

CURRICULUM

Through Upcycling to the Design of Eco Cities





TUDEC – Through Upcycling to the Design of Eco Cities

Project n° 2022-1-IT02-KA220-SCH-000087127

www.citiesforthefuture.eu

Project Partners:

Fondazione Hallgarten-Franchetti Centro Studi Villa Montesca (FCSVM), Italy

Eco Logic, North Macedonia

OOU Petar Pop Arsov, North Macedonia

BALKAN URBAN MOVEMENT (Udruzenje Gradjana Bum), Serbia

Wisamar non-profit educational institute, Germany



Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union



Module 5

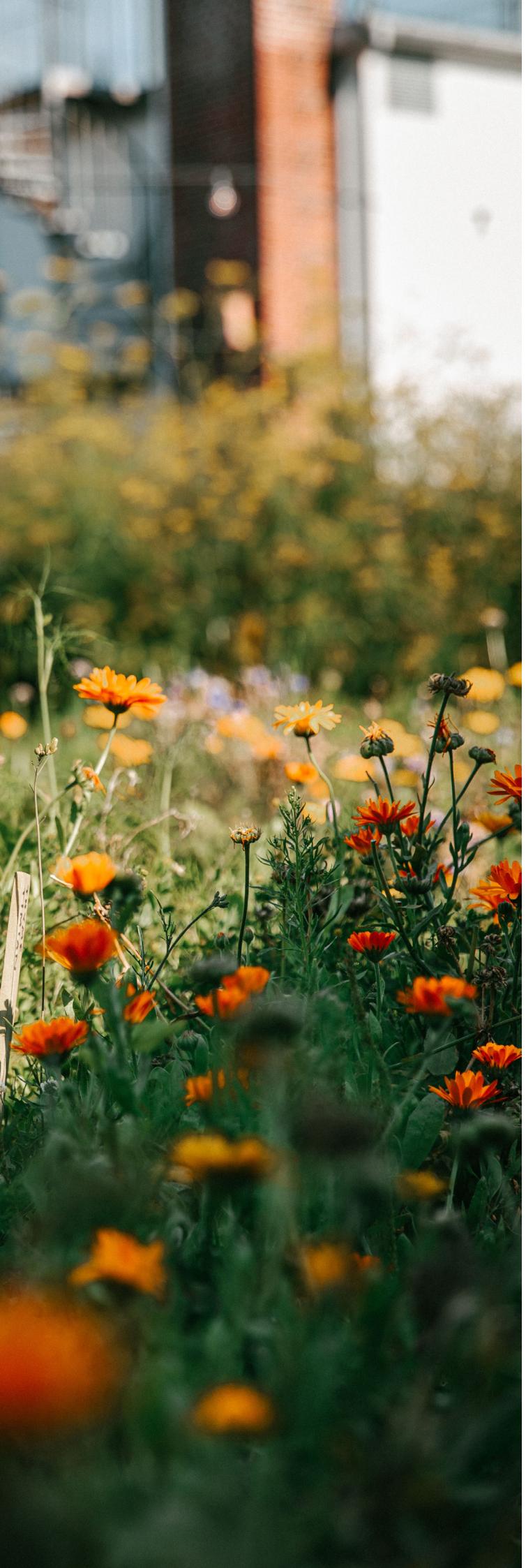
ANIMAL NEIGHBOURS

“

It is not an act of kindness to treat
animals respectfully.
It is an act of justice.

(Tom Regan)

”



5. INTRODUCTION

Promoting animal biodiversity in cities is essential for creating sustainable and healthy urban environments. Urbanisation often leads to habitat destruction and fragmentation, which can negatively impact wildlife populations and the balance of our ecosystem. Creating sustainable cities that prioritise animal wildlife not only contributes to biodiversity conservation but also enhances the overall quality of life for residents by providing opportunities for wildlife observation and interaction. It's a win-win approach that promotes the well-being of both human and animal populations in urban environments.

Fostering a conservation attitude in children through nature contact is crucial for building a generation of environmentally conscious and responsible individuals, and creating opportunities for animal encounters is one of the most successful ways of doing so. Young people can be easily involved in creating and maintaining urban wildlife habitats by planting native plants and providing food, water, and shelter for animals (Link to Further Exploration #4).

By bringing nature into children's direct environment, they can learn about the diverse wildlife that may be present in your area (from insects to birds and mammals), helping them better understand and appreciate the natural environment around them. Studying the wildlife up close can provide insights into how these animals contribute to the ecosystem, their roles in maintaining the balance of nature, and how they adapt to human-dominated landscapes.

