

TIME (This is My Earth)
Climate Change and Nature Preservation
Curriculum for Middle School



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Summary

This program offers students the opportunity to engage in a truly democratic process and to learn how to do that appropriately (study-learn-decide-vote process). It also offers students the opportunity to learn skills in leadership (small group processes, as well as class presentations, and especially in fund-raising efforts outside of the immediate learning environment). Through this program, each student will help solve a real-life problem in biodiversity conservation as they analyze environmental perspectives and acquire scientific knowledge.

The essence of the **TiME (This is My Earth) project** is the establishment of awareness and personal responsibility regarding the preservation of biological diversity by purchasing and conserving the most important natural areas in the world (biodiversity hotspots).

Conservation of biodiversity is a central mechanism for the stability of Earth's living environment and has been shown to retard global change processes through Nature-Based solutions.

Signatories to the Convention for the Conservation of Biological Diversity agree that the preservation of global biodiversity is of vital importance to the existence of life on Earth.



Here is a proposal for 10 sessions, though due to the originality of the ideas, and variety of activities, they may require a longer processing and learning time. However, the central aspect is the familiarization with TiME operations to save open spaces and increase biodiversity, which is offered in sessions 6-9, with the final session devoted to the question – “How I can continue to have an impact?”

Please don't hesitate to contact us!

The TiME Team



Organization of the Learning Environment

Students should be divided into groups of 3 to 5 people, with each member assigned a distinct role. For the sake of the student’s independent learning, see the chart below for description of each role and the responsibilities accompanying it.

Role	Description	Process, Performance and Evaluation
Team Leader	<p>Responsible for providing learning materials to all participants, reminders and verification of learning equipment.</p> <p>If necessary, transferring the group summary task.</p> <p>Reporting problems and needs to the teacher.</p>	<p>What helped me perform the job successfully?</p> <p>What were the difficulties?</p> <p>Were there objections in the group?</p> <p>Did I ask for help? From whom?</p>
Time Keeper	<p>Give a constant reminder of the time frame and pace of execution. Reports the need for additional time for the benefit of students in the group.</p>	<p>Did I find the job interesting? Why? What helped me in doing it?</p> <p>Were there any difficulties or needs? How did I solve them?</p> <p>Was it comfortable or easy for me to perform the job?</p>
Queen/ King of Beauty	<p>Responsibility for organizing, cleaning and returning equipment to the place. If there are computers, a reminder to finish work in an orderly manner. and focus of the busy environment on the task and not on social or personal sites.</p>	<p>What helped me notice the elements of the learning environment?</p> <p>Were there any difficulties or needs? How did I solve them? Was it comfortable or easy for me to perform the job? Can you give some examples?</p>



<p>Marriage Counselor</p>	<p>Help to create an equal working atmosphere as much as possible in the group.</p> <p>Concern for respectful and pleasant communication between group members.</p> <p>Appeal to "quiet" group members to share an idea, thought, needs etc...</p>	<p>Did I find the job interesting? why? What helped me in doing it? Were there any difficulties? How did I solve them?</p> <p>Was it comfortable or easy for me to perform the job? Please give an example.</p>
<p>Scribe</p>	<p>Registration of stages, processes, debates or needs in the learning process.</p> <p>Reflection on the processes at the end of each session.</p>	<p>What helped me fulfill my role successfully?</p> <p>Did I have any doubts? Who did I contact to help me deal with them?</p> <p>Did I feel that my friends were listening to me? Is my role seen as important? Please give an example.</p>



Session 1 - Climate change – The Root of the Problem

Six exercises to understand the carbon emissions problem and means of coping with it.

- ✓ The activity is suitable for 90-120 minutes. The activity includes 6 information cards and questions. Each of the activities is designed for ~20 minutes.
- ✓ Topic of the activities: **greenhouse gases and their environmental impacts** (with an emphasis on argumentation skills and reading information from a graph); a **call for social action and saving biological diversity** (extracting information from text, organizing information).
- ✓ Each learning card will present a different element of climate change as a result of greenhouse gas emissions. The presented solutions encourage activity and changes in lifestyles - which teachers should mediate for learners.
- ✓ The order of subjects is not important.
- ✓ We recommend preparing cards on different subjects, in order to more easily track and share the activities. The class can also be organized into 6 different learning corners.
- ✓ It is recommended to prepare a follow-up table for responses to all 6 stations - with which the teacher will be able to assess the degree of responsibility of the participants in the performance and in-depth response to the various activities.
- ✓ It is important to determine assessment components - or a summative submission task for the various learning events.
- ✓ We recommend presenting the final task for the learning process and the subjects in which students will receive a supplement for the evaluation.



