



# NATURE-BASED SOLUTIONS LEARNING SCENARIO

GRETA – Green Relevant Environment to All  
(Understanding NBS)



Research and  
Innovation

## **GRETA – Green Relevant Environment to All (Understanding NBS)**

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# **NATURE-BASED SOLUTIONS LEARNING SCENARIO**

***GRETA – Green Relevant Environment to All  
(Understanding NBS)***

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## ABSTRACT

The climate change activist Greta Thunberg is an "influencer" of the teenage generation. What aspects of her presentation "Nature Now" make her a role model of learning more about nature-based solutions (NBS)? By using their critical thinking, students are going to discover more about the destruction of our environment and use self-studying methods to find a way to help nature recover from this. Learning about NBS can help them become responsible citizens who start out with something very small, and then extend their ideas to national level during their campaign – just like Greta. The main purpose of the campaign is to be active and influence more people to take action on climate change. The campaign aims to teach students not only about ecology, but also encourage them to protest in no-violent ways and see multiple aspects of their impact. With ecology posters created, they will make people aware that NBS can be used to tackle climate change and introduce them to innovative examples of NBS that make the Earth a better place for everyone. Lastly, the added value of this learning scenario (LS) for the students is interpersonal communication and enhanced social skills.

### Keywords

NBS initiatives, campaign, Six thinking hats model, CLIL method, Greta Thunberg

### 1. Introduction

*"Nature-based solutions (NBS) are solutions that are inspired and supported by nature, which are cost-effective, simultaneously provide environmental, social and economic benefits and help build resilience. Such solutions bring more, and more diverse, nature and natural features and processes into cities, landscapes, and seascapes, through locally adapted, resource-efficient and systemic interventions. Nature-based solutions must therefore benefit biodiversity and support the delivery of a range of ecosystem services."*

[https://ec.europa.eu/info/research-and-innovation/research-area/environment/nature-based-solutions\\_en](https://ec.europa.eu/info/research-and-innovation/research-area/environment/nature-based-solutions_en)

To use this Learning Scenario more effectively, teachers are encouraged to:

- Check out the [list of recent EU publications on Nature-Based solutions](#)
- Read about [Nature-based solutions: Transforming cities, enhancing well-being](#) (also [available as a PDF](#))
- Contact local NBS practitioners or scientists working in their area (they can be found through [Oppla](#)).
- Use the "[Ask Oppla](#)" service to request help in case of any technical/scientific question on NBS.

### 2. Overview

Overview	
<b>Subject</b>	This LS is meant to be used in English lessons with an emphasis on Content and Language Integrated Learning (CLIL) methods of teaching together with Science, ICT, and Art as cross-curriculum approaches. It is also suitable for STEM subjects like Nature Conservation, Planet Earth, Environmental Education, and Biology. In the event these ICT approaches have not been implemented, we advise teachers to make final outputs in hand-made posters that might be scanned and issued as students' work in digital e-book form.
<b>Topic</b>	Understanding NBS
<b>Age of students</b>	13/14
<b>Preparation time</b>	3 hours

Overview	
<b>Teaching time</b>	3 sessions of 60 minutes each or 4 sessions if more elaborated presentations are delivered
<b>Online teaching material</b>	A polling engine is needed, for example, <a href="http://www.quiz-maker.com">Quiz-maker www.quiz-maker.com</a> YouTube or internet browser to watch the video called <a href="#">Nature Now</a> by Greta Thunberg Either Canva, or Google Presentations or any other collaborative tool to prepare posters together (it can also be non-digital) Google Drive or USB flash memory device E-book creating through portals like <a href="http://www.joomag.com">Joomag</a> or <a href="http://www.issuu.com">Issuu www.issuu.com</a> or <a href="http://www.issuu.com">www.issuu.com</a>
<b>Offline teaching material</b>	Several big sheets of paper and crayons for brainstorming activities and mind mapping the ideas Dictionaries (English – the student’s first language) Highlighters – to underline important and interesting facts in the texts Red, yellow, green, blue, black, white hats or badges
<b>NBS resources used</b>	Video <a href="https://www.conservation.org/video/nature-now-video-with-greta-thunberg">Nature Now</a> : <a href="https://www.conservation.org/video/nature-now-video-with-greta-thunberg">https://www.conservation.org/video/nature-now-video-with-greta-thunberg</a> Video <a href="#">The Solution To Climate Change Is All Around Us</a> : Website and content from <a href="#">Nature 4 Cities: Urban Areas Face Challenges</a> Website content from <a href="#">Nature 4 Cities -NBS Implementation Database</a> Oppla <a href="#">Case studies</a>