Whether your learners are curious about the birds that visit the window sill of their classroom, the squirrels that scurry along the fence, or the insects buzzing around your school yard, the school environment can nurture this curiosity by creating interactive wildlife-friendly gardens, attracting beneficial insects, and planting native species to enhance the ecological balance in young people's immediate surroundings (link to Further Exploration #1).

5.1 HOME TO LIVE

An animal's home, often called its habitat, is the natural environment or surroundings in which it lives and fulfils its various needs, such as finding food, water, shelter, and reproducing. Different animals have evolved to thrive in specific types of habitats based on their adaptations and requirements. In cities, the living conditions have been increasingly challenged.

One significant issue is habitat loss. As cities expand, natural habitats give way to buildings, roads, and other infrastructure, a process known as habitat fragmentation. This leaves wildlife with less space to live and find food, ultimately leading to population declines.

The urban environment can be challenging for wildlife, and ensuring that animals have access to suitable shelter can significantly improve their chances of survival and well-being. A lot of the measures to counteract habitat loss can be implemented by young people. Therefore, the school premises could be an ideal exploration space for creating an environment where people and animals can thrive.

This benefits animals, but it also provides an optimal learning experience for exploring the animal world and understanding natural processes like pollination, which are crucial for humans' quality of life. Gaining insight into the complex interrelation of human and animal life is much more effective when experienced in a direct, interactive and hands-on way (Link to Further Explorations #2). Another positive side-effect of bringing wildlife into children's arms' reach is overcoming alienation from nature, which is common with children who grow up without access to natural spaces. Consequently, many young people experience fear or even disgust when confronted with insects, for example. Transitioning these negative emotions into stewardship through direct encounters can be a game-changing achievement towards their commitment to protecting the environment (Link to further exploration #3).

What are the measures that can foster wildlife in children's direct environment?

1. Preserve and protect natural habitats like parks, forests, wetlands, and green spaces, which offer nesting sites, protection, and food.
2. Install birdhouses and nesting boxes in urban green areas to support bird populations.
3. Place bat boxes on buildings or in parks to provide roosting sites for bats, aiding insect control.
4. Design gardens with native plants to create natural shelters and food sources for various creatures.
5. Create rock or brush piles to mimic natural habitat features for reptiles, amphibians, and small mammals.
6. In regions with burrowing animals (rabbits, squirrels), offer artificial burrows or tunnels for shelter.
7. Install hedgehog houses or ensure safe garden spaces in areas with hedgehog populations.

Providing shelter for animals in cities fosters peaceful coexistence between humans and wildlife, promoting biodiversity and enhancing the overall quality of life in urban areas.



CONNECTED TOPICS IN CURRICULUM

SUBJECT: Science lessons / STEM

- Habits of native birds throughout the year
- Habits of selected native animal species
- Habitat meadow and its importance for animals and humans
- Forest habitat and its importance for animals and people
- Nature observations
- Measures to protect natural resources
- Human activities for the protection of the environment

SUBJECT: Arts - Creative expression and appreciation

- Artistic production of works from recycled material
- contribution of art and other forms of cultural expression to understanding and changing the world by expressing own ideas, experiences and emotions (individual or collective)

SUBJECT: Languages

- Narrating and describing (using appropriate vocabulary and using present and past tense verbs, describing people, characters, plants, animals, natural phenomena and landscapes, expressing thoughts and feelings)
- Working with written texts: comprehension and reproduction of meaning (use of texts about these topics)



5.2 SPACE TO MOVE AND PLACE TO THRIVE

Even if some green spaces exist in cities, they are often fragmented, making it challenging for wildlife to find suitable habitats and migrate between them. Wildlife corridors, also known as ecological corridors or green corridors, are connected areas of habitat that facilitate the movement of wildlife between isolated patches of suitable habitat. These corridors are essential conservation strategy components, especially in urban and fragmented landscapes.