Information Card 1 - Primary Greenhouse Gases

The globe is warming. In the last five decades, the average temperature has already risen by almost a degree Celsius, the sea level has risen more than 15 cm, and the snow cover has decreased by more than 3 million square kilometers. And what is the cause of this? Excess concentrations of greenhouse gasses in the atmosphere. The primary greenhouse gases are carbon dioxide and methane.

Carbon dioxide (CO₂) - a molecule consisting of three atoms: 1 carbon, and 2 oxygen. In the solid state of aggregation, it appears as dry ice, and can be used for example in ice skating rinks. Carbon dioxide emissions mostly result from the burning of fuel, which is utilized in some way in almost every major industry.

Carbon dioxide is central to an essential natural process - **the process of photosynthesis**. In this process the plants absorb carbon dioxide from air or water, and produce carbohydrates (sugar) from it. It is the basis of the Earth's food chain.

Methane (CH₄) - a molecule consisting of five atoms: 1 carbon and 4 hydrogens. Primary sources of methane emissions are the oil and gas industry, waste disposal, wastewater treatment and agricultural activity, especially the livestock industry.

Methane warms the atmosphere 28 times more than carbon dioxide, and is responsible for about 20% of global warming in the last century, making methane an important aspect of the current climate change debate. There is less methane than carbon dioxide in the atmosphere (the level of methane in the atmosphere is measured in parts per billion (ppb), while the level of carbon dioxide is measured in parts per million (ppm). Since methane's lifespan is short compared to other greenhouse gases, its short-term importance is significant:

"Reducing methane emissions is the most powerful lever we have to slow climate change over the next 25 years, and it complements essential efforts to reduce carbon dioxide emissions." Inger Anderson, Executive Director of the United Nations Environmental Program, UNEP)

The methane found on Earth is also naturally produced in biological systems. It is an important source of energy for the respiration of a unique group of bacteria called methanotrophs.

Vast reserves of methane are found in large reservoirs at the bottom of the ocean. These reservoirs are stable, however - if there are large changes in the ocean temperature, there will be a change in the pressure exerted on these gas reservoirs and more emissions may occur.



