

BR  LOGO	<b>Biodiversity and Natural Areas</b>	
	<i>School context: Secondary School and High School</i>	
<b>What do the BR MP priority issues in conservation recommend?</b>	<ul style="list-style-type: none"> <li>- To reinforce the conservation management of outstanding but also specific natural habitats (flora, fauna...) in the BR territory</li> <li>- To develop sustainable conservation practices of flagship and heritage species that are threatened or vulnerable on the BR territory</li> <li>- To raise awareness and promote local ownership of biodiversity issues...</li> </ul>	
<b>Cross-disciplinary context and background</b>	<p><i>Examples from French Curriculum/ Secondary Education (Collège)</i></p> <ul style="list-style-type: none"> <li>- <b>Geography:</b> “My nearby environment: landscape and territory”</li> <li>- <b>Life and earth sciences (SVT):</b> “Diversity, kinship and unity of living beings”/“Maintenance of viable populations of species in their natural surroundings”</li> <li>- <b>Civic education:</b> “Law and justice in European/ National Law”: The Natura 2000 programme</li> </ul>	
<b>Dynamic and enabling themes in connection with local situation and MP priority issues</b>	<ul style="list-style-type: none"> <li>- The conservation of a local flagship species like the Egyptian Vulture (<i>Neophron percnopterus</i>) in relation with sustainable agriculture (dependent on the pastoral activity);</li> <li>- The conservation of a local flagship species like the little owl (<i>Athena noctua</i>) in relation with sustainable fruit production (dependent on orchards of full-sized trees or meadow-orchards);</li> <li>- The conservation of floristic heritage species (like <i>Narcissus poeticus</i>, <i>Orchis laxiflora</i>, <i>Cynosurus cristatus</i>...) in specific siliceous pasture and hay meadows...</li> </ul>	
<b>Possible action phases following action plans</b>	<ul style="list-style-type: none"> <li>- To make a film around the action plan of compensating the loss of shelter opportunities for the little owl by installing nesting boxes and creating cavities in relevant places;</li> <li>- To produce an exhibition around the “conservation” of the vulture food diet, its evolution and importance (loss of ecological and economic services like recycling of organic wastes and disposal of dead animals; installation of feeding stations for necrophagous birds, measurement of impacts of excess use of phytosanitary products on insects as key elements of diet...);</li> <li>- To produce a class logbook on the organization (of) or the participation to a flowering meadow contest;</li> <li>- To produce a class herbarium or a plant collection (also from photos, drawings...);</li> <li>- To constitute a class seed bank...</li> </ul>	
<b>What can the BR propose? (through BR’s territorial assets)</b>	<ul style="list-style-type: none"> <li>- Meetings with local actors, in particular farmers, sheep farmers, modern breeders;</li> <li>- Field visits to territory managers (wildlife centers, bird sanctuaries...);</li> <li>- Workshop on building and installing bird feeders and nesting boxes (technical know-how, context and conditions) from skilled technicians and specialists;</li> <li>- Links with international programmes like Natura 2000, the European programme LIFE, and powerful NGOs like Birdlife International...;</li> <li>- Workshop on drawing up an inventory of meadows? How to conduct monitoring of rare and sensitive species? (scientific translator);</li> <li>- Workshop on how to use a dichotomous key? How to constitute a proper herbarium? (scientific translator) or a freer plant collection? (ESD educator)...</li> </ul>	
<b>Commitment from the project holder:</b>	<ul style="list-style-type: none"> <li>- Recording of your project intention before...;</li> <li>- Attendance to meetings and to co-construction of implementation of BR cycle of interventions (3 sessions among the above BR propositions on “Biodiversity and Natural Areas”);</li> <li>- Reporting to provide with on the ESD activity being implemented (through production (concrete result) of collective article, exhibition, interview, film...)</li> </ul>	

Information Resources on “Biodiversity and Natural Areas”: pls follow link...