### 3. Integration into the curriculum

This project will make use of the CLIL method: an approach where students learn a subject and a second language at the same time. A science course, for example, can be taught to students in English and they will not only learn about science but also gain relevant vocabulary and language skills. Conversation activities in CLIL are very important to help students develop the ability to listen and speak about the subjects and use subject-specific vocabulary along with the key sentence structure of the other language. As stated in our national curriculum, there is a requirement to implement cross-curricular approaches if applicable, and the language teaching sets out objectives to implement CLIL methods for meaningful learning in context.

### 4. Aim of the lesson

The lessons will bring awareness to the students and the wider public about how NBS can prevent the destruction of our ecosystems while bringing financial and wellbeing co-benefits to local communities. Students will meaningfully work in CLIL methods to obtain subject-specific vocabulary and build coherent arguments by stating their own opinions on the digital posters they produce. Another added value of this scenario in terms of digital competencies will be campaigns being run through their social media. As the role model Greta Thunberg is almost the same age as they are, we feel that using her work actively in the lessons will engage their interest and push the limits out of classroom walls and their peers will get aware of NBS. This could be an excellent initiative for setting an eTwinning project based on 2020’s call “Climate Change”. It will add sustainability to this scenario, which can have positive spill-over effects that go beyond the issue it was designed to address. There is no need to leave it only to the school to be pro-environmentally active. The campaign can be more prosperous if we start with social dissemination and our students. This reflects the underlying value of nature-based solutions, which need to be developed in a participatory manner in order to be scaled up and have impact. Education on how nature-based solutions can address various urban challenges and go beyond climate change action is the most important value of the LS.

### 5. Outcome of the lesson

The clear outcome will be the collection of several digital or hand-made posters in one [Joomag](http://www.joomag.com) or [Issuu](http://www.issuu.com) magazine. It will be easy to be shared through social virtual media channels. This will be easily

spread among teenagers, as they will have the urge to talk about their work to other students, their families and extended community. As a result, these parties will be aware of the existence of locally embedded NBS initiatives. In addition, students will learn new facts and subject-specific vocabulary and implement the obtained knowledge into their own production of a set of posters on given topic that might be used as motivating material at school noticeboards.

Teachers should ensure that all students feel comfortable discussing Greta's activities, even opposing opinions or not considering her as a role model. Children must feel it is possible to disagree without being penalised or ostracised for not agreeing with the overall opinion.

## 6. Trends

- ❖ Role-model learning that engages students to elaborate critical thinking
- ❖ The six thinking hats technique that is used to consider the problem from all perspectives
- ❖ Social media is changing the way people interact, present ideas and information, and communicate
- ❖ Lifelong Learning: learning does not stop when leaving school
- ❖ Flipped Classroom: students master basic concepts of topic at home. Time spent in classroom is used to reflect, discuss, develop topic
- ❖ Social-Media Learning: learning takes place through social media channels.
- ❖ STEAM Learning: Increased focus on Science, Technology, Engineering, Mathematics subjects in the curriculum
- ❖ Mobile learning: we get access to knowledge through smartphones and tablets. This is learning anytime, anywhere

## 7. 21<sup>st</sup> century skills

- ❖ Creativity and Innovation – students create digital poster using ICT tools and work creatively with others
- ❖ Critical thinking and problem solving – students analyse information about NBS initiatives by six thinking hats technique
- ❖ Communication – students present their ideas, listen effectively, use communication for a range of purposes (combination of lectures and self-learning issues)
- ❖ Collaboration – students work in groups to accomplish a common goal and share responsibility for collaborative work
- ❖ ICT literacy – ICT tools are used to research and producing the final outcomes
- ❖ Curiosity, wonder and questioning – the hands-on activities in this LS give students a reason to think critically, ask questions, observe, assess information and work constructively with each other.