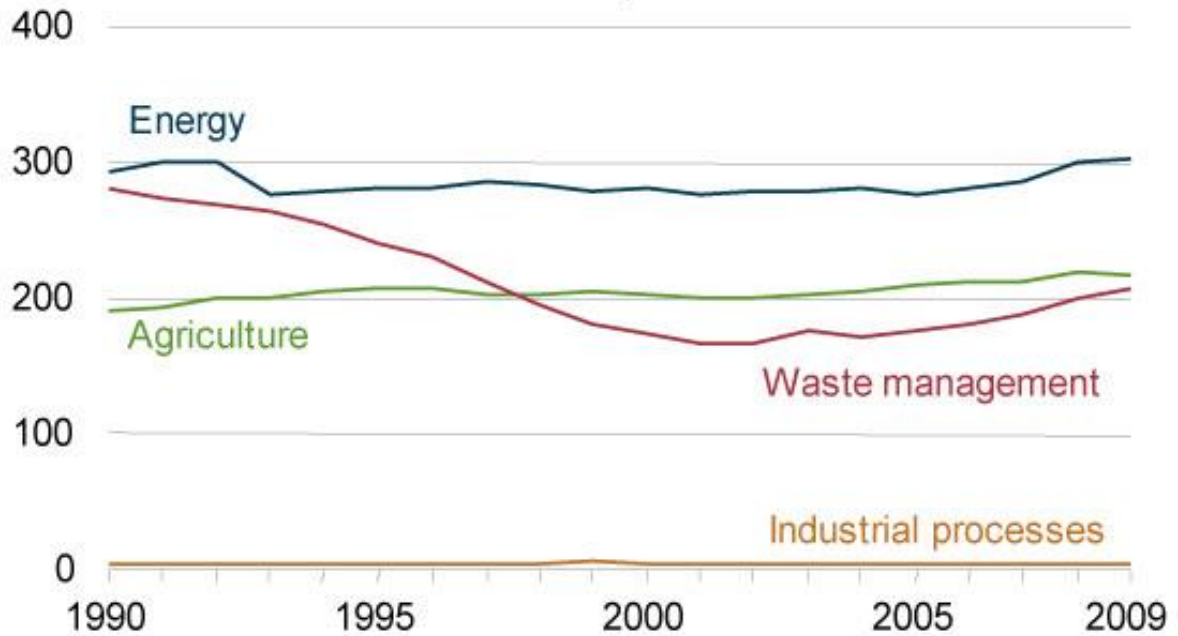
Educational task

1. State at least 3 scientific facts about each of the greenhouse gases: carbon dioxide and methane. You can summarize it in a table. (Hint: A scientific fact is often data-based knowledge).
2. Is the source of carbon dioxide and methane natural in the Earth's atmosphere? How do you know that?
3. Are these gases important in the carbon cycle (absorption and emission of carbon-based gases) of the earth? State and describe these processes.
4. Methane molecule: state its two advantages and two disadvantages (focus: biologically, environmentally).
5. Of these two gases, which of them is a factor that increases the temperature of the earth's air more? Bring supporting data.
6. Which of these gases can be controlled and reduced more easily? Why?



Information Card 2 - Methane Emissions in Industry

Figure 17. U.S. methane emissions by source, 1990-2009
million metric tons carbon dioxide equivalent



U.S. Energy Information Administration - EIA - Independent Statistics and Analysis

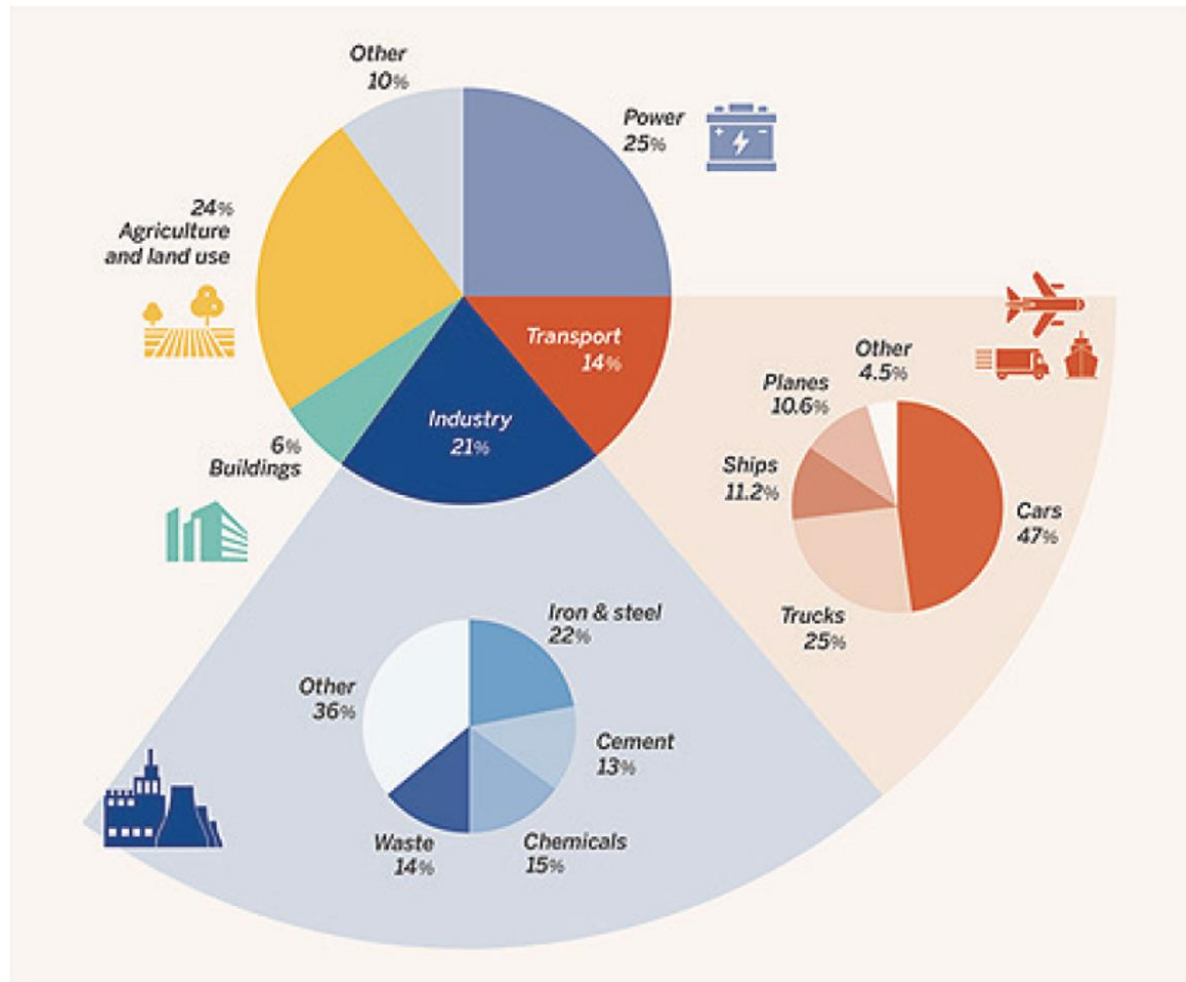
Activity for students:

