO CONSIDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>What pre-recorded audio format can you use in your outreach to encourage a discussion?</td>
</tr>
<tr>
<td>What audio format can you record in the outreach to use in your 10 min radio “Earth, our Home” weekly radio slot?</td>
</tr>
</tbody>
</table>