## 8. Activities

Name of activity	Procedure	Time
<b>LESSON 1</b>		
<b>Brainstorming on the topic</b>	Starting with assessing the former knowledge of what students know and realise about Greta Thunberg. Is Greta Thunberg an influencer of your generation? Will it be interesting to you to help her in the campaign? - Polling activity to assess their attitude and have some ideas to start debate (see <a href="#">Annex 1</a> )	5'
<b>Introduction</b>	Watching the video of Greta - <a href="#">Greta video</a> - with subtitles given as a hand-out (see in <a href="#">Annex 2</a> ) Helping with vocabulary if needed Clarification of unknown meanings Summarising the message delivered through video: We have a collective duty to respect nature; nature must play a key role in reducing greenhouse gas	15'

Name of activity	Procedure	Time
	emissions, urban heating, and other climate change challenges caused by human intervention.	
<b>Debate</b>	Giving space to students to react and express what they think and how they feel about the message in the video. Leading questions: Why is it important to run such a campaign? What would you do if you were the leader of the campaign? What means of campaigning will you use? – collecting ideas	5´
<b>Mind mapping</b>	Divide students in 3 groups and each group is going to draw the mind map of the answers to their question: Group No 1: What climate changes and disasters do we face? Group No 2: What might be done to protect our planet? Group No 3: What environmental problems will we face in the future?	20´
<b>Display</b>	All three elaborated mind maps should be displayed in the classroom for students to have visual memorising of the previous lesson outcomes.	
<b>LESSON 2</b>		
<b>Work with the resources</b>	Watching the introduction <a href="#">video on NBS</a> – students have a hand-out with the context of the video for in-depth understanding of the concept (see in <a href="#">Annex 3</a> ) Working with subject-specific vocabulary and helping to understand the core of the video presentation; and nature has a pivotal, diverse and multipurpose role in creating sustainable urban societies. Looking for facts and numbers that are obvious – underline the facts represented by numbers and interesting ideas	10´
<b>6 thinking hats model</b>	Students work in groups of 6 and follow the certain structure of 6 thinking hats model: <a href="#">6 thinking hats</a> “Running the campaign influenced by Greta Thunberg” Blue hat: control hat – manages thinking: they begin to analyse each answer of the hats and will be the steps to follow to solve the problem. They observe the debate and try to write down all ideas. White hat: information hat – focuses on facts: describe the environmental, urban and climatic challenges we face and the need for solutions and good communication strategies as objective as possible. Black hat: safety hat – identifies risks and problems with NBS: as soon as they have it on their heads, all the criticisms/barriers that can occur during their selected solution will arise. Yellow hat: optimistic hat – identifies benefits and values: on the contrary, black, let´s look for the positive aspects of the NBS and the campaign to front NBS to find out why it is worthwhile to keep trying. Green hat: creative thinking hat – exploring ideas: they take their creative side and begin to think about possible solutions to the problem that can arise.	25´



Name of activity	Procedure	Time
	<p>Red hat: feeling hat – intuition and gut instinct: when they put on this hat, they will concentrate on expressing all feelings that the situation generates.</p> <p>If time allows the thinking hats might be exchanged for another round among the members of the groups.</p> <p>The group work is aimed to problem-solving technique and aims to encourage students to start their campaign with small steps in that grow bigger with each step they take.</p> <p>If working online, this particular exercise can be done through Padlet or a similar collaborative tool.</p>	
<b>Poster preparation</b>	<p>Students share the ideas collected in the debate and they design the idea of final campaign initiatives. They come up with the ideas of their posters what steps to implement in the final outcomes and start drawing sketches of text and picture collection. They work individually and design creative outlays of their further digital project posters.<sup>1</sup></p>	10´
<b>Homework</b>	<p>Students search for eligible photos and graphs on the Internet. They prepare digital material suitable for campaign poster creation.</p> <p>They see how NBS has worked and observe implementation model register at <a href="#">NBS</a> or <a href="#">Oppla</a>. They will use one model in their poster to give an example of how NBS work effectively to bring about economic growth, job creation and human wellbeing around the world. It will be added to their poster to support their campaign. All found and useful material is stored on Google Drive or USB flash memory stick.</p>	
<b>LESSON 3</b>		
<b>Campaign poster creation</b>	<p>Students get to an ICT room and start working individually in an already created account at <a href="#">CANVA</a>, Google presentation or any other collaborative tool to create poster (it can also be done offline or even non-digitally). It is necessary to create one account for this lesson scenario as it will be easier to create the final e-book of all posters. Each poster should be fully designed within one 4A format or if agreed in two 4A formats – depends on how many students are going to work in that production. Students have all digital material stored in their Google Drive or USB flash memory. Students might be reminded to add the links to resources where they have found the material. Teachers are helping and instructing with problems that might arise.</p>	45´
<b>Finalising the e-book</b>	<p>All digital posters created are collected and used for e-book outcome. The teacher uses the <a href="#">Joomag</a> or <a href="#">Issuu</a> portals where he/she puts all posters as simple pages. After finalising the link is being created to start the campaign through social media means. With the help of students and their friends´ support it might reach a huge audience worldwide. The e-book can also be printed and shared with local stakeholders to have stronger impact locally.</p>	

<sup>1</sup> The poster creation could be done as a group and not individually, but it should be noted that this would be detrimental for the final e-book as there would be less pages. However it is an option that teachers can use if it works best for their situation.