1. Look at the graph in front of you and determine the sources of the methane in the atmosphere.
2. According to your understanding, what is the difference between these sources?
3. What are other sources of Methane emissions? (Specify source of information).
4. Specify trends that appear in the figure in front of you.
5. In which year was the level of methane emissions the highest? (Specify data).
6. In the year you mentioned - is the methane emission from the sources the highest? Estimate the difference in the measured results.

Information Card 3 - Greenhouse Gas Emissions in the World

Look at the following figure¹ - and answer the accompanying study tasks.

Global emissions by sector (source: IPCC 5th Assessment report)



Activity for students:

1. Name all the sectors from which greenhouse gases are emitted.
2. What is the sector with the highest emissions? Offer an explanation as to why.
3. What is the source with the lowest emissions? (Support your answer with data). Suggest an explanation for this source and its relatively low emission values.
4. Can you see a sector that contributes to both carbon dioxide and methane. Explain the processes that lead to these emissions.
5. Is there an area where you think you can help reduce emissions? Explain and support your explanation with actions.



Information Card 4 - Climate Change—Why Should We Act Now?

The term 'Climate change' principally refers to the set of meteorological conditions that characterize a certain area, over a period of 30 years. They originate from natural changes of the Earth's systems, and human activity.

The Ice Age is an example of climate change in the past, which caused a drop in the water level and allowed humans and other species to move freely between continents as well as the desertification of the Sahara region, resulting in the depopulation of a large area of Africa.

Since the industrial revolution, human behavior has accelerated the departure from climatic balance. This is due to modern industry society's emission of greenhouse gases and consumption of land which could be used to absorb those emissions. Industries that emit gases that increase the heat effect and at the same time reducing open areas that help absorb the greenhouse gases emitted.



Here is Leonardo DiCaprio's [address to the United Nations](#) from 2014. Watch the video and answer the accompanying questions.

Activity for students:

1. State 5-7 key concepts that DiCaprio raises in his arguments. Are the concepts clear to you? Define them in your notebook.
2. What is DiCaprio worried about? Tell in your own words.
3. Make use of the information shown on the card. Are climate changes natural processes on Earth?
4. Do you identify with the anxiety he raises?
5. Name 5 worrying facts brought up in DiCaprio's speech (Facts are based on data).
6. Choose one fact that speaks to your heart. Suggest a course of action that you can take to help reduce processes that accelerate climate change on Earth.

Information card 5 - Climate Change - the Sane Answer

An increase in greenhouse gas levels in the atmosphere causes global climate change. Plants play an important role in the fixation of carbon dioxide, creating a cooling effect on the Earth's climate (Nature Based Solutions to climate change). Plants also have an effect on the absorption of solar radiation, but yet most of it is reflected back into the atmosphere. Plants have an important role in changes in evaporation and heat fluxes. All these processes affect the climate.

Activity for students:

1. What is the role of plants in fixing greenhouse gases? Write in detail.
2. What is the carbon dioxide fixation process called?
3. Present a verbal or a chemical description of the process.
4. Where can we find plants in large quantities? color it green, across the world map.





Session 2 - The Game of life

From a Food Chain to Food Web

In this session, we begin to move our attention to a climate change-related crisis, namely the biodiversity crisis.

This is a group role-playing game designed to understand the concept of food web, competition for resources, and the importance of biodiversity.

Analyze the game according to: Who is the significant group? Is there a group that can be given up? Is there a group that can be replaced? By whom can it be replaced?

The intention is to lead the students to understand the connections within the food web in predator-prey relationships and understand the importance of biodiversity.

It is important to present an accompanying **glossary** to the participants: this can be done in one of two ways: (1) clarify new terms they encountered in the activity and create a common glossary; (2) play a game of 'connecting the terms' which the students need to match between a concept and his definition.

The key terms: food chain (top predator, predator, consumer, producer, joints) interactions between predator - prey (predation, competition, mutualism, parasitism, commensalism);

Deepening the understanding towards predator-prey relationships in a living environment:

Introduce the biodiversity of the location next to you with a related video.