Children can play a meaningful role in supporting urban wildlife corridors and engaging in conservation efforts. Here are some age-appropriate ways your learners can get involved:

1. Connect children with urban wildlife through outdoor exploration: Spend time with them in nearby parks, green spaces, and natural areas. Explore these areas to observe and appreciate urban wildlife like birds, insects, and small mammals. Teach them to respect these creatures and their habitats.
2. Involve children in gardening activities: Planting native species in the family garden, the school yard or participating in community garden projects can create wildlife-friendly habitats right at home. Explain how this benefits local wildlife by providing food and shelter.
3. Bird watching to introduce children to the world of urban wildlife: Set up bird feeders and bird-houses in the yard or balcony to attract and observe local bird species. Teach children about the different birds that visit and their behaviours.
4. Encourage children to keep a nature journal or scrapbook to document their observations of urban wildlife: They can make sketches, take notes, and even capture photographs of the creatures they encounter. This journaling activity fosters a deeper connection with nature and sharpens their observation skills.

Little measures, that young people can undertake can play an important role in fostering peaceful cohabitation with the animal world. For children to pay attention to the processes of nature around them - where birds nest, what they need to subsist in winter, what kind of shelter hibernators need – nurtures childrens' curiosity but also empathy for, and connection with urban wildlife (Link to Further Exploration #5). This can inspire a lifelong commitment to conservation and a sense of stewardship for the natural world.

CONNECTED TOPICS IN CURRICULUM



SUBJECT: Science lessons / STEM

- Habits of native birds throughout the year
- Habits of selected native animal species
- Habitat meadow and its importance for animals and humans
- Forest habitat and its importance for animals and people
- Nature observations
- Measures to protect natural resources
- Human activities for the protection of the environment

SUBJECT: Arts - Creative expression and appreciation

- Artistic production of works from recycled material
- contribution of art and other forms of cultural expression to understanding and changing the world by expressing own ideas, experiences and emotions (individual or collective)

SUBJECT: Languages

- Narrating and describing (using appropriate vocabulary and using present and past tense verbs, describing people, characters, plants, animals, natural phenomena and landscapes, expressing thoughts and feelings)
- Working with written texts: comprehension and reproduction of meaning (use of texts about these topics)

SUBJECT: Physical education

- Types of movement

5.3 FOOD TO INDULGE

Biodiversity, the incredible variety of life forms on our planet, plays a critical role in ensuring our access to an abundant and nutritious food supply. When we think about the delicious foods we enjoy, like fruits, vegetables, grains, and meat, it's important to recognise that they rely on a rich tapestry of plant and animal species working together.

Take, for example, the indispensable role of pollinators such as bees and butterflies. They flit from flower to flower, transferring pollen and enabling the production of the fruits and vegetables we enjoy. This process ensures our favourite foods and enhances their flavour and quality.

Fostering pollination in cities is crucial for supporting urban biodiversity, enhancing food production, and ensuring the reproduction of many plants. Several strategies can promote pollination in urban areas:

- 1. Plant Pollinator-Friendly Gardens:** Choose native plants that bloom throughout the seasons, with diverse flower shapes and colours to attract bees, butterflies, and hummingbirds. Avoid harmful pesticides.
- 2. Create Pollinator Habitat:** Set aside areas for pollinator-friendly plants like wildflower meadows and shrubs. Include trees and shrubs that offer nesting sites and shelter.
- 3. Provide Water:** Shallow water sources like birdbaths or ponds with perches help pollinators drink and cool off.
- 4. Reduce Light Pollution:** Diminish artificial night time lighting to avoid disorienting nocturnal pollinators like moths and bats.
- 5. Leave Some Areas Wild:** Keep parts of parks or green spaces untamed to support ground-nesting bees and other pollinators.
- 6. Plant Edible Gardens:** Grow fruits and vegetables like tomatoes, squash, and berries that rely on pollinators, supporting both pollinators and local food production.



Pollinators such as bees, bats, and butterflies are like superheroes of the natural world. They play a crucial role in helping plants grow, leading to an abundance of flowers, fruits, and vegetables that we all love. Likewise, birds play a crucial role in maintaining and enhancing biodiversity in various ways. Their contributions to ecosystems are diverse and significant, and they help ensure the overall health and balance of natural environments. One of the primary roles of birds in biodiversity is seed dispersal. Many bird species, especially frugivorous (fruit-eating) birds, assist in the dispersal of seeds. They consume fruits and then excrete the seeds in different locations, helping to regenerate plant species and maintain forest and ecosystem diversity. Therefore, birds are often considered indicator species because changes in their populations and behaviors can provide early warnings of environmental disturbances and habitat degradation.

Providing young people with the tools to help these species will enable them to develop a deep connection with nature and gain confidence in their ability to make a positive impact on the environment.