Name of activity	Procedure	Time
<b>Alternatively carried out the lesson</b>	In the event an Art lesson is implemented, students work individually with the paper form of the poster, and create the posters by hand. They glue printed out photographic materials, and write texts to elaborate the final outcomes.  Once finished, all posters are later scanned and published digitally on the <a href="#">Issuu</a> portal and published on school website, or each poster is displayed on the noticeboard in the classroom or the school's corridors.	45'
<b>LESSON 4</b>		
<b>Final students' assessment</b>	For the final assessment, students should present their poster campaign. It should be done up to 3 minutes per poster/student. The poster is shown on the board and the student starts oral presentation of the poster campaign. Interaction with the audience would be also interesting and some FAQ might be added.	45'

## 9. Assessment

Disclaimer: From March 2020 onwards, the outbreak of a global pandemic – COVID-19 – led to schools moving from physical to virtual distance learning. For this reason, the LS was not tested in a physical classroom as first envisaged.

The scenario was a great way to get students motivated in time of quarantine. At first, we found it somewhat difficult to adjust the new challenges of working online. But everything was done as suggested in LS. Only certain small changes were added. We omitted mind map creating as at first it was difficult to work out how to cooperate on mind map creation through the ZOOM application. We did it as brainstorming and all students wrote the ideas in their exercise books. It would be much handier to elaborate the mind maps to show them in my class to help students to memorise the topic. I would feel more comfortable teaching on site in my classroom and having the visual contact with students and not to relying on technique while running Zoom meetings.

They gained the knowledge of what NBS entails and they learned how easy they can help our planet to recover by making the best and sustainable use of the nature in their surroundings. Some students liked the idea of a vertical garden to be installed in their homes. And some of them changed their minds about Greta's behaviour and realised that there is something worth fighting for.

For all of us, this was also a great experience of 21<sup>st</sup>-century skills. We implemented new collaborative skills, creativity, critical thinking, and communication. It also includes interdisciplinary activities, connected through this LS to real-world problems. The students had the opportunity to express their opinions and gave feedback. Teaching materials are adequate for the age of students and easy to access. It was a first time for students to start and support a campaign in the true sense of the word. They felt privileged to show their posters' work in their media channels sharing it with their peers.

## 10. Student feedback

They were highly motivated and liked working without books and not having stereotypical lessons. It was the first time in their lives they worked online. They soon adjusted to the new situation and quickly adapted to the use of online platforms. They found the lessons interesting, started to follow all Greta's movements and learned from NBS platform how to make our planet greener place for living. They also got eager when I mention the possibility to show their work somehow to Greta. I proposed to write a collaborative letter to send her and point out what they have done to disseminate her ideas.

When collecting feedback on the whole scenario they asked me for more such lessons in the near future.

## **11. Authors' remarks**

During the first lesson, we ran a simple questionnaire to find out about the students' willingness to support her campaign. Then we watched the video twice – once without the script to get them fully concentrated about the video itself and not to read written subtitles and then they were given the script on a whiteboard to get more involved in understanding the context. We discussed the meanings and understanding of sentence constructions and vocabulary. We talked about the impact of such campaigns and the way Greta Thunberg left school in protest to take action. We then started working on the mind map, although we did so orally since we were doing this remotely, and we tried to come up with as many ideas as possible to the three questions in my LS.

Lesson 2: Refreshing the ideas from the previous lesson and started to watch the video about NBS. We watched it twice, and I advised students to look for facts and numbers rather than grammar. They help each other to understand the initiatives of NBS and the main point was that the Earth can recover with a little help from each of us. Then we did the 6 thinking hats procedure in two groups. For that reason, they must dress up in differently coloured T-shirts. I asked them to choose from 6 colours before the meeting, and this fitted in perfectly with my group of 12 students – two groups of 6 colours. I briefly explained the 6 Hats model and based on the T-shirt colour they acted out for their issues about their campaign for NBS. I had to do it online twice for both groups. At the end of the lesson I gave them homework to look for the best examples of NBS activities on NBS and Oppla platforms and stated that they were going to use one example in their poster production.