Independent research in groups:

1. Familiarize students with the biodiversity of your area. Look at the interrelationships in the food web in a variety of living environments.
2. How many different living environments exist in the chosen area?
3. Name 5 animals and their habitat.
4. Why do they live in this environment? What are their needs?
5. What is the advantage of biodiversity for the stability of the environment in the chosen area?



1. Familiarize students with the specific subsistence needs of the habitat for a typical biological diversity:
2. Divide the students into groups (3-4 students) and assign a habitat for each one. it is possible to have two groups in the same environment.
The habitats can be for example: Savannah, Coral Reef, Mediterranean Forest, Rainforest, Desert.
3. For each environment, research the following information: abiotic characteristics, biological diversity, food web (name at least 10 animals).
4. Choose one animal and present it to the class: mass, shape, food source, reproduction, home - area of life, and unique needs. Of course, add relevant photos and videos.
5. Presentation of the products - collaborative presentation. Each group has 2 slides: one general about the habitat, the other - presentation of the specific animal.
6. Play the "Game of Life"



The Game of Life - Instructions

The goal: Understanding predator-prey relationships in an ecosystem.

Preparations:

1. three packages of popcorn.
2. Tools or cardboard boxes for collecting popcorn.
3. Ribbons for marking three groups - grasshoppers, frogs and hawks.
4. A designated, marked area in which the game will take place.

Guidelines:

Divide the participants into three groups: grasshoppers, frogs and hawks:

- ✓ The grasshopper group - collects the popcorn.
- ✓ The group of frogs - feeds on the grasshoppers (a tap on the back will mean they have been caught)
- ✓ The group of hawks - feeds on the frogs (a tap on the back will mean they have been caught)

Game Play: Scatter the popcorn in one place - and ask the participants to begin their group's designated action (grasshoppers collecting popcorn, hawks catching frogs, etc.).

End of the game: The game ends either when all of the popcorn has been collected by the grasshoppers, or after one group of animals have been completely eliminated.

We recommend repeating the game 2-3 times and letting each participant have more than one role.

Discussion after experience:

1. How long does the game last? why?
2. Was it easy for the frogs to reach the grasshoppers? And hawks to the frogs? why?
3. Is this the real situation? in the real world?
4. The game is called the game of life - does the current game simulate a real situation?
5. What were the rules of the game?
6. How will we design new rules that will help simulate the game in the real situation - the game of life?



Session 3–The Power of Biodiversity; The Wolves of Yellowstone

Goals: Understanding the relationship between the elements of the environment: biotic and abiotic. Understanding key concepts in nature conservation.

See the video ‘[How Wolves Change Rivers](#)’, about the restoration of the food web and the nature reserve by restoring the wolves to Yellowstone Park.

What is the connection between the climate crisis and biodiversity stability?

(We recommend making a collaborative presentation for the class)

1. Mention three prominent species in the area (a photo of one of them must be attached to the slide)
2. What threats exist to the territory, animals, vegetation, or the stability of the reserve?
3. State 2-5 arguments - why should this habitat be saved? support your argument with an example from the video on the wolves of Yellowstone.
4. Complete in each cell, an example of the relationships in a healthy ecosystem, after the wolves have been reintroduced to the Yellowstone Park.

	biotic	abiotic
biotic		
abiotic		

5. Make a food web of predator-prey relationships, in the Yellowstone Park Reserve (mention at least 10 living creatures).



Session 4 - What is an Endangered Species?

Objectives:

1. Get familiar with the concept of risk level.
2. Study the topic of environmental threats.

Task - Choose (in pairs) an endangered species - and analyze the risk factors that threaten its existence. The selection of the living creature will be made from the lands presented on the TiME website (this-is-my-earth.org). Search for additional information through the IUCN Red List (<https://www.iucnredlist.org>).

Here is an example of species that were presented to the TiME website during 2022

	Los Magnolios Reserve	Tapichela Reserve	Choco Forest in Ecuador
Where is the land?	Colombia, South America	Ecuador, South America	Ecuador, South America
Three prominent species in the area	Magnolia tree The glass frog Flycatcher bird	The mountain tapir The spectacled bear The flower Bomarea longipes	Spider monkey Magnolia Dixon Jaguar



Sessions 5-8 – The Mission TiME (This is My Earth)

[TiME - This is My Earth](#)

Goals:

1. Getting to know TiME.
2. Enhance understanding and challenges of nature protection.
3. Become involved in nature conservation.