CONNECTED TOPICS IN CURRICULUM



SUBJECT: Science lessons / STEM

- Habits of native birds throughout the year
- Habits of selected native animal species
- Life cycle of native plants
- Pollination (importance of insects, impact on humans and nutrition)
- Nature observations
- Measures to protect natural resources
- Human activities for the protection of the environment

SUBJECT: Arts - Creative expression and appreciation

- Artistic production of works from recycled material
- contribution of art and other forms of cultural expression to understanding and changing the world by expressing own ideas, experiences and emotions (individual or collective)

SUBJECT: Languages

- Narrating and describing (using appropriate vocabulary and using present and past tense verbs, describing people, characters, plants, animals, natural phenomena and landscapes, expressing thoughts and feelings)
- Working with written texts: comprehension and reproduction of meaning (use of texts about these topics)

FURTHER EXPLORATION

Rewild My Street is a British platform that guides people wishing to adapt their homes, gardens and streets to encourage wildlife - and stop cities going grey. Upon signing up for free you will get accessible tips for rewilding even small urban spaces:

Greening city streets for Wildlife. Rewild My Street. (2023).

<https://www.rewildmystreet.org/>



This panel by the People & Pollinators Action Network (PPAN) dives into the interconnectedness of human health and healthy pollinator habitat. Louise Chawla is an expert on the benefits of nature contact for children:

YouTube. (2021, March 13). Episode #102 - Julie Morris and Louise Chawla, People & Pollinators Action Network (PPAN). YouTube. <https://www.youtube.com/watch?v=sckOlwgh6RM>

Shabazz Larking wrote a children's book with great artwork on why we need to help bees even though they sting:

Larkin, Shabazz: The Thing About Bees. A Love Letter. Readers to Eaters, 2019.

Climate Kids is a platform that provides tools, trainings and resources for young people and their teachers and parents to learn about protecting the environment. In the pollinator section there is plenty of activities, background information, work sheets and storytelling on why those pollinators should have our back:

Pollinators: Climate kids connects. Climate Kids. (2023). <https://www.climatekids.org/pollinators>

Watching beavers doing their thing in your neighbourhood? This is the new reality in some parts of London, where as part of a rewilding of streams, beavers are introduced into an urban setting. Explore how the Ealing Wildlife Project brings together humans and wildlife while giving nature the lead:

Bringing beavers back to London! Ealing Wildlife Group. (2023, August 25). <https://ealingwildlifegroup.com/conservation-projects/bringing-beavers-back-to-london/>

Here is a very informative article by The Guardian on that phenomenon:

Beavers to return to London as part of urban Rewilding. (2023, March 21). The Guardian. <https://www.theguardian.com/environment/2023/mar/21/beavers-to-return-to-london-as-part-of-urban-rewilding>

VISIONARY BOX



Ten years ago, a significant milestone was achieved in the realm of wildlife conservation in the south-west Balkans when the first Balkan lynx named Marko was captured for scientific research purposes. This event marked a pivotal moment in the history of the Macedonian Ecological Society, Protection and Preservation of the Natural Environment in Albania, and Mavrovo National Park, as their joint effort transcended theory and ventured into practical fieldwork. Marko's capture near the village of Sence in Mavrovo National Park, Macedonia, initiated a year-long journey of scientific discovery.

Marko quickly became an icon in the conservation program and garnered recognition among both experts and the general public, stimulating interest in endangered wildlife and fascination for the diversity of species. His adventures were documented in films, and his captivating images graced the covers of numerous articles, leaflets, brochures, and posters. Despite his significant contribution to ecological knowledge and the insights gained from tracking him using GPS and VHF technology, Marko's story took a somber turn in early 2011 when he fell victim to poaching, highlighting the persistent threat faced by the fragile Balkan lynx population.

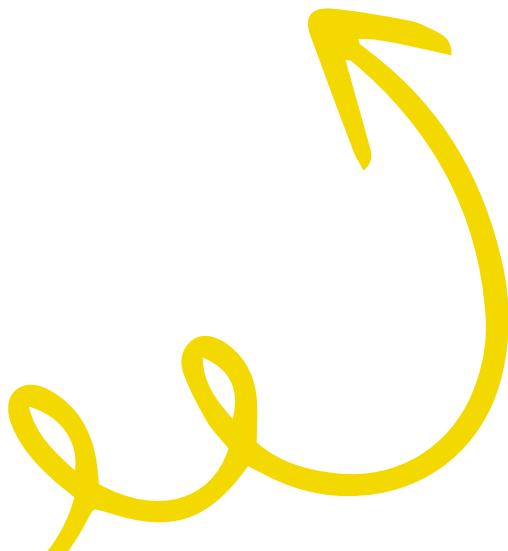
The memory of Marko continues to inspire and drive the conservation efforts aimed at protecting the dwindling population of these critically endangered felines. Observing wildlife's challenges and threats, such as habitat loss and climate change, instils a sense of responsibility in children. They may feel compelled to take action to protect the habitats and species they love.

