

# Případová studie: Environmentální výchova

ve  
Světové organizaci skautského hnutí  
(WOSM)

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## Osnova

- Earth Tribe - nový environmentální program
- Uhlíkově neutrální kancelář WOSM
- SCENES
- Zdroje



# Earth Tribe

Nová environmentální iniciativa světového skautingu

2005:

1975:



| Asia                        | Europe         | Africa          | Inter-America          | Eurasia    | Arab     |
|-----------------------------|----------------|-----------------|------------------------|------------|----------|
| 1. Australia                | 1. Denmark     | 1. Kenya        | 1. Costa Rica          | 1. Georgia | 1. Libya |
| 2. Bangladesh               | 2. Estonia     | 2. Madagascar   | 2. Ecuador             | 2. Moldova |          |
| 3. Bhutan                   | 3. France      | 3. Senegal      | 3. Guyana              |            |          |
| 4. Philippines              | 4. Germany     | 4. South Africa | 4. Nicaragua           |            |          |
| 5. Hong Kong                | 5. Italy       | 5. South Africa | 5. Trinidad and Tobago |            |          |
| 6. India                    | 6. Luxembourg  | 6. Zambia       | 6. Venezuela           |            |          |
| 7. Indonesia                | 7. Malta       | 7. Zimbabwe     |                        |            |          |
| 8. Japan                    | 8. Netherlands |                 |                        |            |          |
| 9. Kiribati                 | 9. Norway      |                 |                        |            |          |
| 10. Republic of Korea       | 10. Portugal   |                 |                        |            |          |
| 11. Malaysia                | 11. Slovakia   |                 |                        |            |          |
| 12. Maldives                | 12. Slovenia   |                 |                        |            |          |
| 13. Mongolia                | 13. Sweden     |                 |                        |            |          |
| 14. Pakistan                | 14. Turkey     |                 |                        |            |          |
| 15. Philippines             |                |                 |                        |            |          |
| 16. Singapore               |                |                 |                        |            |          |
| 17. Sri Lanka               |                |                 |                        |            |          |
| 18. Scouts of China, Taiwan |                |                 |                        |            |          |



| Skill  | Educational objectives per age group  |   | Activity guidelines   |
|--|---|---|---|
|  | 11-14   | 15+   |   |
| <b>1. EXPLORE AND REPLACE</b> - Compare activities based on goals of the five areas  | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |
| <b>2. PROMOTE AND MAINTAIN</b> - Compare activities based on goals of the five areas | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |
| <b>3. SUPPORT AND MAINTAIN</b> - Compare activities based on goals of the five areas | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |
| <b>4. THE MOST SUSTAINABLE ENVIRONMENTAL PRACTICES AND IDEAS</b>                     | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |
| <b>5. PLAN AND DESIGN</b> - Compare activities based on goals of the five areas      | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |
| <b>6. TAKE ACTION</b> - Compare activities based on goals of the five areas          | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. | Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. Identify the purpose of their action and their role in the environment. |



**WORLD SCOUT ENVIRONMENT BADGE**  
Programme Activity Badge



### My Carbon Footprint

**Aim 3**  
Scouts are working together around the world when the time of the world is changing to make the world a better place. Scouts are working together to make the world a better place.

**Educational objectives**  
To help Scouts understand the impact of their actions on the environment and how they can make a difference.

**Summary**  
A simple activity to help Scouts understand the impact of their actions on the environment and how they can make a difference.

**Aim**  
To help Scouts understand the impact of their actions on the environment and how they can make a difference.



**Age range**  
12+




**Kaprálív mýn**  
Scout Environmental Education Centre

**THE SCOUTS CENTRE IS COMMITTED TO:**  
To provide and offer to environmental education in Scouting.  
To help Scouts understand the impact of their actions on the environment and how they can make a difference.








## SOLAR ENERGY HANDBOOK

GUIDE FOR TEACHERS AND YOUTH LEADERS

S\*LAFRICA.CH

YUNGA & WOSIA





sdgs.scout.org

to make the world's largest coordinated youth contribution to the Sustainable Development Goals

**1,787,364,846**  
service hours

**6,367,101**  
service actions



young people become active citizens by taking action in their community

community development occurs through the actions of young people



Partneři




### WHY EARTH TRIBE

one common home with limited resources: **Earth**  
a single **tribe** that depends on nature to survive  
that needs to be **united** to save the planet

### FOUR PATHS FOR ACTION

- Better Choices**  
Developing sustainable habits towards an eco-friendly and healthy lifestyle
- Nature and Biodiversity**  
Connecting with nature and protecting it towards sustainability
- Clean Energy**  
Exploring and adopting sustainable energy options
- Healthy Planet**  
Preventing and recovering water and land ecosystems from pollution