The learning process is based on a literate study of the conservation elements, and the threats that exist in the reserves. It is advisable for teachers to take full participation in the program: teach the curriculum, enroll the students as members in TiME, and allow them to vote on the website.

Preliminary Learning Phase: To understand the magnitude of the reserves the TiME organization is trying to save, we recommend incorporating a preliminary activity of measuring the school area, regional park, an open area known and loved by the students. To provide an estimate and order of magnitude of shaded areas.

Recommended source of information: the municipality's databases, or a municipal website.

The learning stages:

1. Assign the students into three groups according to the three sites nominated for preservation on the TiME's website this-is-my-earth.org.
2. Ask the students to become familiar with the sites nominated for preservation. Analyze the characteristics. How would you have prioritized the preservation undertaken by the sites?
3. In groups, conduct an analysis of characteristics. Prioritize and register arguments for preservation. Present an argument in a class debate (the table below is recommended as a guide for the analysis).
Incorporate the key terms studied (ex. ecological corridor, endangered species).
4. Discuss and Vote – Which site would you choose? Educational product - a scientific argument, based on data and facts.
5. Reliable source of information: use the [TiME website](#) - a website through which you can learn about natural areas that can be purchased and turned into protected nature reserves, which will provide and will continue to provide a habitat for a large variety of animals and plants, some of which are only found in this environment (endemics).



Site's name	
location	
Main species stand out in the area	
Major threats that exist on the territory	
The size of the area	
Why is it worth saving the habitat?	

A completed table as an example:

Site's name	Los Magnolios Reserve	Tapichela Reserve	Choco Forest in Ecuador
location	Colombia, South America	Ecuador, South America	Ecuador, South America
Main species stand out in the area	Mangolia tree The glass frog Flycatcher bird	The mountain tapir The spectacled bear The flower Bomarea longipes	Spider monkey Magnolia Dixon Jaguar
Major threats that exist on the territory	Deforestation, coal production, agriculture.	Deforestation that will lead to the extinction of many animals. An increase in the human population leads to the creation of additional areas for living, which comes at the expense of these forests. The area may also be purchased for agriculture.	Deforestation that will lead to the extinction of species found only in this area. Deforestation is for the production of palm oil and tree plantations.
The size of the area	246 hectares = 2.46 square kilometers	75 hectares = 0.75 square kilometers	300 hectares = 3 square kilometers



<p>Why is it worth saving the habitat?</p>	<ol style="list-style-type: none"> 1. Lento Alto is an ecological corridor that connects two areas that will be acquired later. 2. Establishment of a research center for the reserve 3. Setting up campaigns to conserve key species 4. Increasing community involvement for learning about the flora and fauna in the area 5. Rescue of critically endangered species 	<ol style="list-style-type: none"> 1. Connection of two national nature reserves: Podocarpus and Yacuri. 2. The critically endangered Bomarea longipes flower is found in this reserve, and the purchase of the area can save it. 3. Protection of key Species. 4. Increasing the protection of endangered species. 5. A unique habitat where animals are found that are difficult to find elsewhere. 	<ol style="list-style-type: none"> 1. Establishment of a research station for the reserve. 2. Development of sustainable areas around the reserve for the development of human settlements while reducing the environmental impact. 3. The area is located at the junction of 4 nature reserves whose size amounts to 3000 square kilometers. 4. It is the only place in this tropical region that can protect a range of different ecosystems.
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Summary and preparation for the debate. You will have 2 minutes to present the slide.

1. Agree - in your group, what is your position regarding the prioritization of the conservation of this area (specify at least four justifications).
2. Write down the arguments that might convince the public and the class to preserve the area you read about.
3. Can there be arguments that the public will raise against the preservation of this site? Think about them and why they will come up.
4. Choose two speakers whom you will send to present the arguments in front of the class. - Prepare the argument like an elevator speech.

After the groups presented their arguments for protecting and voting for “their” land, take a class vote by allowing students to vote to one of two of the lands presented, but not their own.

It is worthwhile to discuss with the class their choices and how and what convinced them to vote for a specific land.



Personal vote in class!

The TiME site allows taking personal responsibility and voting for members of the organization. Membership in the organization costs only \$1 per year.

The advantage of voting in class is that during the voting, the participants can see the change in the number of votes on the site itself, in real-time and how it affects the distribution of funds among the sites. In this way, the sense of influence of each student, the sense of involvement, the ability to influence, and the ability to save areas and species in danger turns from theoretical to practical.

Teacher's preparations: In Appendix 2, you will be able to find the instructions for listing the students on the TiME website.