Source: Macedonian Ecological Society. (2020, October 15). 10 years ago, on this day we captured the first balkan lynx. <https://mes.org.mk/en/10-years-ago-on-this-day-we-captured-the-first-balkan-lynx/>

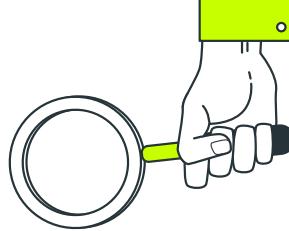


CONNECTED ACTIVITIES

- 5.1 Animal Charades
- 5.2 Animal Mask Creation
- 5.3 Animal Olympics
- 5.4 Animal Puppet Show
- 5.5 Animal Track Identification
- 5.6 Community Clean-Up of Animal Habitats
- 5.7 Community Garden for Wildlife
- 5.8 Cooking Class – Animal-Themed Treats
- 5.9 Food Chain Collage
- 5.10 Interactive Maps Exploration
- 5.11 Nature Scavenger Hunt - Food indulge
- 5.12 Nature Scavenger Hunt – Home to live
- 5.13 Squirrel Feeder Workshop
- 5.14 Virtual Zoo Safari
- 5.15 Animal Care Workshop with Veterinarian
- 5.16 Animal habitats
- 5.17 Polar bear
- 5.18 Pollution of the animal world
- 5.19 Breathing in Animals
- 5.20 How do birds feed



SOURCES



MODULE 1: Sharing the City

Arup (2017). Cities Alive. Designing for urban childhoods.

<https://www.arup.com/perspectives/publications/research/section/cities-alive-designing-for-urban-childhoods>

Bollier, D. (2011, July 15). The commons, short and sweet.

<https://www.bollier.org/commons-short-and-sweet>

Clark, L., & Rockefeller, R. (2020). The buy nothing, get everything plan: Discover the joy of spending less, sharing more, and living generously. Atria Books.

Luscher, D. (13 July, 2021). Access, not mobility. <https://www.15minutecity.com/blog/access>

Montgomery, C. (2015). Happy city: Transforming our lives through urban design. Penguin Books.

Moreno, C. (n.d.). The 15-Minute City. Carlos Moreno: The 15-minute city | TED Talk.

https://www.ted.com/talks/carlos_moreno_the_15_minute_city/details#t-457530

Paris en commun (2020). La ville du quart d'heure en images. <https://www.paris.fr/pages/la-ville-du-quart-d-heure-en-images-15849>

Roberts, David (May 26, 2019). Barcelona's radical plan to take back streets from cars. Introducing "superblocks". Vox.

<https://www.vox.com/energy-and-environment/2019/4/9/18300797/barcelona-spain-super-blocks-urban-plan>

Shareable (Ed.). (2018). Sharing cities. Activating the Urban Commons. Tides Center / Shareable. Free PDF download on: <https://www.shareable.net/sharing-cities/downloads/>

Smart Prosperity Institute. (n.d.). The cost of Sprawl. Smart Prosperity Institute.

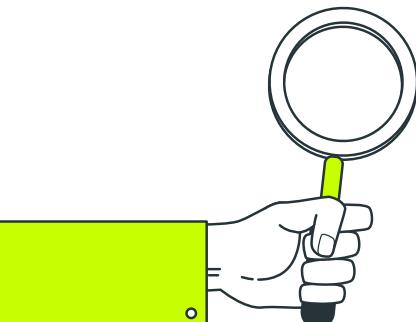
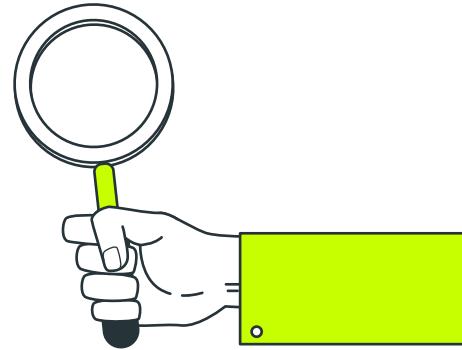
<https://institute.smartprosperity.ca/content/cost-sprawl>