Lesson 3: That time students did not work online as I instructed them their homework assignment to elaborate poster with all the features and sent them my own as the example. They had a week's time to further develop their posters and send them to me to collect them for the next lesson online meeting.

Lesson 4: We met online, and I presented the posters on the whiteboards and they gave us presentation speech about the meaningfulness of NBS activities in different countries based on their own choice in the posters for about 3 minutes. We talked also about the means of letting people and their peers know about the campaign and they went on to publish their work on Facebook, Instagram, and Twitter.

I later found the British Council Learn English as well as [interesting exercises](#) to work on the video aspect. This might be also added to Grammar and vocabulary to supplement this LS.

Last but not least, I included some of the posters in a [Joomag](#) publication and wrapped up the work and this is the final version: find it [here](#).

## **Annex 1: Survey for students**

- 1) Is Greta an influencer of your generation? Yes/No
- 2) Would it be interesting for you to help her in her campaign?
- 3) What sentence would characterise her best? Choose only one sentence. *[Note for teacher: there is no one correct answer. This is to spark debate]*
  - a. She is brave
  - b. She knows what to fight for
  - c. She wants the best for our planet
  - d. She is stubborn
  - e. She is determined
- 4) What makes people spread fake news about her? [Open question]
- 5) How positively do you feel about her campaign? Will she succeed in making our planet be better place to live? (1 not very positive/5 absolutely positive)
- 6) What do you think her book title "No one is too small to make a difference" means? [Open question]

## Annex 2: Transcript of video 1

Handout material: Text from the video. This transcript was done by the author of the Learning Scenario.

Supporting material for Lesson 1:



Watching the video - with subtitles given as a spread sheet:

**Greta:** This is not a drill. My name is Greta Thunberg. We are living in the beginning of a mass extinction. Our climate is breaking down. Children like me are giving up their education to protest. But we can still fix this. You can still fix this. To survive, we need to stop burning fossil fuels, but this alone will not be enough. Lots of solutions are talked about but what about a solution that is right in front of us? I will let my friend George explain.

**George:** There is a magic machine that sucks carbon out of the air, costs very little and builds itself. It is called a tree. A tree is an example of a NATURAL CLIMATE SOLUTION. Mangroves, peatbogs, jungles, marshes, seabeds, kelp forests, swamps, collar reefs, they take carbon out of the air and lock it away. Nature is a tool we can use to repair our broken climate. These natural climate solutions could make a massive difference.

**Greta:** Pretty cool, right?

**George:** But only if we also leave fossil fuels in the ground.

**Greta:** Here is the crazy part.... Right now, we are ignoring them. We spend 1000 times more on global fossil fuel subsidies than on natural-based solutions.

**George:** Natural climate solutions get just 2% of all the money used on tackling climate breakdown.

**Greta:** This is your money. It is your taxes and your savings.

**George:** Even more crazy, right now when we need nature the most, we're destroying it faster than ever.

**Greta:** Up to 200 species are going extinct every single day.

**George:** Much of the arctic ice is gone, most of our wild animals have gone, much of our soil has gone.

**Greta:** So, what should we do?

**George:** What should YOU do?

**Greta:** It is simple, we need to PROTECT, RESTORE and FUND. PROTECT – tropical forests are being cut down at the rate of 30 football pitches a minute.

**George:** Where nature is doing something vital, we must protect it.

**Greta:** RESTORE- much of our planet has been damaged,

**George:** but nature can regenerate, and we can help ecosystem bounce back.

**Greta:** FUND

**George:** we need to stop funding things that destroy nature and pay for things that help it.

**Greta:** It is that simple PROTECT, RESTORE, FUND

**George:** This can happen everywhere; many people have already begun using natural climate solutions, we need to do it on a massive scale.

**Greta:** You can be part of this.

**George:** VOTE for people who defend nature.

**Greta:** SHARE this video, talk about this.

**George:** All around the world there are amazing movements fighting for nature. JOIN them.

**Greta:** Everything counts. What you do counts.

## **Annex 3: Transcript of video 2**

### **Supporting material for Lesson 2.**

Watching the video – with subtitles given as a hand-out. This transcript was done by the author of the Learning Scenario.