PLEASE ENTER YOUR EMAIL & CODE

I want to receive TiME's newsletter

CONTINUE

Follow the status change in the votes on the site.



Session 9—From Personal Responsibility to Social Responsibility

Goals:

1. Thoughts on the processes of spreading knowledge to the community.
2. Carrying out the distribution of the information to a target community.
3. Reflective observation of the process.

The students, in small groups of 3-5, will come up with ways to "send" the message of personal responsibility through the TiME website. Formulate a course of action and a social circle to which they aim for the dissemination of knowledge.

An active event of going out and spreading the knowledge learned and the importance of the process for the sake of increasing the members of the organization and the ability to protect important natural areas in the world.

Conversation in conversation circles, recommended with other community members, parents, authority representatives, etc.

Reflective Observation

Tell in your own words: What do you think of TiME's educational idea? What changed in you during the study? (It is recommended to mention examples from specific dates).

Looking Back

1. Was the activity appropriate for the age group?
2. What was your main personal contribution?
3. What do you enjoy the most?
4. What difficulties arose when performing the activity?
5. What helped you overcome these difficulties?
6. What are the skills you acquired/strengthened/applied in the transportation process? (such as: finding information, formulating an argument, summarizing information, presenting the knowledge in a presentation, written expression, oral expression, strengthening the relationship in the group)
7. On a personal note, was it appropriate to continue this learning style, and why?



Appendix 1 - list of concepts and definitions

Abiotic - a variable that is not alive but is natural (wind, water, soil, radiation, moisture, etc.)

Steppingstones - an array of small and disconnected area cells that maintain natural vegetation in an unnatural area. Spatially, these areas form patches between two anchors. Animals and plants can move in "jumps" between the spots and thus pass between two anchors.

Adaptation - The adjustment of an organism to its environment to improve its survival.

Loss of habitats - habitats that have been converted to other uses, usually for humans.

Population - a group of organisms that are of the same species and live in the same geographical area.

Biogeographic region - an area on the earth where plants and animals have similar characteristics. There are 6 biogeographic regions on Earth.

Balance in nature - equilibrium between the elements of the environment: the living (biotic) and the inanimate (abiotic).

Ecotype - a species of plant or animal characteristic of a specific region.

Ecology - a branch of biology that studies the interactions between organisms and between organisms and their abiotic environment.

Biotic parameter – parameter of the habitat, which is alive.

Habitat - the natural home of an organism, which contains certain characteristics that make it so.

Extinction - when the death rate of an organism is higher than its reproduction capacity, so the size of the population gets smaller and smaller until its final disappearance.

Disturbance - a process that alters the state/conditions of an ecosystem. It may result in the loss of existing organisms, and/or facilitate the colonization by those or different organisms.

Community - several populations that are in the same habitat and influence each other.

Ecological footprint - the way in which it is possible to quantify and measure the area of land and water required to satisfy human needs and absorb the waste materials of a population with a given lifestyle.

A living creature (organism) - a creature that can exist and reproduce on its own and carries out metabolism. consists of at least one cell.

Producer - an organism that can produce organic carbon compounds (sugar) from inorganic carbon.

Food web - the set of nutrition relationships in an ecosystem; The total of all the food chains in which energy flows from the primary producers to the various consumers and decomposers, and the connections between these chains.

Species diversity - the number of different species in the area (the concept of species diversity includes richness and relative number of species).



Endemic species - a species that exists in a small and limited distribution area, that is, limited in its distribution to a small and defined geographical area.

Biological species - a group of individuals that are practically or theoretically capable of interbreeding and producing fertile offspring.

Indicator species - living organisms that indicate that a factor in the habitat has changed or is about to change. They can be easily observed and studying them is considered a cost-effective way to predict changes in an ecosystem. These species are also known as bioindicators.

Biological corridor - is a continuous strip of open areas, which connects natural areas in different centers - including areas with protected status.

Decomposers - creatures that break down organic compounds.

Ecological niche - the range of physical, chemical, and biological conditions in which the organism can live, operate, and reproduce.

Environment - all the factors surrounding an organism, which affect it throughout its life.

Consumer - an organism that is unable to produce organic carbon compounds for itself and must consume them from another organism.

Ecological equilibrium - a situation in which the components of the ecosystem maintain quantitative properties (population size, species composition in society, mineral level) over time.

Nature reserve - a defined geographical area where little or no human intervention is allowed such as construction, housing, waste disposal, etc.

Prioritization - the activity of setting priorities for the execution of tasks, considering the limitations of the available resources.