Tessa, C. (2023, February 28). The surprising climate benefits of Sharing your stuff | tessa clarke | ted. YouTube. <https://www.youtube.com/watch?v=6DRMrFMNXCc>

Crowd Expedition. (2015, September 25). Local sharing and connecting through physical hubs: Dedeelkelder. YouTube. <https://www.youtube.com/watch?v=oC6g-sHjbTM>

Vulk Coop. (2020, May 6). Governing the commons in six minutes. YouTube.

<https://www.youtube.com/watch?v=B4hVbLjP1v8>



MODULE 2: Circular City

Chang, A. (2017, September 5). The life cycle of a T-shirt. YouTube.

https://www.youtube.com/watch?v=BiSYoeqb_VY

EU Science Hub. (n.d.). Definition of recycling.

https://joint-research-centre.ec.europa.eu/scientific-activities-z/less-waste-more-value/definition-recycling_en

Kaza, Silpa; Yao, Lisa C.; Bhada-Tata, Perinaz; Van Woerden, Frank. (2018). What a Waste 2.0: A Global Snapshot of Solid Waste Management to 2050. Urban Development. World Bank.

<http://hdl.handle.net/10986/30317>

LE Europe, VVA Europe, Ipsos, ConPolicy & Trinomics. (2018, October). Behavioural study on consumers' engagement in the circular economy. Publications Office of the EU.

<https://op.europa.eu/en/publication-detail/-/publication/0779f275-f9d6-11e8-a96d-01aa75ed71a1/language-en>

Norman Ebner, Eleni Iacovidou, (2021). The challenges of Covid-19 pandemic on improving plastic waste recycling rates. Sustainable Production and Consumption, Vo. 28, 2021.

<https://www.sciencedirect.com/science/article/pii/S2352550921002001>

Overstreet, K. (2020, July 17). Giving demolished building materials a new life through recycling. ArchDaily.

<https://www.archdaily.com/943293/giving-demolished-building-materials-a-new-life-through-recycling>

Playground Ideas. (2023). <http://www.playgroundideas.org/>

SDG 11 - sustainable cities and communities statistics explained. (n.d.).

<https://ec.europa.eu/eurostat/statistics-explained/SEPDF/cache/63347.pdf>

The Story of Stuff. (2022, December 21). Imagining an economy where you don't have to buy anything | solving plastic. YouTube. <https://www.youtube.com/watch?v=kOskaCh8KXU>

Repaircafe. (2023, May 23). Repair café - fix your broken items. <https://www.repaircafe.org/en/>

Ro, C. (2022, February 24). Can fashion ever be sustainable?. BBC Future.

<https://www.bbc.com/future/article/20200310-sustainable-fashion-how-to-buy-clothes-good-for-the-climate>

UN Habitat. (2021). Waste wise cities tool. <https://unhabitat.org/sites/default/files/2021/02/Waste%20wise%20cities%20tool%20-%20EN%203.pdf>

UNIDO. (n.d.). Circular economy.

<https://www.unido.org/our-focus-cross-cutting-services/circular-economy>

United Nations. (n.d.). Goal 11 | Department of Economic and Social Affairs. United Nations. <https://sdgs.un.org/goals/goal11>

Waste recycling in Europe. (2022, November 11).

<https://www.eea.europa.eu/ims/waste-recycling-in-europe>

MODULE 3: City for All

Amadò, M., & Massa, L. (n.d.). Bambini, design e appropriazione del quartiere Il caso dei percorsi pedonali casa-scuola Rapporto di uno studio. Laboratorio Cultura Visiva.

Blades, M. and Spencer, C. (1986) Map use in the environment and educating children to use maps, Journal of Environmental Education and Information 5.

Community building: Logiche E strumenti di management: Longo Francesco, Barsanti Sara: Libro: Egea. HP. (n.d.).

<https://www.egeaeditore.it/ita/prodotti/economia/community-building-logiche-e-strumenti-di-management.aspx>

Dini, D., Longo, S., & Palladino, N (n.d.). Diventare città sostenibili: cosa può insegnare Tricase alla grande Milano. Il Sole 24 Ore.