NBS: The solution to climate changes is all around us

We could get a third of the way to our climate change goals with no technology at all. Restoring the world's ecosystems could make it happen. The Earth knows how to regulate itself. It has maintained a balance that has sustained life for billions of years. But by destroying whole ecosystems, humans have tipped that balance causing atmospheric CO2 levels to be higher now than it has been in the last 3 million years. Restoring those ecosystems and the species that live within them could bring the earth back into balance. Here are three natural strategies that can have a big impact:

#### **1. RESTORING FORESTS**

Humans have already cut down half the world's trees. Trees breathe in carbon and store it safely away where it can't heat the earth. Old forests are invaluable. Their strength and size allow them to withstand wildfires and other climate-fuelled disasters. We need to stop the large-scale deforestation caused by large-scale cattle ranching, palm oil plantations and commercial timber. And bring these lands back to their natural state before it is too late. When a forest is lost anywhere people feel it everywhere.

#### **2. PROTECTING WILDLIFE**

We are now in the midst of the sixth great extinction event. Billions of animal populations have been killed. Since 1970 the global human population has doubled. But humans have destroyed 83% of other wild mammals. This is dire because animals are nature's first defenders. Megaherbivores like elephants and tapirs spread the seeds of trees that can store the most carbon. When wolves disappeared from Yellowstone for 70 years, elk herds made a meat out of the forests and vegetation declined. But when wolves were reintroduced, they forced the elk herds to continually move and the trees sprang back. Every being maintains the balance.

#### **3. REBUILDING COSTAL HABITATS**

Up to 67 percent of mangroves, 35 percent of marshes and 30 percent of seagrass have already been lost. If we continue on this path, we will lose up to 40 percent more marshes and seagrass and mangroves could be completely wiped out in just 100 years. Though only a tiny ribbon of land coastal habitats secure carbon 40 times faster than tropical forests. That is because they are storing carbon in the soil several meters deep and thousands of years old. When this same coastal ecosystem is drained or destroyed, the sediment layers below release the carbon from centuries past. Destroying coastal areas is the equivalent of as such as 19 percent of the emissions from tropical deforestation in the whole world. Revitalising ecosystems is not a substitute for rapid decarbonisation. We have to do both. To fully solve this problem, we need to push for this on policy level. But there are plenty of ways you can get personally involved:

- Volunteer to restore a wetland or a native forest area.
- Eat more plant-based diet.
- Support the organisations aligned with natural climate solutions.
- Champion the UN's Redd+ system which helps developing countries manage and use those forest responsibly.
- End illegal logging by only buying wood products that carry this label.

The world's living system have been undervalued and underfunded. Humanity should give attention to nature as the forgotten solution. The oldest and the wisest of them all.

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The EU Open Data Portal (<http://data.europa.eu/euodp/en>) provides access to datasets from the EU. Data can be downloaded and reused for free, for both commercial and non-commercial purposes.

## About the NBS project

The NBS project is initiated and funded by the European Commission Directorate-General for Research and Innovation and coordinated by PPMI, in collaboration with European Schoolnet (EUN). PPMI ([www.ppmi.it/en](http://www.ppmi.it/en)) is a leading European research and policy analysis centre, aiming to help public sector and civil society leaders from around the world, presenting evidence in a way that is simple, clear and ready to use. European Schoolnet ([www.eun.org](http://www.eun.org)) is the network of 34 European Ministries of Education, based in Brussels. EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. Find out more about nature-based solutions: <https://ec.europa.eu/research/environment/index.cfm?pg=nbs> and all the NBS Learning Scenarios created in this project as well as the overall reports can be found at <http://www.scientix.eu/pilots/nbs-project>

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The climate change activist Greta Thunberg is an “influencer” of the teenage generation. What aspects of her presentation “Nature Now” make her a role model of learning more about nature-based solutions (NBS)? By using their critical thinking, students are going to discover more about the destruction of our environment and use self-studying methods to find a way to help nature recover from this. Learning about NBS can help them become responsible citizens who start out with something very small, and then extend their ideas to national level during their campaign – just like Greta. The main purpose of the campaign is to be active and influence more people to take action on climate change. The campaign aims to teach students not only about ecology, but also encourage them to protest in no-violent ways and see multiple aspects of their impact. With ecology posters created, they will make people aware that NBS can be used to tackle climate change and introduce them to innovative examples of NBS that make the Earth a better place for everyone. Lastly, the added value of this learning scenario (LS) for the students is interpersonal communication and enhanced social skills.

*Studies and reports*