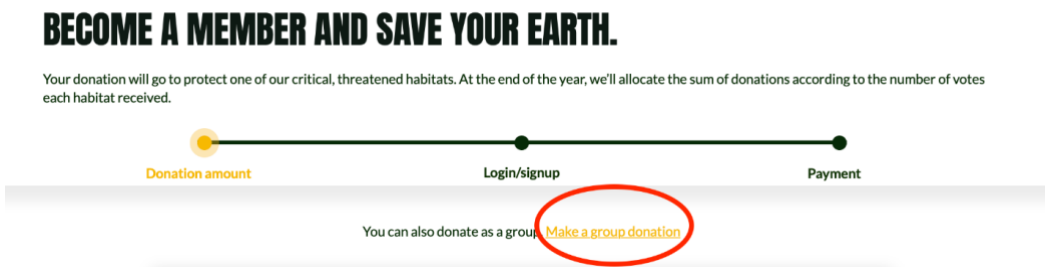


Appendix 2 - Instructions for the teacher to register students on the TiME website (9 steps):

1. Go to: TiME website at <https://this-is-my-earth.org/>
2. Go to Donate.



3. Go to “Make a group donation.”



4. Give a name to the group.
5. When registered, students need to have permission to register.

DONATION AMOUNT

GROUP DONATION
*Please note: a minimum donation of \$1 US per group member is required for each group member to receive a vote

Please enter the number of group members/votes and choose a group name:

5	Five2Uri
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I am authorized to share links with students or others who will receive a link with an option to vote.

NEXT

6. Fill out the institution name.



- 7. The minimum donation for voting is 1\$ per person. Choose the amount as the number of students.

DONATION AMOUNT

GROUP DONATION
*Please note: a minimum donation of \$1 US per group member is required for each group member to receive a vote

Choose donation amount (all denominations shown in US dollars)

\$5	\$7	\$10	\$12	\$15
------------	------------	-------------	-------------	-------------

Other Amount: \$

I confirm that I am making this donation in my own capacity or on behalf of a school or institution that approved to make this donation on their behalf.

NEXT

- 8. Sign up or Re-enter

LOG IN

Please log in with your email address and password. After you have logged in, you'll be able to vote (if you haven't used your voting opportunity yet).

Not a member? [Sign up](#)

Email address	Password
<input type="text" value="urishanas@gmail.com"/>	<input type="password" value="....."/>

[Forgot password](#) **LOG IN**

- 9. Fill in the payment details.

PAYMENT
PAYMENT METHOD


Credit Card



BILLING INFORMATION All fields are mandatory

First name <input type="text" value="First name"/>	Last name <input type="text" value="Last name"/>
Address <input type="text" value="Address"/>	City <input type="text" value="City"/>
Country <input type="text" value="Choose country"/>	Telephone <input type="text" value="Telephone"/>

Card info

Total donation amount: **5\$** **DONATE**



10. You will receive a link and a code, specifically for the group you created.

THANK YOU FOR YOUR DONATION.

OUR GROUP VOTING LINK: <https://this-is-my-earth.org/voting/group/five2uri5-5>

OUR GROUP VOTING CODE **125137**

SEE OUR SUCCESS STORIES

11. The link and code will be used by the students to vote.

12. Students Entry: Students submit their personal or institutional email and the code

PLEASE ENTER YOUR EMAIL & CODE




I want to receive TiME's newsletter

CONTINUE

13. Vote

THANK YOU FOR YOUR DONATION.

NOW YOU CAN VOTE FOR ONE OF OUR CRITICAL HABITAT CANDIDATES.

<p>Chocó Forest, Ecuador</p>  <p>7 VOTES (1%)</p>	<p>El Alto de Ventanas, Yarumal, Antioquia, Colombia</p>  <p>7 VOTES (1%)</p>	<p>Cerro Tapichalaca, Eastern Andes, Ecuador</p>  <p>6 VOTES (1%)</p>
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SUBMIT VOTE



Appendix 3 - Copyright and contact details

The booklet was prepared voluntarily by TiME's education team.

Contact: time@this-is-my-earth.org

The international volunteer organization TiME (this-is-my-earth.org) acquires and preserves important natural areas in the world with the help of mass mobilization and a transparent, democratic, and egalitarian model that allows every citizen on earth to be an active partner in nature conservation. The organization's activities are based on volunteers from all over the world so that 100% of the membership fees (one dollar only) and donations will be used to purchase and maintain land and prevent carbon emissions into the atmosphere.