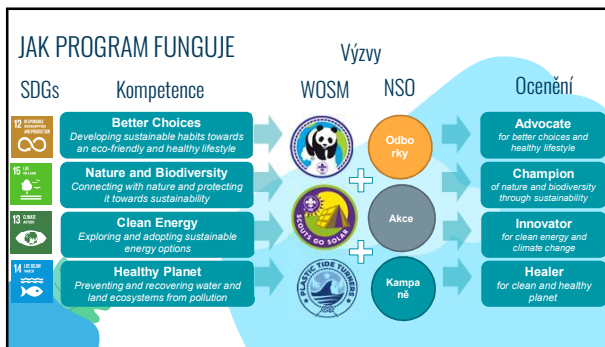
### PRO KAŽDOU STEZKU JE VYTVOŘENA SADA KOMPETENCÍ

| Domain        | Ages                   |  |   |  |
|---------------|------------------------|--|---|--|
|               | 7 to 10                | 11 to 14   | 15 and above  |  |
| Čistá energie | <b>Cognitive</b>       | I understand the dependency of our civilization on external energy inputs. I can discern between renewable and non-renewable energy sources. | I know the causes of climate change. I can name the impact of different energy sources on the environment and climate. I know how to reduce my everyday energy consumption. | I know how to mitigate climate change and how communities can adapt these changes. I know the advantages and disadvantages of different energy sources and how renewable energy sources can reduce environmental impact and drive sustainable development. |
|               | <b>Socio-emotional</b> | I can talk to others about climate change and explain how it connects to my life, the life of other people and nature.                       | I acknowledge my responsibility in the protection of the climate.   | I am willing to reduce my energy consumption and impact on the climate.  |
|               | <b>Behavioral</b>      | I am saving energy every day.  | I am trying to reduce my impact on climate change.  | I am actively promoting sustainable energy and climate-friendly activities in my personal life, in my community, and in my school or workplace.  |

### PRO KAŽDOU STEZKU JE VYTVOŘENA SADA KOMPETENCÍ

Lepší volby

| DOMAIN          | COMPETENCIES FOR ENVIRONMENT EDUCATION IN SCOUTING: Under 11  | COMPETENCIES FOR ENVIRONMENT EDUCATION IN SCOUTING: 11 to 14  | COMPETENCIES FOR ENVIRONMENT EDUCATION IN SCOUTING: +15   |
|-----------------|---|---|---|
| Cognitive       | I know what I can do to live healthy and how to reduce my impact on the environment.                        | I understand connections between my life and environmental problems as well as global wealth distribution discrepancies. I understand where my food comes from.   | I seek information and inspiration on healthier and more sustainable choices. I learn about environmental problems in other parts of the world and how they are interconnected globally and through individual choices.   |
| Socio-emotional | I reduce my personal wants in the light of needs of the natural world, other people and future generations. | I feel responsible for the impacts of my behaviour on the environment and other people. I want to become an active global citizen. I feel empathy towards people who experience hunger and poverty often as a result of climate change. | I believe I can contribute to sustainability by reducing my environmental footprint. I want to involve other members of my community into implementation of sustainable solutions. I encourage other member of my community to take part in the implementation of |
| Behavioural     | I use every opportunity for pro-environmental behaviour.  | I challenge myself and my friends to reduce our impact on the environment.  | I evaluate my habits and modify them continuously to make them more sustainable and help others to do so. I help to change institutions and communities towards changing their practices to become more sustainable.  |



### MATERIÁLY K EARTH TRIBE

JOIN US ON **facebook**

- MANUÁL PRO NSO** - Jak adaptovat program na národní úrovni.
- ACTION KIT** - v přípravě
- COMMUNICATIONS MATERIALS** - V přípravě
- NAŠIVKY SVĚTOVÉ ÚROVNĚ** - Postupně se doplňují, aktuálně je nejpropracovanější nášivka k redukci odpadů z plastů.

### SHRNUTÍ

**E.T. nahrazuje WSEP a používá nové přístupy:**

- Provázání se Sustainable Development Goals
- Provázání s národními programy enviro výchovy
- Je kompetenčně orientovaný
- Aplikovatelný na individuální, oddílové i národní úrovni
- Kombinuje výzvy, kampaně a akce
- Aspiruje na vytvoření globální komunity

### SCOUT CENTRES OF EXCELLENCE FOR NATURE, ENVIRONMENT AND SUSTAINABILITY

SCENES nezařazeny do programu Earth Tribe – představa o širším působení, zejména důraz na partnerství s dalšími organizacemi a místní komunitou

Světové ústředí WOSM bude uhlíkově neutrální

Ahmad Alhendawi  
WOSM Secretary General

Understanding WOSM's environmental impact: baseline study and recommendations for improvement  
April 2021