Durkheim, E., & Baracani, N. (1979). Educazione come socializzazione: Antologia. La nuova Italia.

Franco, E. (2016, April 22). Placemaking, un modo diverso di pensare e vivere lo Spazio Pubblico. Giornale dell'Architettura.

<https://ilgiornaledellarchitettura.com/2016/04/22/placemaking-un-modo-diverso-di-pensare-e-vivere-lo-spazio-pubblico/>

Hart, R. (1979). Independent explorations: Children's experience of place. Irvington, New York, 1979 Science, 204 (4394).

Ikiz, S. U. (2023, July 26). Planning-by-doing: How can tactical urbanism help to create better urban spaces?. Parametric Architecture.

<https://parametric-architecture.com/planning-by-doing-how-can-tactical-urbanism-help-to-create-better-urban-spaces/>

Let's reclaim our #streetsforkids! Italy. (2023, September 19).

<https://italy.cleancitiescampaign.org/streetsforkids/>

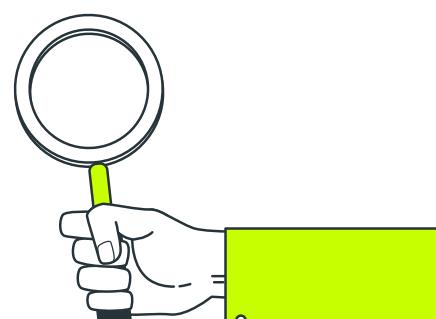
Park, R. E., Burgess, E. W., & McKenzie, R. D. (1968). The city. University of Chicago Press.

Pizzorno, A., Park, R. E., Burgess, E. W., McKenzie, R. D., & De_Palma, A. (1967). La Città. Edizioni di Comunità.

Rissotto, A., & Tonucci, F. (2002). Freedom of movement and environmental knowledge in elementary school children. Journal of Environmental Psychology, 22 (1-2).

StreetfilmsVlog. (2010, December 15). Revisiting Donald Appleyard's Livable Streets. YouTube.

<https://www.youtube.com/watch?v=ESgkcFbGiL8>



Tonucci, F. (1999). *La Città dei Bambini*. Laterza.

Tonucci, F., & Natalini, P. (2019). *A scuola ci andiamo da soli: L'autonomia di Movimento dei Bambini*. Zeroseiup.

Vitale, A. (2007). *Sociology of Community*. Carocci.

Whyte, W. H. (2018). *The social life of small urban spaces*. Project for Public Spaces.

MODULE 4: Tree Friends

Go Smart Bricks. (2021, June 21). *Urban heat island*.

<https://gosmartbricks.com/urban-heat-island/>

Smart Cities Dive. (n.d.). *Why We Need Trees in Our Cities*.

<https://www.smartcitiesdive.com/ex/sustainablecitiescollective/why-we-need-trees-our-cities/1100050/>

World Economic Forum. (n.d.). *Four reasons why cities need a healthy tree cover*.

<https://www.weforum.org/agenda/2022/06/cities-urban-trees-climate-change/>

MODULE 5: Animal Neighbours

Buglife. (2022, October 20). *Gardening for bugs*.

<https://www.buglife.org.uk/campaigns/no-insectinction/room-for-insects-to-thrive/insect-havens-in-towns-and-cities/>

DwightCooper, & Smith, J. (2021, March 19). *Insects in the city - encouraging wildlife into towns & cities*. The Wise House.

https://www.thewisehouse.co.uk/blog/read_197740/insects-in-the-city-encouraging-wildlife-into-towns-cities.html

Goulson, D., & By. (2022, October 18). *Insect decline: An ecological armageddon*: Heinrich Böll stiftung: Brussels Office - European Union. Heinrich-Böll-Stiftung.

<https://eu.boell.org/en/PesticideAtlas-insect-decline>

Guardian. (2019b, February 10). *Plummeting insect numbers "threaten collapse of nature."*

<https://www.theguardian.com/environment/2019/feb/10/plummeting-insect-numbers-threaten-collapse-of-nature>

MODULE 6: City for all Senses

National Wildlife Federation. (n.d.). *Biodiversity*.

<https://www.nwf.org/Educational-Resources/Wildlife-Guide/Understanding-Conservation/Biodiversity>

UNICEF Office of Global Insight & Policy. (2020, November 12). *Why biodiversity is important for children*. <https://www.unicef.org/globalinsight/stories/why-biodiversity-important-children>

